Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on June 11, 2026 at 2:14 PM PDT

Date and Time

Tuesday June 16, 2026 at 4:30 PM PDT

Location

Dalzell Lance High School
3500 W Temple St
Los Angeles, CA 90004

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

The board meeting is also accessible at every CNCA Campus via teleconference connection:
CNCA Burlington 697 S. Burlington Ave., Los Angeles, CA 90057
CNCA Kayne Siart 3400 W. 3rd Street., Los Angeles, CA 90020
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

A board members will log in virtually from the following locations:
5037 W. 138th St, Hawthorne, CA 90250

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 4/14/26 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.	**Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA**			**4:38 PM**
A.	Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA The Board will receive the proposal, hear any public comments, and consider approval of CNCA's initial bargaining proposal to CNTA. Pursuant to public-sector collective bargaining requirements, both parties must publicly disclose their initial bargaining proposals prior to the commencement of negotiations to ensure transparency and provide an opportunity for public input.	Vote	Margaret Domingo	3 m
V.	**Consent Items**			**4:41 PM**

		Purpose	Presenter	Time
A.	Student and Family Handbook Updates	Vote	Jeannette Sandoval	1 m

The Board will vote to approve the Student and Family Handbook for the 2026-2027 school year. The handbook has been updated to ensure alignment with current/new California laws and compliance with state requirements. This ensures families receive clear and accurate information about CNCA policies.

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 reviewed with families, updated, and approved annually by our CNCA board.

C.	FY26-27 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.

D.	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.

E.	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.

F.	Commercial Insurance Policy Contract With CharterSafe	Vote	Brent Lowry	1 m

The Board will vote to approve the Commercial Insurance Policy Renewal contract agreement with CharterSafe.

G.	ExEd Contract Notice of Terms Supplement	Vote	Brent Lowry	1 m

The Board will vote to approve the ExED Contract Notice of Terms Supplement, which outlines updates and modifications to the existing agreement for financial and business services. The supplement reflects agreed-upon terms intended to support the organization's operational and compliance needs.

		Purpose	Presenter	Time
H.	11th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group	Vote	Adriana Abich	1 m

The Board will vote to approve the 11th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group.

I.	Credit cards for Staff	Vote	Margaret Domingo	1 m

CNCA requests approval from the Board for American Express cards to be assigned to Brent Lowry, VP of Finance, Juliana Santos, Principal at Burlington, and Maria Vasquez, SOM at Burlington, for school and/or HSO related purchases.

J.	Children's Institute Community Schools Contract MOU 2026-27	Vote	Jessica Cuellar	1 m

The Board will review and vote on approval of the 2026-2027 CII Mental Health Services and Community Schools Contract.

K.	ELOP Program Plan Update	Vote	Lindsey Rojas	1 m

The board will vote to approve the updated ELOP Program Plans to include Attendance Recovery which will launch in the 26-27 school year.

L.	Expanded Learning RFP and MOU for 26-27	Vote	Lindsey Rojas	1 m

The Board will vote to approve the selection of an Expanded Learning provider for the 2026–2027 school year. The ELOP department conducted a formal Request for Proposals (RFP) process for Expanded Learning Services, evaluating qualified providers based on program quality, experience, and alignment with organizational needs. Staff recommends approval of the selected provider to support the continued delivery of high-quality expanded learning opportunities for students. Two votes are needed; one for the RFP outcome to select Woodcraft over ARC and one to approve the Woodcraft MOU.

M.	Print/Scan Contract Renewal	Vote	Naomi Jauregui	1 m

The Board will vote to approve the renewal of the Print/Scan (Ricoh) contract for the lease of printers/scanners and the service agreement of the devices. The Camino Nuevo Team conducted a thorough review of different vendors and sourced RICOH through OMNIA, a purchasing organization for the public sector that allows purchasing at a lower price leveraging a contract that has already completed competitive bidding and selected the most qualified vendor.

N.	Approve 2026-27 Student Board Member	Vote	David Gidlow	1 m

		Purpose	Presenter	Time
	The Board will vote to appoint Jonathan Zepeda-Hernandez as the 2026-27 Student Board Member pursuant to CNCA board policy.			
O.	Non-Public Agency (NPA) Master Contracts for 2026-27	Vote	Rachel Hazlehurst	1 m
	The board will vote to approve the renewals of NPA Master Contracts (Edlogical Group and Cross Country Educational) for special education services and assessments that will be exceed $100,000 for the 2026-27 school year.			

VI. Contracts, MOUs, and Policies — 4:56 PM

A.	AVANCE Residency LA Update and MOU for 26-27	Vote	Sarah Tapia-Pruett and Amber Skrumbis	3 m
	The Board will vote to approve the revised AVANCE Consortium Memorandum of Understanding (MOU) and the newly developed Data Sharing Agreement for the 2026–2027 school year. Over the past year, CNCA has participated in collaborative working groups focused on planning for the long-term sustainability of the AVANCE Residency program beyond the California Commission on Teacher Credentialing (CTC) grant period. As a result of this work, revisions were made to the AVANCE Consortium MOU, and a Data Sharing Agreement was developed to support ongoing partnership coordination and program implementation. Staff recommends approval of both agreements for the 2026–2027 school year.			
B.	Landscape Request for Proposal Selection	Vote	Natasha Barriga	3 m
	The Board will vote to approve the selection of a landscape services vendor for CNCA following the completion of a formal Request for Proposal (RFP) process. After evaluating proposals using the established Vendor Bid Selection Criteria, staff recommends Pacific Vista as the landscape services provider based on its qualifications, pricing, and overall alignment with organizational needs.			
C.	Internship and Service Hour Policy For Dalzell Lance High School	Vote	Elizabeth Nicho	5 m
	The Board will vote to approve the new Internship and Service Hour Policy at DAL. The proposed policy is designed to strengthen students' career readiness by establishing clear expectations for internship participation, service hour completion, and accountability measures.			
D.	Eisner Roof Replacement	Vote	Brent Lowry	5 m

		Purpose	Presenter	Time

The board will vote on approving the recommended vendor to resurface the Eisner roof ahead of the El Nino rain season.

VII. School and Academic Updates — 5:12 PM

A.	Attendance & Chronic Absenteeism Update	FYI	Jeannette Sandoval	5 m

The SFS team will share updated Attendance and Chronic Absenteeism data compared to the SY24-25.

B.	Enrollment Update	FYI	Katerin Ortiz	5 m

The SFS team will share updated Attendance and Enrollment data for the 24-25SY.

C.	College and Career Updates	FYI	Elizabeth Nicho	5 m

The College and Career team will provide updates on college and career milestones, including graduating seniors, college acceptances, and postsecondary plans for the Class of 2026. The presentation will also highlight student success stories and provide updates on dual enrollment growth and progress.

VIII. Community Schools Update — 5:27 PM

A.	Community Schools Update	FYI	Amber Skrumbis and Lesem Puerto	8 m

The Senior Director of Development and Community Schools Manager will share an update on our Community Schools implementation progress.

IX. Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027 — 5:35 PM

A.	Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027	Vote	Adriana Abich	3 m

The Board will approve sending notice to the Los Angeles Unified School District and California Department of Education of the school's intent to explore alternative SELPA options effective July 1, 2027. This letter is non-binding, but legally required in order to preserve the ability to make a change in SELPA affiliation as of July 2027.

X. Presentation of SY 25-26 Local Indicators — 5:38 PM

A.	Presentation of SY 25-26 Local Indicators	Vote	Natasha Barriga	5 m

	Purpose	Presenter	Time

The CA Dashboard includes a concise set of state and local indicators that are founded on the LCFF priorities as well as aligned to the measures required under Every Student Succeeds Act. Annually, the Camino team must measure its progress in meeting the requirements o the LCFF priority and report on those measures as part of a non-consent item at the same public meeting at which the LCAP is adopted. CNCA Board of Directors will review and vote whether to approve the Local Indicators report for: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS2.

XI. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2 — 5:43 PM

A. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2 — Vote — Natasha Barriga — 5 m

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAS to share their stories of how, what, and why programs and services are selected to meet their local needs. The CNCA Board of Directors will review and vote whether to approve the LCAPs for: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS2.

XII. CNCA Board Resolution for Renewal Petition — 5:48 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)

XIII. CNCA LAUSD Oversight Documents — 5:53 PM

A. CNCA LAUSD Oversight Documents — Vote — Natasha Barriga — 5 m

The CNCA Board of Directors will review the 2025-2026 LAUSD Oversight reports for CNCA, CNCA 2, CNES #3, CNCA #4, CNHS 2.

		Purpose	Presenter	Time
XIV.	**Financials**			**5:58 PM**
A.	Finance Committee Update	FYI	Tamara Powers	3 m

The Board will be provided with a Finance Committee update.

B.	Approval of FY26/27 Budget	Vote	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.	Sandra Cisneros Budget Adjustment	Vote	Brent Lowry	3 m

The board will vote to spend an additional $750,000 of reserves to add more staff to Cisneros to strengthen enrollment, academic programming, and intervention.

D.	April 2026 Financials	Discuss	Sonia Oliva	5 m

ExEd will present the CNCA April 2026 Financials.

E.	EPA Spending Plan Approval	Vote	Sonia Oliva	3 m

The Board will vote on the Annual Approval of Education Protection Account (EPA) Spending Plan for FY26/27.

F.	Los Angeles County Office of Education (LACOE) Certification of Signatures	Vote	Sonia Oliva	3 m

The Board will vote to approve the Los Angeles County Office of Education (LACOE) Certification of Signatures. This annual authorization identifies the individuals designated to sign official documents, reports, and other submissions on behalf of the organization. Approval of the Certification of Signatures ensures compliance with LACOE requirements and authorizes designated representatives to conduct official business with the County and other applicable agencies.

XV.	**CEO Update**			**6:20 PM**
A.	CEO Update	FYI	Adriana Abich	10 m

The CEO will share updates about the org-wide strategic planning process for the 2026-27 school year.

XVI.	**Board Member Elections**			**6:30 PM**
A.	Election of Board Members for New Terms	Vote	David Gidlow	3 m

		Purpose	Presenter	Time
B.	Election of Officers and Chair of the Board	Vote	David Gidlow	3 m
XVII.	**Closed Session**			**6:36 PM**
A.	Public Employee Performance Evaluation CEO G.C. 54957(b)(1)	Discuss	Adriana Abich	15 m
XVIII.	**Closing Items**			**6:51 PM**
A.	Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 4/14/26 CNCA Regular Board Meeting Minutes

Section:	II. Approve Minutes
Item:	A. Approve 4/14/26 CNCA Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for CNCA Regular Board Meeting on April 14, 2026

APPROVED

Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time
Tuesday April 14, 2026 at 4:30 PM

Location
Dalzell Lance High School
3500 W Temple St
Los Angeles, CA 90004

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

The board meeting is also accessible at every CNCA Campus via teleconference connection:
CNCA Burlington 697 S. Burlington Ave., Los Angeles, CA 90057
CNCA Kayne Siart 3400 W. 3rd Street., Los Angeles, CA 90020
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

A board member will log in virtually from the following location:
1935 Webster, Palo Alto, CA 94301
2048 264th St, Lomita, CA 90717

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.

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

Directors Present
A. Arevalo (remote), A. Medina, D. Gidlow, F. Jimenez, G. Flores, R. Arenas, T. Powers (remote)

Directors Absent
J. Hernandez, L. Jennings

Directors who arrived after the meeting opened
F. Jimenez

Guests Present
S. Herrera

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Gidlow called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Apr 14, 2026 at 4:32 PM.
F. Jimenez arrived at 4:40 PM.

II. Approve Minutes

A. Approve 02-10-2026 CNCA Regular Board Meeting Minutes

G. Flores made a motion to approve the minutes from CNCA Regular Board Meeting on 02-10-26.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Jennings	Absent
R. Arenas	Absent
D. Gidlow	Aye
J. Hernandez	Absent

Roll Call

G. Flores	Aye
A. Arevalo	Aye
F. Jimenez	Aye
T. Powers	Aye
A. Medina	Aye

B. Approve 03-18-2026 CNCA Special Board Meeting Minutes

G. Flores made a motion to approve the minutes from CNCA Special Board Meeting on 03-18-26.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Arevalo	Aye
D. Gidlow	Aye
L. Jennings	Absent
A. Medina	Aye
T. Powers	Aye
F. Jimenez	Aye
G. Flores	Aye
J. Hernandez	Absent
R. Arenas	Absent

III. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

IV. Consent Items

A. Credit cards for Staff

G. Flores made a motion to approve Consent items A through G.
T. Powers seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

F. Jimenez	Aye
T. Powers	Aye
G. Flores	Aye
L. Jennings	Absent
A. Arevalo	Aye
J. Hernandez	Absent
R. Arenas	Absent
D. Gidlow	Aye

Roll Call

A. Medina Aye

B. Extended Learning Opportunities Program Program Plan Updates

C. CNCA School Calendar 2026-2027

D. CNCA Board Meeting Schedule for 2026-27

E. Revised 10th Amended Limited Services Agreement

F. Math Yogis Contract - Dalzell Lance Campus

G. Meal Provider Contract Renewal with Revolution Foods, PBC

V. LAUSD Renewal Update

A. LAUSD Renewal Update

Natasha Barriga, VP of Strategies and Operations, provided an update of the LAUSD renewal process.

VI. 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

D. Gidlow made a motion to approve the Declaration of Need for Fully Qualified Educators.
G. Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
A. Arevalo	Aye
L. Jennings	Absent
J. Hernandez	Absent
T. Powers	Aye
G. Flores	Aye
F. Jimenez	Aye
R. Arenas	Absent
A. Medina	Aye

VII. Children's Institute MOU 2025-2026

A.

Children's Institute MOU 25-26

F. Jimenez made a motion to approve 2025-2026 CII Mental Health Services and Community Schools Contract.
A. Medina seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
L. Jennings	Absent
T. Powers	Aye
J. Hernandez	Absent
R. Arenas	Absent
G. Flores	Aye
A. Arevalo	Aye
A. Medina	Aye
F. Jimenez	Aye

VIII. School and Academic Updates

A. Attendance and Chronic Absenteeism Update

Jessica Cuellar, VP of Student and Family Supports, and Jeannette Sandoval, provided an update on the current status of attendance & chronic absenteeism.

B. Enrollment Update

C. CAO Update

Rachel Hazlehurst, CAO, shared an update on academic data and provided a preview of instructional priorities for the 2026-2027 school year.

IX. CIS Improvement Plan

A. CIS Improvement Plan

Rachel Hazlehurst, CAO, provided an update on the multi-year academic improvement plan for CNCA #4.

X. Committee Updates

A. Finance Committee Update

Tamara Powers provided an update the recent Finance Committee meeting.

XI. Financials

A. January 2026 Financials

Sonia Oliva, VP at ExED, provide an update of the January 2026 Financials.

B. Second Interim (January Financials) Submitted to LAUSD

G. Flores made a motion to approve the submission of the second interim financials to LAUSD.
F. Jimenez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
G. Flores	Aye
L. Jennings	Absent
A. Medina	Aye
R. Arenas	Absent
D. Gidlow	Aye
A. Arevalo	Aye
J. Hernandez	Absent
T. Powers	Aye
F. Jimenez	Aye

XII. CEO Update

A. CEO Update

Adriana Abich, CEO, introduced the 2026-2027 theme of Excellence, and shared updates this year's communication strategy.

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:13 PM.

Respectfully Submitted,
G. Flores

Coversheet

Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA

Section:	IV. Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA
Item:	A. Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA
Purpose:	Vote
Submitted by:	
Related Material:	CNTA Sunshine letter 2026.pdf 20260616-CNCA Sunshine Proposal.pdf

Camino Nuevo Teachers Association

To: Board of Directors, Camino Nuevo Charter Academy
Adriana Abich, CEO

From: Camino Nuevo Teachers Association (CNTA)
Nicholas Angelo, President

Date: 15 May 2026

Re: Public Disclosure of CNTA's Initial Proposals for Negotiations with Camino Nuevo Charter Academy for a Successor Agreement for 2027-2030 pursuant to Government Code section 3547

Consistent with PERB Case No. LA-RR-1117-E, Camino Nuevo Teachers Association ("CNTA") is the exclusive representative of all certificated employees of Camino Nuevo Charter Academy ("CNCA") excluding management, supervisory, confidential employees, and office managers.

This memorandum is to disclose to the public CNTA's proposal for a successor agreement and for changes to the Collective Bargaining Agreement with CNCA for the 2027-2030 school years.

CNTA will propose changes including but not limited to the following articles:

Article 3m- TOSA: CNTA will propose the addition of an article that elaborates on the duties and rights of the TOSA role such as what occurs after the TOSA assignment is completed.

Article 11 - Work Year: CNTA will propose modification of the number of instructional and professional development days.

Article 12 c,d and e - Work Day: CNTA will propose language changes to the number of continuous conference/planning minutes guaranteed.

Article 13- Class Size: CNTA will propose clarifications regarding classes that are combined, bilingual, and/or include a significant number of students with exceptional needs.

Article 14 - Evaluation: CNTA will propose changes and clarification of successor agreement provisions to align with current practices, policies, and procedures. CNTA will

propose an allowance for grieving the evaluation procedure itself.

Article 15a and c - Compensation:

CNTA will propose an across the board salary increase for all unit members and compensation for added certifications, duties and out of class compensation.

CNTA will propose an increase in hourly, sub pay compensation.

CNTA will propose an increase to stipended positions.

Article 16- Benefits:

CNTA will propose to ensure that health and dental insurance options are adequate for our members and that there is member representation in the selection process of health-insurance providers.

CNTA will propose additional benefits.

Article 22- Negotiations: CNTA will propose dates for reopeners and negotiations for successor contracts.

CNTA will propose the following additions:

In addition to the foregoing changes to the 2027-2030 Collective Bargaining Agreement between CNCA and CNTA, CNTA proposes the addition of provisions regarding:

*Resource Specialist or Inclusion Program training, support, and materials.

*Sustaining the Ethnic Studies for All Initiative.

CNTA reserves the right to propose changes to additional articles not included in this list.

Camino Nuevo Charter Academy
Sunshine Proposal 2027-2030
June 16, 2026

Consistent with the relevant provisions of the Educational Employment Relations Act (Government Code section 3540 et seq.), including Section 3547 of the Government Code, the Camino Nuevo Charter Academy (CNCA) sunshine's the following initial proposals for 2027-2030 contract negotiations with the Camino Nuevo Teachers Association ("CNTA").

1. Article 15 – Compensation
   Camino Nuevo Charter Academy will propose revisions to the salary table.

2. Article 14- Evaluation
   Camino Nuevo Charter Academy will propose revisions to the Evaluation process and rubric.

3. Article 12- Work Day (c)
   Camino Nuevo Charter Academy will propose revisions to clarify conference/planning time.

4. Camino Nuevo Charter Academy reserves the right to reopen any other articles in the Agreement upon compliance with Government Code section 3547 (d).

Coversheet

Student and Family Handbook Updates

Section:	V. Consent Items
Item:	A. Student and Family Handbook Updates
Purpose:	Vote
Submitted by:	
Related Material:	2026-2027 CNCA Student and Family Handbook_English (FINAL).pdf

CAMINO NUEVO CHARTER ACADEMY
2026-2027
STUDENT & FAMILY
HANDBOOK
TK - 12th Grade

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GENERAL INFORMATION

Letter From The CEO

Welcome to the 2026-2027 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 over 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.

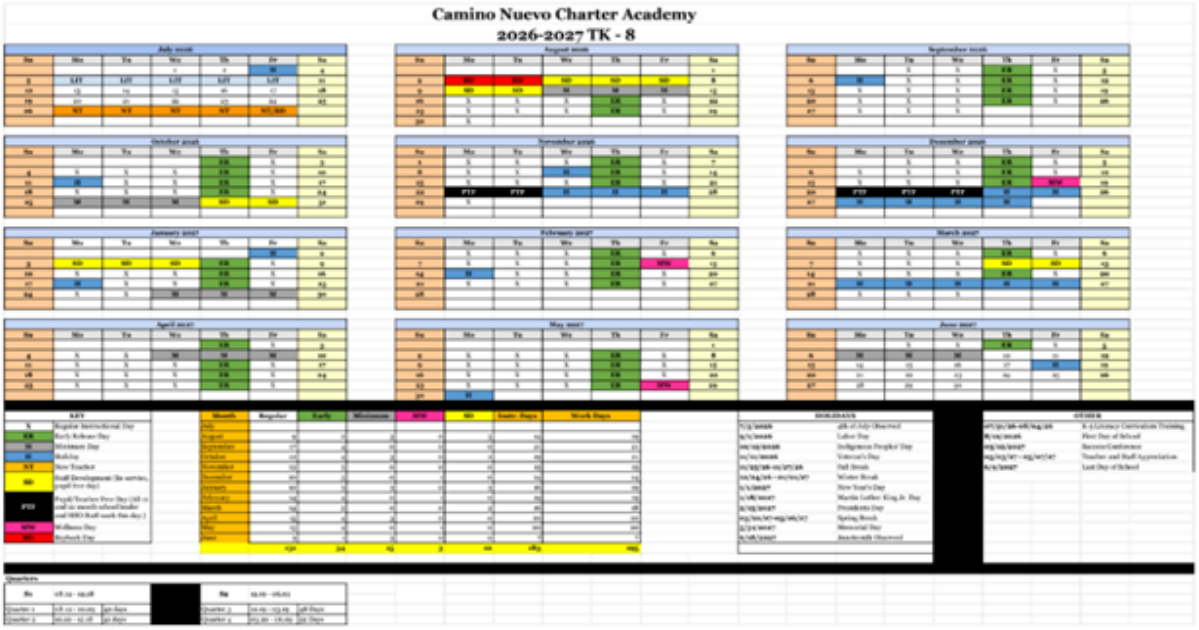
School Day Schedule and Calendar: *Please note that each campus may modify their school hours..

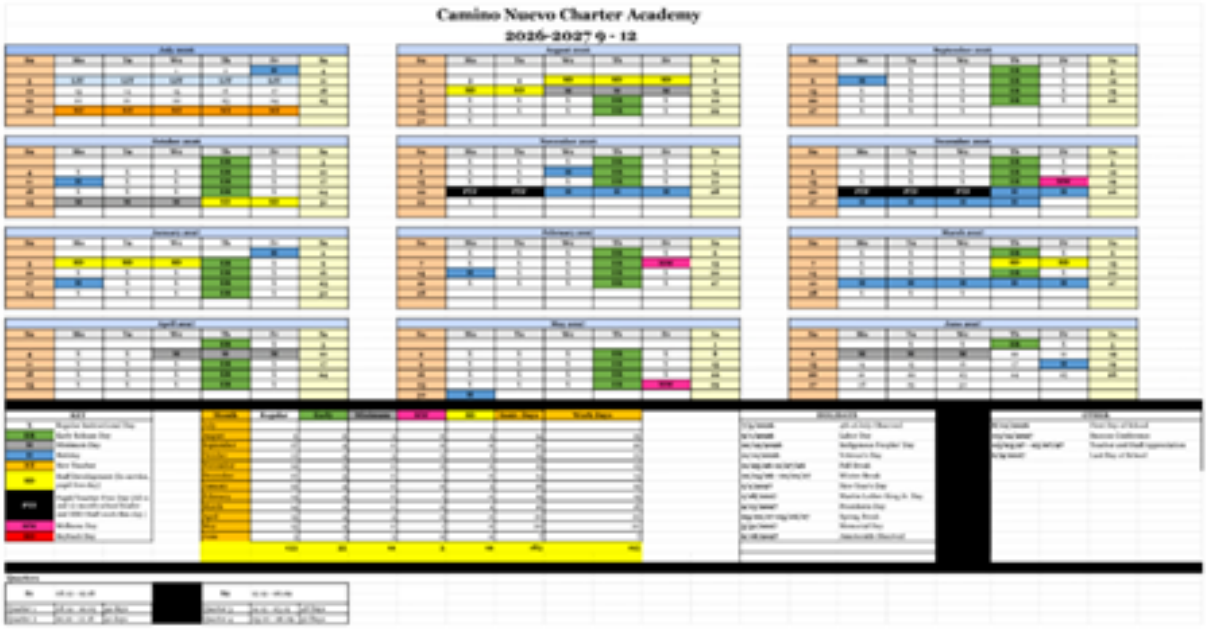
Burlington- TK - 5			
Type of Schedule	Start Time		Dismissal Time
Regular Day	8:00am		3:00pm
Minimum Day	8:00am		12:30pm
Early Release Day	8:00am		12:30pm
Burlington-6 - 8			

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
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		12:30pm
Early Release Day	8:30am		12:30pm

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 and/or 504 Plan
- 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)

Enrollment Lottery and Waitlist

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 theCamino Nuevo Charter Academy Sandra Cisneros or Sandra Cisneros Camino Nuevo Charter Academy 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. Students from the waitlist will be admitted in the order their applications were received, as spots open up after the lottery.

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).

Tardiness – EC 48260 (a)

Students should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. If a child is late, the child should bring a note from home to the school office. Excessive tardiness disrupts instruction and impacts student learning.

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 (4^{th}) 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 (6th) 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 (1st) 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 (3rd) 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.
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.

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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.

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, Meta glasses 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.

Meta glasses and/or smart glasses with cameras/microphones are treated as restricted or prohibited devices during the school day—especially if used for recording or communication.

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 (Crocs, sandals, slides, birkenstocks are not allowed)

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.(Crocs, sandals, slides, birkenstocks are not allowed)

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.

<u>All Middle Schools:</u>

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

<u>For the Cisneros Campus only:</u>

- 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 substantial interference with the student's academic performance.
- Causing a reasonable student to experience 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 EXTRACURRICULAR 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 student information system that runs on a cloud-based vendor hosted server. PowerSchool uses the Internet to facilitate student information management and communication among school administrators, teachers, families, 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 directly for login information and account creation instructions as PowerSchool links are specific to each school. Your school will verify your identity before giving you an account to help protect student data and privacy. Once you have created 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 the 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 15 days. If the student does not complete coursework and does not successfully pass the class within 15 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 scheduled 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 and / or attending school 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://aiccu.edu/ - This website lists 80+ independent, nonprofit colleges and universities in California.

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, and some A-G requirements. To participate in dual enrollment courses, students must have at least a 2.5 GPA and demonstrate strong academic progress. Students may not have any "F" grades in A–G courses during the current or previous academic term. These expectations are in place to ensure students are academically prepared to successfully participate in dual enrollment courses.

As part CNCA's commitment to foster a strong college going culture and ensure that all students graduate prepared for college and career opportunities, students in grades 9-12 have access to CaliforniaColleges.edu. This statewide online platform is designed to support students with college and career planning.

Californiacolleges.edu offers tools that allow students to explore careers, create academic plans, track college admissions requirements, and submit college and financial aid applications. To provide students and families with direct access to these tools and resources, the school may share limited student information with the California College Guidance Initiative (CCGI), the organization that operates Californiacolleges.edu.

This disclosure is provided as part of the school's **annual parent notification** in accordance with the **Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. Sec. 1232g)**. Student data shared with CCGI is protected under federal and state privacy laws and is used solely to support students in their college and career planning.

Parents and families can access these resources and learn more about **college admissions requirements, financial aid opportunities, and career pathways** by visiting:

www.CaliforniaColleges.edu

This notice is provided in accordance with **California Education Code §51229**. k

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 measures include academic progress reports, grades, attendance, and teacher recommendation. 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 Appeal Policy

The term "retention" means repeating an academic year of school. When students in grades K-12 have not acquired the academic skills needed for the next grade, the school may recommend retention in order to support their progress and development.

The parent/guardian may disagree with the retention 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 is not mathematically possible for them to make up the credits required to graduate on time, they will be retained.

Homework Policy

CNCA believes homework helps students deepen their understanding of what they learn in class and build the study habits needed for college. Students should expect homework to be assigned regularly, often on a daily basis. However, homework will not always be graded. Because homework is meant to provide practice and help students develop strong study habits, it is not always graded for accuracy. Teachers may use different systems to assign and track homework. Families should contact the teacher directly if they have questions about the grading or homework policy.

Concerns

If a student's homework is consistently too difficult, families should contact the teacher. Homework should be challenging but still possible for students to complete.

If a family cannot help with homework at home, consider seeking support through after school programs or tutoring.

If a student does not have the necessary supplies at home, families should contact the teacher for assistance.

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, 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 grades 5, 7 and 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.

[5]Culmination Policy/Senior Contract (High School)

Families and senior students will be required to sign a contract indicating that they understand that in order to graduate, senior students must adhere to the following requirements/expectations:

- [6]Meet all A-G requirements with grades of C or better with an equivalent of 170 A-G credits, 30 elective credits, 20 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. Seniors have the opportunity to make up to four tardies by attending a 4-hour Saturday school session. This option is available up to two times per semester.
- No more than 5 unexcused full day absences or 30 unexcused period absences per semester. Seniors have the opportunity to make up one full day of absence per month by attending a 4-hour Saturday school session
- All textbooks, computer equipment must be returned to school and/or pay any replacement costs for lost items.
- ZERO instances of the possession/use of fighting, drugs, alcohol, weapons or exhibiting excessively disruptive behavior of any kind
- Attend ALL scheduled graduation rehearsals on time

Senior Activities Academic Policy

A diploma will be issued for any student meeting all graduation requirements. 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.

[5] The Senior Culmination Policy and Senior Contract are subject to annual review and may be modified to reflect updates in school procedures or requirements. Any changes will be communicated to families in a timely manner.

[6] In lieu of A-G requirements, newcomers who qualify under CNCA's Newcomer Policy are eligible to graduate by fulfilling the state of California's minimum graduation requirements. Students with an IEP who qualify for the California Alternate Assessments ("CAA") who complete State Standards–aligned coursework meeting the California Department of Education's minimum coursework requirements are eligible for an Alternate Diploma, as specified in Section 51225.3 of the Education Code. Other students with an IEP may also qualify and will be determined on a case-by-case basis – final approval is required by the CAO.

Graduation Requirements

[7]Below are the graduation requirements for the Class of 2026 and beyond.

CNCA Minimum Required Coursework for Graduation			
Courses	**Grade Type**	**Number of Courses**	**Credits**
A-G Courses[8]	C or better	17	170
College Seminar	C or better	4	20
CNCA Electives	C or better	3	30
New State Requirements	C or better	2 **Ethnic Studies** (Starting with % 2030) **Personal Finance** (Starting with % 2031)	10-15
Internship[9]	N/A	Min. of 1 (30 hr) Internship	N/A
Service Hours[10]	N/A	Total of 40 service hours by end of senior year	N/A
College applications[11]	N/A	Total of (4) 4-year college applications	N/A

[7] Any changes, modifications, or exceptions to graduation requirements must receive prior approval from the Chief Academic Officer (CAO).

[8] In lieu of A-G requirements, newcomers who qualify under CNCA's Newcomer Policy are eligible to graduate by fulfilling the state of California's minimum graduation requirements. Students with an IEP who qualify for the California Alternate Assessments ("CAA") who complete State Standards–aligned coursework meeting the California Department of Education's minimum coursework requirements are eligible for an Alternate Diploma, as specified in Section 51225.3 of the Education Code. Other students with an IEP may also qualify and will be determined on a case-by-case basis – final approval is required by the CAO.

[9] An internship must be completed by all students who attend Camino Nuevo H.S. #2 beginning in 9th grade.

[10] Students must complete 10 service hours per year enrolled in Camino Nuevo H.S. #2

[11] In exceptional instances when students don't meet the minimum eligibility criteria for admission to a 4-year college/university, they will be required to apply to an alternate post-secondary pathway and submit a financial aid application.

State of California's Minimum Graduation Requirements

Courses	Grade Type	Number of Courses	Credits
English	C or higher	3 Courses	30
Mathematics[12]	C or higher	2 Courses	20
Science	C or higher	2 Courses	20CAO
Social Studies	C or higher	3 Courses, including a one-semester course in American government and civics, and a one-semester course in economics	30
Visual or Performing Arts/ World Language or CTE	C or higher	1 Course	10
Physical Education[13]	C or higher	2 Courses	20
Ethnic Studies[14]	C or higher	1 semester	5
Personal Finance[15]	C or higher	1 semester	5

[12] Students must complete a year of Algebra 1

[13] Two years of physical education must be completed, unless the pupil has been exempted pursuant to the provisions of *EC* Section 51241

[14] New state graduation requirement, commencing with students graduating in the 2029/2030 school year

[15] New state graduation requirement, commencing with students graduating in the 2030/2031 school year

Total			**140 Credits**

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. The required chaperone-to-student ratio is 1:10. This means there must be 1 adult for every 10 students.

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.

Mandated Health Screenings

School-based health screenings are designed to identify potential concerns with vision, hearing, or physical development that may impact a student's ability to learn. Early identification allows families to follow up with a healthcare provider for further evaluation and support.

In accordance with California state law, Camino Nuevo Charter Academy provides certain health screenings to support student well-being and ensure that all students are able to fully access their learning.

Required Screenings

Students may participate in the following screenings at designated grade levels or upon initial enrollment:

- Vision Screening – Conducted upon school entry and in grades such as kindergarten (or first grade), 2nd, 5th, and 8th grade
- Hearing Screening – Conducted upon school entry and in grades such as kindergarten (or first grade), 2nd, 5th, 8th, and in some cases high school grades
- Scoliosis Screening – Typically conducted for female students in 7th grade and male students in 8th grade, as required by California Education Code

Additional screenings may be conducted for:

- New students enrolling in the school
- Students referred by staff or families due to concerns

These screenings are conducted by qualified personnel (such as credentialed school nurses or trained staff) and are provided at no cost to families.

Parent/Guardian Notification and Opt Out

Families will be notified prior to any screening. Parents/guardians have the right to opt out of any mandated screening by submitting a written request to the school. In place of school-based screening, families may provide documentation from a licensed healthcare provider showing that the screening has been completed.

Follow Up and Referrals

If a potential concern is identified during a screening, families will be notified and encouraged to seek follow-up care with a healthcare provider. The school may provide resources or referrals to support access to care when needed.

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 Participation" hours per family, per site. Attendance at in-person and/or virtual workshops, parent meetings and school activities count toward Family Participation hours. However, donations are not equivalent to Family Participation hours. Another way to meet the Family Participation 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 Participation 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, or contact your Student & Family Services Coordinator or designee.

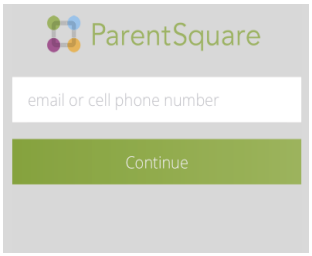
School and Family Communication

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 Participation 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.

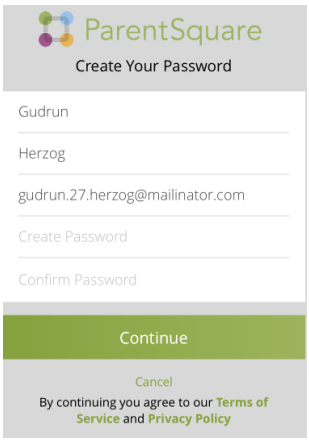
CNCA asks all families to download the Parent Square app. and register by following these steps:

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.

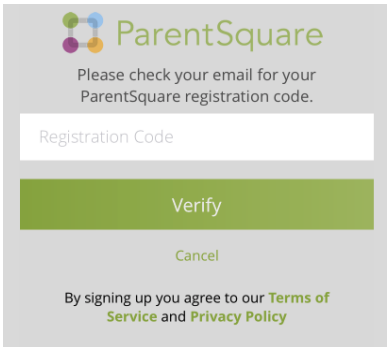


4. Tap “Continue.”

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 so someone can 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 Student & Family Services Coordinator.

If you need to communicate with your child during school, call the office and leave a message. That message will be given to the student. A student will be summoned from class to take your call only if it is an emergency. Please make all carpool or after school pick up arrangements with your child before the start of the school day.

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).

- 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.

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 Participation hours.

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

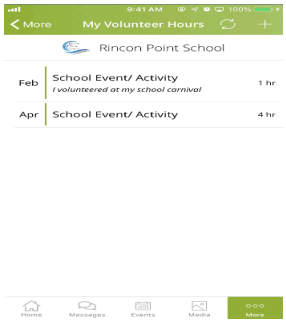
- Work positively for the good of the school.
- Constructive criticism should be directed only to the supervising teacher or school administrator.
- When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher.
- Don’t compare one student with another; 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 Participation Hours

All Family Participation hours need to be entered into the Parent Square App. Parents/guardians are asked to enter their Family Participation hours after every meeting/event that they attend. Parents/guardians are encouraged to complete 15 Family Participation 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 otherwise 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.

Student & Family Services Coordinators or designees 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, Parent Community Leaders 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

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.

Annual Notice regarding Dual Enrollment and International Baccalaureate (IB) Course Offerings

California Education Code § 48980.6 requires schools to notify parents and guardians of students in grades 7–12 each year about any Dual Enrollment or International Baccalaureate (IB) courses offered.

At Camino Nuevo Charter Academy (CNCA), we are committed to ensuring that all students graduate college and are career-ready. As part of this commitment, CNCA's Dalzell Lance High School offers opportunities for students to take Dual Enrollment courses in partnership with one of our local community colleges.

Dual enrollment allows high school students to enroll in college-level classes while still in high school. Students can earn both high school and college credit for the same course. These opportunities help students explore college-level academics, gain confidence in higher education, and get a head start on their postsecondary goals.

Dual Enrollment Courses

- Who is Eligible:

  -CNCA high school students (grades 9–12)

- Partner College:

  -Los Angeles City College (LACC)

- Examples of Dual Enrollment Courses:

US History, US Government, Sociology, Psychology, and other general education courses that fall within various areas of the Cal-GETC pattern.

International Baccalaureate (IB) Courses

At this time, CNCA schools do not offer International Baccalaureate (IB) courses. If CNCA begins offering IB programs in the future, parents and guardians will be notified accordingly.

For more information or questions about Dual Enrollment opportunities, please contact Elizabeth Nicho, Director of College and Career Success at elizabeth.nicho@caminonuevo.org.

Graduation Ceremony Attire Policy

Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized items of religious or cultural significance as an adornment during graduation ceremonies and related school events. Students and families determine what qualifies as religious or cultural significance.

An “adornment” is something worn with or attached to the traditional cap and gown, but it does not replace the cap and gown.

The school will not require pre-approval for students to wear these items and will not require a student to wear a cap if it interferes with the selected adornment.

The school may prohibit any item that is likely to cause a substantial disruption or interfere with the ceremony.

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.

*In alignment with guidance from the California Department of Education, a “weapon” at school is not limited to just guns or knives. While laws specifically name items such as firearms, knives, explosives, and imitation weapons, they also include any “dangerous object” that could cause harm. This means that everyday items may be considered weapons if they are used to threaten, hurt or injure someone. Examples: firearms (real guns), knives (including specific blade types), explosives, BB guns / pellet guns, tasers / stun guns, dirks, daggers, ice picks, imitation firearms (toy guns, airsoft guns, replica firearms), etc. School staff will use judgment based on the situation, and possession of any weapon or dangerous object may result in serious disciplinary, including suspension or expulsion.

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.[16]
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 ("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

[16] 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.

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 at the Home Support Office
- Yesenia Rivas at Castellanos and Eisner
- Lilian Ramirez at Kayne Siart
- Jazmin Romero at Burlington
- Citlali Castillo at Dalzell Lance

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 the 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 in 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[17] 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 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

[17] "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*

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 the 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 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 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:
    1. 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**
    2. 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

Pursuant to California Education Code § 51225.8, the Charter School shall ensure that each student receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or, if applicable, the California Dream Act Application (CADAA), at least once before the student enters grade 12. This information shall include, but is not limited to, the types of documentation and information required to complete the application, applicable deadlines, and the importance of timely submission. A paper copy of either application will be provided upon request.

The FAFSA form and additional information are available at:
https://studentaid.gov/h/apply-for-aid/fafsa

The California Dream Act Application and additional information are available at:
https://dream.csac.ca.gov/landing

Pursuant to California Education Code § 51225.7, the Charter School shall ensure that each student in grade 12 does one of the following prior to graduation:

1. 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 CADAA to the California Student Aid Commission;
2. Submits a signed opt-out form; or is otherwise exempt as permitted by law.

The Charter School shall notify students and their parents/guardians of this requirement, the benefits of applying for financial aid, and the option to opt out, and shall provide appropriate support and resources to assist students in completing the application.

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.

Mandated Health Screenings

In accordance with California Department of Education requirements, schools conduct routine health screenings to support student learning and well-being. These screenings include vision and hearing assessments for students in state-required grade levels and for new enrollees. The purpose is to identify potential health concerns that may impact a student's ability to learn. Parents/guardians will be notified if screening results indicate a possible concern and are encouraged to follow up with a healthcare provider. Parents/guardians may opt out of these screenings by submitting a written request to the school.

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 Support Office
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

Camino Nuevo Charter Academy aims to provide all students in our school a 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"). Camino Nuevo Charter Academy 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 our 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 Support Office
3435 W. Temple St.
Los Angeles, CA 900226
213-417-3400

A copy of the UCP Policy is available upon request at the Home Support 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 Home Support Office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the Home Support 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"[18]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[19]) 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.

[18] 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.

[19] 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").

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

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 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 Support Office
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 Wellness Policy, which includes the Charter School's meal charge policy, is available upon request at the Home Support 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

Updates on New Laws

Expulsion Rehabilitation & Readmission

If a student is expelled, the school will provide a written rehabilitation plan with clear expectations and supports (such as counseling, academic help, or behavior services) to help the student prepare to return. The school will review progress before the end of the expulsion period and generally readmit students who meet requirements and do not pose a safety risk. Families will be informed of all steps, timelines, and their right to request review.

Harassment, Intimidation, Discrimination & Bullying

CNCA prohibits all forms of bullying, harassment, discrimination, and intimidation, including online (cyberbullying). This includes behavior that makes students feel unsafe, targeted, or unable to learn. The school investigates reports promptly, protects student privacy, and does not allow retaliation. Students who engage in this behavior may face disciplinary action. Families are encouraged to report concerns immediately.

Response to Immigration Enforcement

CNCA protects all students' privacy, safety, and access to education regardless of immigration status. The school does not collect immigration information and only releases student records when required by a valid court order or

warrant. If immigration officers come to campus, staff follow strict procedures and notify administration immediately. The school supports families and connects them to resources when needed.

Smartphone Use Policy

To support learning and well-being, students are not allowed to use smartphones or any personal electronic devices during the school day unless specifically permitted. Devices must be stored off and away if brought to school. Devices include but are not limited to cell phones, MP3 players, Meta glasses/Smart glasses, tablets, portable video game systems, and headphones etc. These may not be used during school hours without permission. Exceptions include instructional use, medical needs, IEP/504 accommodations, or emergencies. Devices may be confiscated if misused. The school is not responsible for lost or damaged devices.

Response to Threats & School Safety

CNCA takes all threats seriously to ensure a safe school environment. Any threat or concerning behavior should be reported immediately to staff. The school investigates quickly, assesses risk, and takes appropriate action, which may include safety measures, counseling support, family contact, or law enforcement involvement when necessary. Students may face discipline and supportive interventions.

Graduation Cultural Adornments

CNCA affirms students' right to wear cultural, religious, or identity-based adornments at graduation and related ceremonies without requiring prior approval, ensuring students may fully express their identity as long as it does not disrupt the event or create safety concerns.

Referral Protocols for Addressing Pupil Behavior Health Concerns

If a student shows signs of distress or behavioral health concerns, staff will identify the need early and connect the student to appropriate support in a timely and caring manner. Families will be informed and involved throughout the process, and the school will provide or coordinate services through school-based supports and/or community providers. All concerns are taken seriously, and student safety is our top priority.

Parent Involvement

Camino Nuevo Charter Academy is committed to partnering with families to support student success. In accordance with Title I federal requirements, each CNCA campus has developed a Parent Involvement Policy that outlines how families can participate in their child's education, including opportunities to engage in school planning and decision-making, access information about curriculum and assessments, and collaborate with staff through the School-Parent Compact. This policy is reviewed and updated annually with input from parents and then approved by our Board of Directors. A copy is available at each school's main office and is sent to all families at the start of each school year via ParentSquare.

This handbook provides a summary of key policies and procedures intended to support families and students. It does not contain the full text of all school or organizational policies. For complete and most up-to-date policy information, please contact the Home Support Office or visit our website at https://www.caminonuevo.org/apps/pages/policies

FORMS

Dalzell Lance High School- Sample Military Opt-Out Form - Federal law requires high schools to give military recruiters access to certain directory information (usually name, address, and phone number) unless a parent or student opts out. Families have the right to opt out of this disclosure by submitting a written request or completing the Military Information Opt-Out Form below.

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 Student 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	☐ Regional Occupational Centers and	☐ Pregnant, Parenting, or Lactating

Programs Programs 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	Based on association with a person or group with one or more of these actual or perceived characteristics
Disability (Mental or Physical)	Medical Condition	
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.** Students acknowledge 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: V. Consent Items
Item: B. Title I School-Level Parental Involvement Policy
Purpose: Vote
Submitted by:
Related Material: 26-27 Burlington Parent Involvement Policy.pdf
26-27 CAS_EIS Parent Involvement Policy.pdf
26-27 Cisneros Parent Involvement Policy.pdf
26-27 Kayne Parent Involvement Policy.pdf
26-27 Dalzell Parent Involvement Policy.pdf

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

Camino Nuevo Charter Academy, Burlington ha desarrollado una Política escrita de participación de los padres de Título I con aportes de los padres de Título I. En colaboración con los Consejos Escolares, Camino Nuevo Charter Academy desarrolló la política; Cada año, CNCA utiliza los datos de la encuesta de padres para informar cualquier 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, la directora 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.

School Year: 2026 - 2027
Board Approved: _____

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

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

- Cada trimestre, durante el Café con la Directora, 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.

Nuestro campus cuenta con una Coordinadora Familiar de tiempo completo que trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. Nuestra Coordinadora Familiar 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.

- Nuestra Coordinadora Familiar recopila comentarios e información de los padres líderes del Consejo Escolar para planificar actividades escolares. La Coordinadora Familiar trabaja estrechamente con los padres para crear eventos exitosos en los que se les pide que participen y se apoyen mutuamente.

Nuestra Coordinadora 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.

- **Opciones Accesibles en Audio:** Para promover la accesibilidad y una participación familiar inclusiva, las reuniones y los documentos compartidos deben incluir apoyos accesibles en audio, como explicaciones verbales o grabaciones traducidas, para garantizar que todas las familias puedan acceder y comprender información importante independientemente de su nivel de alfabetización.

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.

School Year: 2026 - 2027
Board Approved: _____

The school provides parents of Title I students with timely information about Title I programs. Parents receive timely information through the Parent Square newsletter, monthly parent meetings, and other special meetings that may be scheduled.

The school provides parents of Title I students with an explanation of the curriculum used in the school, assessments used to measure student progress, and student proficiency levels they are expected to meet.

- Each quarter, during Coffee with the Principal, parents are informed about the curriculum, internal and required annual assessments, ways to interpret results, and tools for parents to support their children's academic progress.

- At the request of parents of Title I students, the school offers opportunities for meetings that allow parents to participate in decisions related to their child's education.

- The School Council meets monthly and provides parents the opportunity to participate in decision-making, raise any concerns they may have, or request a private meeting with the school leader.

**It may be helpful to include the review of the parental involvement policy in the annual review of the Single Plan for Student Achievement.*

***The policy should be updated periodically to meet the changing needs of parents and the school. If the school has an established process for involving parents in the planning and design of the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)*

School-Parent Compact

Camino Nuevo Charter Academy, Burlington Campus distributes to parents of Title I students a School Parent Compact. The compact, which has been developed jointly with parents, outlines how parents, all school staff and students will share the responsibility for improving student academic achievement. It describes specific ways the school and families have partnered to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways in which parents will be responsible for supporting their children's learning
- The importance of continuous communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff AND teachers by appointment; opportunities for parents to volunteer and participate in their child's class

The School-Parent Compact was developed with input from teachers and parents on the best possible ways to support families and increase student achievement. Each year, this compact is distributed and explained to families at registration time. It is also reviewed with families during beginning of the year orientations.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding their children's academic status, content standards, assessments, and how to monitor and improve their children's performance.
- In addition to student-led parent conferences, CNCA has developed several parent workshops that explain academic language, state assessments, and how to interpret test results, as well as clearly clarifying what the transition to Common Core looks like. These workshops are repeated throughout the year to ensure understanding and answer questions.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's performance.
- Parent workshops include hands-on and other interactive activities to give parents the opportunity to practice newly acquired skills
- Have more workshops on homework and purpose
- Have a video library of workshops. The purpose is to record the instructional workshops or coffees.

With the help of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. During team meetings with staff members as well as

professional learning days for teachers at the beginning of the school year, sessions are scheduled to educate them on the importance of partnering with families.

The school coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and support parents to participate more fully in their children's education.

Our campus has a full-time Family Coordinator who works closely with families to identify needs and link them to resources. Our Family Coordinator also coordinates opportunities for parents to get involved in the school community, as well as events and workshops to empower and nurture our families to become advocates for their children's education.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that parents understand. All communication with families is bilingual and written in a culturally sensitive manner. Flyers, Parent Square publications, posters, and robocalls are easy to read/hear and understand.

Translators are available during parent meetings, including conferences and workshops, to ensure understanding and maximize communication.

The school provides support for parental involvement activities requested by Title I parents.

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

Accessibility

Camino Nuevo Charter Academy- Burlington provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. Information and school reports are provided in a format and language that parents understand. Parents are encouraged to participate in the school community and in their students' 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.
- **Audio-Friendly Options:** To promote accessibility and inclusive family engagement, meetings and shared documents should include audio-friendly supports, such as verbal explanations or translated audio recordings, to ensure all families can access and understand important information regardless of literacy level.

School Year: 2026 - 2027
Board Approved: _____

Camino Nuevo Charter Academy
Jose A. Castellanos & Jane B. Eisner

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 póliza escrita de participación de los padres de Título I con aportes de los padres de Título I. Esta póliza se desarrolló mediante consulta con el consejo escolar y en nuestra reunión anual de padres de Título 1. La póliza se distribuyó a los padres de estudiantes de Título I a través de nuestra plataforma en línea (Parent Square) y se imprimió donde todos los padres tuvieron la oportunidad de dar sus sugerencias sobre la póliza. 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 y otra información adicional relevante a Título 1.
  Al comienzo de cada año escolar, la escuela lleva a cabo juntas virtuales y en persona para padres donde la Coordinadora de Servicios Familiares comparte con las familias actualizaciones para el año escolar. En esta junta el equipo de liderazgo comparte las oportunidades programáticas y se les 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 y tarde cuando sea necesario. Las reuniones son una combinación de en persona y virtual basado en el tema, seriedad, y actividad.
  Las reuniones de padres se programan en horas variadas para adaptarse a las varias necesidades de los padres. 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.

School Year: 2026 - 2027
Board Approved: _____

Camino Nuevo Charter Academy
Jose A. Castellanos & Jane B. Eisner

Durante nuestras reuniones del Concilio Escolar (SBC), 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.

- 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 plantel ofrece una consulta virtual con la Coordinadora de Servicios Familiares dos veces al mes, y nuestra escuela organiza un Café con Líderes híbrido mensualmente. Todos estos espacios y anuncios tienen como objetivo notificar a las familias sobre cualquier cambio, eventos escolares, talleres y próximas reuniones/actividades para padres, y tener una plataforma para que los padres traigan asuntos de preocupación a la administración.

- 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. Adicionalmente, durante las conferencias de trimestre uno los maestros aportan información durante su cita con los padres sobre el plan de estudios, las evaluaciones, y niveles de competencia. Incluso, comparten estrategias que se pueden adoptar en casa para trabajar juntos para el logro académico de los estudiantes. Durante el 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.

***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 información 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 una Coordinadora de Servicios Familiares de tiempo completo que trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. Nuestra Coordinadora 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. La Coordinadora 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 una Coordinadora 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. La Coordinadora de Servicios Familiares trabaja estrechamente con los padres de Título I para crear actividades exitosas en las que se les pide a los padres que participen y se apoyen unos a otros.

Accesibilidad

Camino Nuevo Charter Academy #3 brinda oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden.
Todos los documentos están disponibles en inglés y español. La mayoría del personal es bilingüe, pero si es necesario, hay traductores disponibles, como el personal de recepción, los asistentes del plantel y otro personal bilingüe. En las reuniones del IEP se proporciona un traductor a la familia (si es necesario). Durante las conferencias de padres, se proporciona un traductor a los maestros (específicamente en el plantel de la escuela secundaria). Si hay problemas de alfabetización, nuestra Coordinadora 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].

Parental Involvement in the Title I Program

To engage 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, parents' rights to participate in the Title I program, and other additional information relevant to Title I.
  At the beginning of each school year, the school holds virtual and in-person parent meetings where the Family Services Coordinator shares updates for the school year with families. During this meeting, the leadership team shares programmatic opportunities, and parents are encouraged to get involved for the upcoming year.

- The school offers a flexible schedule of meetings for Title I parents, including morning and afternoon sessions as needed. These meetings are a combination of in-person and virtual formats, depending on the topic, nature, and activity involved.
  Parent meetings are scheduled at various times to accommodate the diverse needs of parents. As requested by families, our meetings are conducted in both in-person and virtual formats—via Google Meets—to address the varying needs of our families as best as possible.

- The school engages parents of Title I students in the planning process in an organized, continuous, and timely manner.
  During our School Site Council (SBC) meetings, the Principal solicits feedback from parents and teachers regarding which programs and services they value most, and which areas 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) also participate in the LCAP monitoring and review

process by offering recommendations at the end of the school year in support of English Learner (EL) students and the curriculum.

- The school provides parents of Title I students with timely information regarding Title I programs.
  Parents receive bi-weekly newsletters via Parent Square. Each site has their own dedicated virtual office hour twice a month with the Family Services Coordinator and our school hosts a monthly hybrid "Cafécito" with Leaders". All these spaces and announcements aim to notify families about any changes, school events, workshops, and upcoming meetings or activities for parents, as well as to provide a platform for parents to bring matters of concern to the administration.

- 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 reach.
  This information is shared during "Back-to-School Night," which takes place between August - September of each new school year. Parents are invited to meet directly with teachers to learn about assessments, the curriculum, and expectations. Additionally, during first-trimester conferences, teachers provide information during their meetings with parents regarding the curriculum, assessments, and proficiency levels. They also share strategies that can be adopted at home so that parents and teachers can work together to support students' academic achievement. Throughout the school year, parents of Title I students are invited to attend academic workshops (Mathematics, Reading, etc.) to build their capacity to support their children's learning at home.

- Upon request, the school offers parents of Title I students opportunities to participate in decisions related to their children's education. Parents of Title I students also have the opportunity—upon request—to observe their child's class in order to support their academic growth and learn directly about the classroom environment and the teacher's instructional approach.
  Parents of Title I students have access to this opportunity through our School Council. The Council meets monthly and offers parents the chance to participate in decision-making, raise concerns, or request a private meeting with the school principal. Parents do not need to be members of the Council to request private meetings, provide feedback, or observe their children's classes.

***The policy should be updated periodically to meet the evolving needs of both parents and the school. If the school has a process for involving parents in the planning and design of school programs, the school may*

use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]

School-Parent Compact

Camino Nuevo Charter Academy #3 distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact was developed with input from teachers and parents about the best possible ways to support families and increase student achievement. Every year, this compact is distributed 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.**

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- 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.

- 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.

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- 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.**

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Camino Nuevo Charter Academy
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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.

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- Con la ayuda de los padres de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales.
  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 una Coordinadora de Servicios Familiares de tiempo completo que trabaja en estrecha colaboración con las familias para identificar necesidades y vincularlas con recursos. Nuestra Coordinadora 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.
  La Coordinadora 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. Nuestra Coordinadora 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.

Camino Nuevo Charter Academy
Sandra Cisneros Campus

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

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.

Camino Nuevo Charter Academy
Sandra Cisneros Campus

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  The school has a full-time Family Services Coordinator who works closely with families to identify needs and link them with resources. Our Family Services Coordinator also coordinates opportunities for families to get involved in the school community as well as events and workshops to build the capacity of our families, empowering them and encouraging them to become advocates for their child's education and access community resources.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  All communication with families is in both English and Spanish, the primary languages spoken by families within the school community. Communication is written in a culturally sensitive manner. Flyers, newsletters, posters and calls are easy to read/listen to and understand. School-Parent-Teacher communication is done through paper, posted on websites and social media outlets as well as the Parent Square App. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

- The school provides support for parental involvement activities requested by Title I parents.
  The school's Family Services Coordinator gathers feedback and information from School Based Council parent leaders to plan school activities. The Family Services 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.

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Sandra Cisneros Campus

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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Camino Nuevo Charter Academy
Kayne Siart Campus

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

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

Participación de los padres en el programa Título I

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

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I. Al comienzo del año escolar, la escuela lleva a cabo reuniones de orientación para padres donde el director revisa las oportunidades de participación para los padres y comparte elementos esenciales de los marcos de enseñanza utilizados en las aulas. Revisamos nuestra misión y objetivos y presentamos los resultados de los datos para desarrollar un plan de acción para el año. También se proporciona información durante nuestras reuniones mensuales de café para padres, que se llevan a cabo dos veces al mes.

- La escuela ofrece un número flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche. Las reuniones de padres se ofrecen por la mañana, durante el día escolar y por la tarde para acomodar los horarios y maximizar la asistencia. Las reuniones de comienzo de año también se llevan a cabo por nivel de grado para brindar información orientada a las necesidades específicas del nivel de grado.

- La escuela involucra a los padres de los estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión* y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I.** Durante las reuniones del Consejo Escolar, el director solicita comentarios de los padres y maestros sobre qué programas y servicios valoran más

y cuáles han tenido un impacto positivo en el rendimiento de los estudiantes para garantizar que se prioricen en el plan de financiación de la escuela.

- La escuela brinda a los padres de estudiantes de Título I información oportuna sobre los programas de Título I. La escuela brinda información oportuna a través de boletines semanales de los jueves, ParentSquare, llamadas automáticas, publicaciones en los medios, reuniones mensuales de café para padres, reuniones trimestrales de nivel de grado y otras reuniones de comités escolares programadas durante todo el año.

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

- Se ofrecen varios talleres para padres a lo largo del año para explicar el plan de estudios, la instrucción y las mejores prácticas utilizadas en los salones de clase que apoyan a los estudiantes en el aprendizaje de estándares básicos comunes altos y rigurosos a nivel de grado. A lo largo de los diversos talleres ofrecidos, la escuela comparte datos, marcos/programas de instrucción, evaluaciones utilizadas para recopilar datos y brinda oportunidades para que los padres visiten las aulas para ver cómo se utilizan los programas de Título I de primera mano.

- Si lo solicitan los padres de los estudiantes del Título I, la escuela ofrece oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos. El consejo del sitio escolar y el comité ELAC se reúnen una vez al mes y brindan a los padres, estudiantes y personal la oportunidad de participar en el proceso de toma de decisiones, compartir inquietudes y sugerencias que puedan tener y solicitar reuniones individuales con los líderes escolares. ELAC también puede solicitar observar el salón de clases durante la instrucción de ELD.

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

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

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Camino Nuevo Charter Academy
Kayne Siart Campus

Pacto entre la escuela y los padres

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

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

El pacto entre la escuela y los 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 crecimien to. Cada año, este pacto se comparte con las familias a través de nuestras sesiones de orientación de inicio de año.

Desarrollar 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.

- 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 una Coordinadora Familiar de tiempo completo cuya principal prioridad es garantizar que los padres se sientan escuchados, apoyados e informados. La Coordinadora 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. La Coordinadora 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. La Coordinadora Familiar de la escuela apoya y supervisa cuidadosamente los eventos escolares para garantizar que nuestros padres se sientan incluidos y valorados.

Accesibilidad

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

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

Camino Nuevo Charter Academy
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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.

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- The school provides parents of Title I students with timely information about Title I programs. The school provides timely information via weekly Thursday bulletins, ParentSquare, robocalls, media posts, monthly Parent Coffee meetings, quarterly grade level meetings, and other school site committees meetings scheduled throughout the year.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Several Parent workshops are offered throughout the year to explain curriculum, instruction, and best practices utilized in classrooms that support students in learning high rigorous common core grade level standards. Throughout the various workshops offered, the school shares data, instructional programs/frameworks, assessments used to collect data, and provides opportunities for parents to walk through classrooms to see Title I programs being used first hand.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- The School Site Council and the ELAC committees meet once 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
- 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 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.

- 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.

School Year: 2026 - 2027
Board Approved: _____

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

Camino Nuevo High School 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, Camino Nuevo High School 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.

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Board Approved: _____

- La escuela brinda a los padres de estudiantes de Título I información oportuna sobre los programas de Título I.
  Los padres reciben información oportuna a través de Parent Square y llamadas automáticas, boletines semanales, reuniones mensuales de padres y otras reuniones especiales que puedan programarse. Los padres de estudiantes de Título 1 tendrán acceso a capacitaciones y talleres sobre cómo usar Parent Square y PowerSchool para ayudarlos a monitorear el progreso académico de sus hijos y comunicarse con los maestros y el personal de la escuela.

- La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
  Se ofrecen talleres para padres al menos dos veces al año para explicar el plan de estudios, las evaluaciones internas y requeridas anuales, las formas de interpretar los resultados y las herramientas para que los padres apoyen el progreso académico de sus hijos.

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

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

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

Pacto entre la escuela y los padres

Camino Nuevo High School No. 2 distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento

académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

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

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

Desarrollar capacidad para la participación

Camino Nuevo High School 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.

Camino Nuevo Charter Academy
Dalzell Lance Campus

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 una Coordinadora 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. La Coordinadora 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

Camino Nuevo High School 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, 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 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
Dalzell Lance Campus

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.

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Board Approved: _____

- The school provides parents of Title I students with timely information about Title I programs. Parents receive timely information via Parent Square and robo-calls, weekly bulletins, monthly parent meetings, and other special meetings that may be scheduled.
  The parents of Title 1 students will have access to training and workshops on how to use ParentSquare and PowerSchool to help them monitor their child's academic progress and communicate with teachers and school staff.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  Parent workshops are offered at least twice 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.

Building Capacity for Involvement

Camino Nuevo High School No. 2 engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  Camino Nuevo High School No. 2 has developed several parent workshops that explain academic language, state assessments, and how to interpret testing results as well as clearly clarifying A-G graduation requirements. These workshops are repeated throughout the year to assure understanding and answer questions.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  Parent workshops include hands-on and other interactive activities to provide parents with the opportunity to practice the new acquired skills. The school will use parent engagement curriculums to continue building capacity and support with Title 1 parents feeling confident in

playing an active role in their child's academic and social emotional life. Additional video/recordings of workshops and training will be provided on a more ongoing basis.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
  During team meetings with staff members, as well as professional learning days for teachers throughout the school year, sessions are scheduled to educate them about the importance of partnering with families. Tools for communication from school to home, such as ParentSquare, will be utilized to build an accessible outlet of communication among teachers, school staff, and families. CNCA has developed the "Triangle for Academic Success" where parents play a vital role in working with teachers to support academic achievement. Teachers/school staff will send weekly communication home to provide updates and consistent school to home communication.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  Our campus has a Family Coordinator who oversees our program for family and parent engagement and works closely with families to identify needs and link them with resources. Partnerships with community organizations are also established to further provide access and awareness of local organizations that may support our Title 1 parents. The Family Coordinator also coordinates opportunities for parents to get involved in the school community as well as events and workshops to build the capacity of our families, empowering them and encouraging them to become advocates for their child's education.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  All communication with families is bilingual and written in a culturally sensitive manner. Flyers, newsletters, posters and robo-calls are easy to read/listen to and understand. Translators are readily available during parent meetings including conferences and workshops to ensure understanding and maximize communication.

- The school provides support for parental involvement activities requested by Title I parents.
  Our school gathers feedback and information from School Based Council parent leaders to plan school activities. We work closely with parents to create successful events where parents are

asked to be involved and support one another. Events are carefully monitored by our staff member who oversees the parent program and adjustments are made accordingly.

Accessibility

Camino Nuevo High School No. 2 provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.
Parents are asked to get involved in the school community and in the academic life of their children at different levels. We understand that each family has different needs and that their level of involvement is going to vary. For this reason, our school offers a wide range of volunteer opportunities where families can choose the most convenient way to participate and get involved in the school community. Another way to reach out to families who find it challenging to come to school is through home visits. Home visits are encouraged as a tool to establish a connection with families and offer support when coming to school becomes difficult.

School Year: 2026 - 2027
Board Approved: _____

Coversheet

FY26-27 Consolidated Application for Funding

Section: V. Consent Items
Item: C. FY26-27 Consolidated Application for Funding
Purpose: Vote
Submitted by:
Related Material: 26-27 ConApp Board Summary.pdf

CAMINO NUEVO CHARTER ACADEMY

Spring 2026 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 2026-27 application must be submitted by June 30, 2026, to request or decline participation in the federal programs listed below.

The Winter Release of the application, to be certified around February 2027, 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.

2026-27 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
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Date: 6/5/2026 12:26 PM

2026–27 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
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Date: 6/5/2026 12:27 PM

2026–27 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. 1111et 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 Elementary #3 (19 64733 0122564)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2026 12:28 PM

2026–27 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. 1111et 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: 6/5/2026 12:29 PM

2026–27 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 High #2 (19 64733 0127910)

Status: Draft
Saved by: ExED Data Management
Date: 6/5/2026 12:43 PM

2026–27 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

Schools Services Agreement for Technicians Between CNCA and PNEDG

Section: V. Consent Items
Item: D. Schools Services Agreement for Technicians Between CNCA and PNEDG
Purpose: Vote
Submitted by:
Related Material:
2026-2027 SCHOOL SUPPORT SERVICES AGREEMENT_TECHNICIANS.pdf

SCHOOL SUPPORT SERVICES AGREEMENT

School Site Technician

This School Support Services Agreement ("Agreement") is entered into and effective **July 1, 2026**, 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.

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.

6. INDEMNITY. The Parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party. The indemnity, defense and hold harmless obligations in this Section 6 shall survive the termination of this Agreement.

7. NOTICE. Any notice required or permitted under this Agreement shall be deemed given when actually delivered, including by electronic delivery, or when deposited in the mail, certified or registered, postage prepaid, addressed as follows:

To PN-EDG: Pueblo Nuevo Education and Development Group

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Margaret Domingo

Email: Margarita.Domingo@pueblonuevo.org

To CNCA: Camino Nuevo Charter Academy

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Chief Executive Officer

Email: adriana.abich@caminonuevo.org

8. FIDUCIARY OBLIGATIONS. The governing board for each Party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar

circumstances, and have determined that the services contained herein are in the best interests of CNCA, and that the compensation to be paid by CNCA to PN-EDG for said services is fair and reasonable.

9. HEADINGS. The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

10. ASSIGNMENT. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Party hereto. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective permitted successors and assigns.

11. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement.

12. AMENDMENTS. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both Parties. The Parties anticipate additional services to be provided and negotiated directly by designees of the CNCA and PN-EDG boards.

13. WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

14. CONTROLLING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

15. ENFORCEMENT. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

16. DISPUTE RESOLUTION. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint will give written notice of the failure to resolve the dispute to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with each of the principal Parties present. If the Parties are still

unable to come to a resolution within thirty (30) days of the external mediation, the dispute will be arbitrated in Los Angeles County, California, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS. The arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to fully and finally resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable, as well as any dispute as to the arbitrability of any such claims. The arbitration proceedings set forth and any arbitration award that results from those proceedings shall be confidential, unless disclosure is otherwise required by law or judicial decision. Please note, by agreeing to this binding arbitration provision, the Parties waive certain important rights and protections that otherwise may have been available if the dispute were determined by a court of law in a proceeding governed by judicial procedures, including the right to a jury trial and to appeal. An arbitration award is final and subject to a limited right of appeal, and arbitration may not include procedures, such as discovery, typically available in a judicial proceeding.

17. ATTORNEYS' FEES. In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement,

the prevailing Party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

18. AUTHORITY TO CONTRACT. Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

19. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed,.pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

CAMINO NUEVO CHARTER ACADEMY

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: V. Consent Items
Item: E. Schools Services Agreement for Custodians Between CNCA and PNEDG
Purpose: Vote
Submitted by:
Related Material:
2026-2027 SCHOOL SUPPORT SERVICES AGREEMENT_CUSTODIANS.pdf

SCHOOL SUPPORT SERVICES AGREEMENT

PNEDG Custodians

This School Support Services Agreement ("Agreement") is entered into and effective **July 1, 2026**, 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.

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.

6. INDEMNITY. The Parties agree to defend, indemnify, and hold each other, their employees, officers, directors and agents, free and harmless against any liability, loss, claims, demands, damages, expenses and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party. The indemnity, defense and hold harmless obligations in this Section 6 shall survive the termination of this Agreement.

7. NOTICE. Any notice required or permitted under this Agreement shall be deemed given when actually delivered, including by electronic delivery, or when deposited in the mail, certified or registered, postage prepaid, addressed as follows:

To PN-EDG: Pueblo Nuevo Education and Development Group

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Margaret Domingo

Email: Margarita.Domingo@pueblonuevo.org

To CNCA: Camino Nuevo Charter Academy

3435 W. Temple Street

Los Angeles, CA 90026

Attn: Chief Executive Officer

Email: adriana.abich@caminonuevo.org

8. FIDUCIARY OBLIGATIONS. The governing board for each Party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar

circumstances, and have determined that the services contained herein are in the best interests of CNCA, and that the compensation to be paid by CNCA to PN-EDG for said services is fair and reasonable.

9. HEADINGS. The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

10. ASSIGNMENT. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Party hereto. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective permitted successors and assigns.

11. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement.

12. AMENDMENTS. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both Parties. The Parties anticipate additional services to be provided and negotiated directly by designees of the CNCA and PN-EDG boards.

13. WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

14. CONTROLLING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

15. ENFORCEMENT. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

16. DISPUTE RESOLUTION. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint will give written notice of the failure to resolve the dispute to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with each of the principal Parties present. If the Parties are still

unable to come to a resolution within thirty (30) days of the external mediation, the dispute will be arbitrated in Los Angeles County, California, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS. The arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to fully and finally resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable, as well as any dispute as to the arbitrability of any such claims. The arbitration proceedings set forth and any arbitration award that results from those proceedings shall be confidential, unless disclosure is otherwise required by law or judicial decision. Please note, by agreeing to this binding arbitration provision, the Parties waive certain important rights and protections that otherwise may have been available if the dispute were determined by a court of law in a proceeding governed by judicial procedures, including the right to a jury trial and to appeal. An arbitration award is final and subject to a limited right of appeal, and arbitration may not include procedures, such as discovery, typically available in a judicial proceeding.

17. ATTORNEYS' FEES. In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement,

the prevailing Party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

18. AUTHORITY TO CONTRACT. Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

19. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed,.pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

CAMINO NUEVO CHARTER ACADEMY

By:_____
Name: Adriana Abich
ITS: Chief Executive Officer
Date:_____

PUEBLO NUEVO EDUCATION DEVELOPMENT GROUP

By:_____
Name: Tamara Powers
ITS: Board President
Date:_____

Coversheet

Commercial Insurance Policy Contract With CharterSafe

Section: V. Consent Items
Item: F. Commercial Insurance Policy Contract With CharterSafe
Purpose: Vote
Submitted by:
Related Material: CNCA.2031.CharterSAFEProposal2627.05-18-2026.pdf
CNCA.2031.CharterSAFEInvoice2627.pdf
2026 CharterSAFE Executive Report.pdf
MOC Highlight of Changes 26-27 FINAL.pdf

2031
A
SELF
P,WC

CharterSAFE
BE SAFE • FEEL SAFE

2026-2027 Membership Renewal Proposal

Prepared for Named Member:

Camino Nuevo Charter Academy

Coverage Effective:

July 01, 2026 at 12:01 AM - July 01, 2027 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 18, 2026 at 12:03 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 2026-2027 year. Your membership includes the following:

For a more detailed listing of our member services, please contact your primary member servicer Kobié Jacobs at kjacobs@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.

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

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SELF
P,WC

MEMBER CONTRIBUTION SUMMARY

Named Member:

Camino Nuevo Charter Academy

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$849,588.00**

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	**$287,146.00**

Total Member Contribution	**$1,136,734.00**
Member can choose one of two payment options when accepting the proposal online	**Payment in Full** - Due Upon Signing - $1,136,734.00 **Installment Plan** • Deposit (25%) - Due Upon Signing - $284,184.00 • 9 Monthly Installments - $94,728.00

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"
4. Payment is due upon signing of the proposal

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 provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

Student Count	**2,945**
Employee Count	**468**
Annual Estimated Payroll	**$27,998,653.00**
Total Insured Value	**$115,387,000.00**
Building Value (owned or required to insure)	$108,357,000.00
Tenant Improvements	$0.00
Portable Value	$0.00
Content Value	$4,845,000.00
Electronic Data Processing (EDP) Value	$2,185,000.00
Number of Portables	**0**

Scheduled Locations and Breakdown of Exposures

Location ID: 2220
Burlington 4-8: 1800 Wilshire Blvd/653, 673, 677 Burlington
Los Angeles, CA, 90057
Leased/Owned: **Owned**

Students:	**304**
Employees:	**60**
Payroll:	**27,998,653.00**
Total TIV:	**4,960,000.00**
Building Value:	4,735,000.00
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:	**25**
Payroll:	**0.00**
Total TIV:	**3,810,000.00**
Building Value:	4,735,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	250,000.00
EDP Value:	200,000.00
# of Portables:	**0**

Location ID: 2222
Burlington Lower School (K-3): 681 & 697 S. Burlington Blvd.
Los Angeles, CA, 90057
Leased/Owned: **Owned**

Students:	**259**
Employees:	**24**
Payroll:	**0.00**
Total TIV:	**4,025,000.00**
Building Value:	4,645,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	500,000.00
EDP Value:	275,000.00
# of Portables:	**0**

Location ID: 24993
Castellanos: 1723 Cordova St.
Los Angeles, CA, 90007-1114
Leased/Owned: **Leased**

Students:	**458**
Employees:	**74**
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:	275,000.00
# of Portables:	**0**

Location ID: 24992
Cisneros: 1018 Mohawk St.

Los Angeles, CA, 90026-3131
Leased/Owned: **Leased**

Students:	**401**
Employees:	**70**
Payroll:	**0.00**
Total TIV:	**15,350,000.00**
Building Value:	16,350,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	750,000.00
EDP Value:	300,000.00
# of Portables:	**0**

Location ID: 24994
Dalzell Lance: 3500-3550 W. Temple St.

Los Angeles, CA, 90004-3620
Leased/Owned: **Owned**

Students:	**505**
Employees:	**86**
Payroll:	**0.00**
Total TIV:	**12,685,000.00**
Building Value:	11,800,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	600,000.00
EDP Value:	275,000.00
# 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:	**273**
Employees:	**39**
Payroll:	**0.00**
Total TIV:	**8,807,000.00**
Building Value:	6,300,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	275,000.00
EDP Value:	175,000.00
# of Portables:	**0**

Location ID: 24991
Kaine Siart: 3400 West 3rd St.

Los Angeles, CA, 90020-1605
Leased/Owned: **Owned**

Students:	**705**
Employees:	**90**
Payroll:	**0.00**
Total TIV:	**26,395,187.00**
Building Value:	44,554,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	540,000.00
EDP Value:	375,000.00
# 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:	638,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	750,000.00
EDP Value:	250,000.00
# 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	$15,000.00 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	$0 $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 Kobié Jacobs at kjacobs@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 training mandate* is fulfilled $125,000 if training mandate* is not fulfilled
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: a CLAIM or **SUIT** arising out of **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** will be deemed first made against a **COVERED PARTY** during the **PERIOD OF COVERAGE** and reported to **CCS JPA** as required by the reporting condition shown in SECTION IV CONDITIONS.		

Investigation Coverage (NEW)

Coverages	Limits	Deductibles
Childhood Sexual Assault, Abuse or Neglect Investigation	$25,000 per Incident and $50,000 Named Member aggregate	$0 if training mandate* is fulfilled
Coverage: To pay the expense of an investigation of facts or circumstances of a reported incident that may give rise to a **CLAIM** or **SUIT** involving any actual or alleged **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** against **NAMED MEMBER**.		

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	$0 $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 the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual 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 perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual 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: Kobié Jacobs at kjacobs@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.

Optional Flood and/or Earthquake Coverage: If interested in obtaining a separate policy for flood and/or earthquake coverage, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
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 Kobié Jacobs at kjacobs@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 and CharterSAFE Members' Combined Annual Aggregate 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.

CharterSAFE

BE SAFE • FEEL SAFE

WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

THANK YOU
FOR BEING A
CharterSAFE MEMBER

Protecting Schools. Promoting Safety. Customizing Insurance.

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INVOICE

Invoice Date: May 18, 2026
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 2026-2027

(Choose one option)	Amount	Use ACH	Due Date
❑ **Payment in Full**	**$1,136,734.00**	❑	**Due Now**
❑ **Installment Plan:**			
Deposit (25%)	**$284,184.00**	❑	**Due Now**
Monthly Installment 9 installments due the 1st of every month	**$94,728.00**	❑	**August 01, 2026**

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
Vice President, 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.

CharterSAFE
Executive Report
May 2026

CharterSAFE
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THE EVOLVING RISK REALITY FOR CHARTER SCHOOLS

What every school leader needs to know and do

Rising Claims | Increasing Complexity | Greater Accountability

What strengthens one school strengthens us all.

Protecting **Schools.** Promoting **Safety.** Customizing **Insurance.**

California Charter Schools Joint Powers Authority • Not-for-Profit

A MESSAGE FROM OUR CEO

Thuy Wong, MPH ARM-P
President & CEO

The challenges facing California's charter schools are not new, but they are becoming more complex, more costly, and more difficult to navigate alone.

Across the education landscape, schools are experiencing rising claim severity, increasing litigation pressures, workforce challenges, and growing operational expectations. At the same time, school leaders continue carrying the responsibility of creating safe, supportive environments where students and staff can thrive.

In today's environment, informed leadership matters more than ever.

As a member-owned, not-for-profit JPA, CharterSAFE was built on a simple belief: what strengthens one school strengthens us all. Through collaboration, shared responsibility, and proactive risk management, our members help create a stronger and more resilient pool together.

This report is designed to provide perspective on the evolving risk environment, highlight emerging trends impacting charter schools, and reinforce the importance of prevention, preparedness, and partnership.

While the environment continues to change, CharterSAFE remains focused on long-term stability, strong member advocacy, and practical support that helps schools move from awareness to action.

Safety is not a checkbox. It is a promise to students, staff, and school communities.

We are proud to stand alongside our members in protecting what makes learning possible.

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)

What's Changed

The Risk Environment Has Fundamentally Changed

While these trends present real challenges, they also reinforce the importance of proactive leadership, strong operational practices, and collaborative partnership. Schools that prioritize prevention, preparedness, and informed decision making are better positioned to navigate today's increasingly complex environment.

Across California and the broader education system, recent data shows:

- **Childhood sexual assault (CSA) losses or claims reaching billions statewide**
- **Nuclear verdicts increasing significantly in size and frequency**
- **Insurance markets tightening, with fewer options and higher costs**
- **Workers compensation costs are rising due to sharp increase to medical costs and increasing litigation trends**
- **Wildfires in California remain a forefront concern**

This is leading to insurance markets tightening, with fewer options and higher costs.

Even as the initial filing window for AB 218 has closed, claims continue due to extended statutes of limitations, meaning **exposure remains active for years to come**.

At the same time, broader litigation trends are accelerating costs. Increased legal advertising, third-party litigation funding, and shifting jury sentiment are driving what is often referred to as **"social inflation,"** significantly increasing the cost of claims.

> *CharterSAFE has done an incredible job at taking care of their members. We have been partnered with them many years and will continue our partnership.*
>
> —Bay Area Charter School Leader

What This Means for School Leaders

- Risk is no longer isolated, it is **systemic and long-term**
- Losses are becoming **larger, more complex, and more expensive**
- Prevention and operational discipline are now **as critical as coverage itself**

2025-2026 Support Services

13 Webinars

53 Risk Control Evaluations

900+ Hours of Trainings/ Consultations/Member Visits

Lightspeed Solutions/ Crisis Risk / Cyber

24 Human Resource Certifications

Top Risks

The Risks Leaders Should Be Focused on Right Now

1. Childhood Sexual Assault (CSA)

CSA remains the most significant driver of financial loss across the education system.

- Long-tail exposure claims can emerge decades later
- Legislative changes have expanded both scope and duration of liability
- Public agencies across California are facing unprecedented financial pressure tied to CSA claims

While traditional school districts have the option of receivership, charter schools only have the option to close.

Leadership Focus:

Strengthen prevention, reinforce reporting culture, and ensure staff understand boundaries and responsibilities.

Safety culture is strengthened when prevention becomes part of everyday operations, not just annual compliance activities.

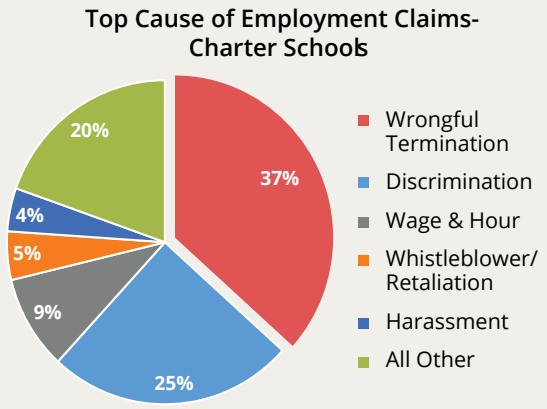
2. Employment & Workforce Risk

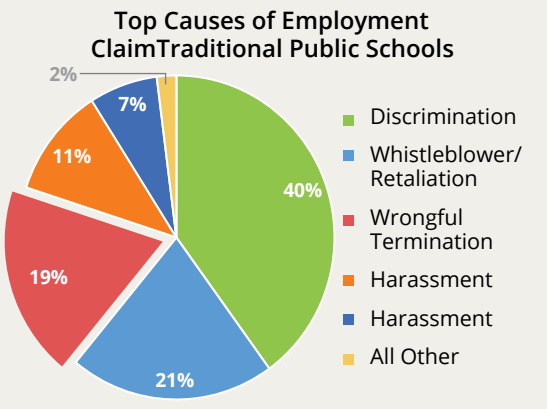
Employment-related claims are increasing in both frequency and severity.

- Wrongful termination, discrimination, and employee disputes
- Often include uninsurable costs such as penalties and back pay
- Can create both financial and reputational impact

Leadership Focus:

Maintain consistent HR practices, documentation, and leadership training.





Employment-related claims continue to rise across education, but charter schools experience a notably higher percentage of wrongful termination claims compared to traditional public schools. This reinforces the importance of consistent HR practices, documentation, leadership training, and early engagement when workplace concerns arise. In defense of the school, please remember to document everything and that even at-will employees would like to know legitimate reasons for termination. It reduces claims and claims cost.

3. Property & Catastrophic Risk

Property-related losses continue to rise due to environmental and operational factors.

- Wildfires, severe weather, and infrastructure-related failures
- Undervalued or poorly maintained properties can lead to significant uncovered losses

Leadership Focus:

Ensure accurate valuations, maintain facilities, and align operational practices with risk expectations.

Despite one of California's most challenging wildfire environments in recent years, CharterSAFE maintained stable property rates and continued broad coverage protections for members through proactive market strategy, long-term planning, and strong carrier partnerships.

4. The Hidden Driver: Litigation Trends

Beyond individual claims, broader legal trends are reshaping the risk environment:

- Jury outcomes increasingly favor plaintiffs
- Litigation funding as an investment class is accelerating claims activity
- Large verdicts have increased significantly over the past decade

Executive Insight:

This is not a temporary spike, it is a structural shift in how claims are evaluated and resolved

Why Partnership Matters More Than Ever

Strength in the Market. Advocacy for Members.

In a more complex insurance environment, partnership and collective strength matter more than ever.

Behind every renewal, CharterSAFE conducts due diligence by:

- Engaging with multiple insurance carriers
- Navigating a shrinking and increasingly complex market
- Working to secure sustainable, long-term coverage aligned with member needs

What This Means for You

CharterSAFE's collaborative model allows members to benefit from shared expertise, proactive safety resources, and collective purchasing power designed to support long-term stability. Strong member practices help strengthen the pool, improve outcomes, and support continued access to quality coverage.

- Access to coverage not always available in the open market
- Stronger negotiating position through pooled membership
- A partner actively working to protect your program, not just place it

From Awareness to Action

What Strong Schools Are Doing Differently

The strongest schools are not simply reacting to risk, they are building resilience before challenges occur.

Building a Culture of Prevention

- Staff training and awareness (including PREVENT training)
- Clear expectations around conduct and reporting
- Reinforcing a culture of accountability

Strengthening Operational Discipline

- Consistent HR practices and documentation
- Regular property inspections and maintenance
- Alignment between policies and day-to-day operations

Engaging Early and Often

- Leveraging CharterSAFE resources and expertise
- Addressing risks proactively, not after a claim occurs
- Partnering on strategy, not just compliance

> *CharterSAFE has truly been a lifesaver for our school. They provide not only the information you're looking for, but also the insights you didn't even realize you needed. The CharterSAFE team is approachable, knowledgeable, and thorough. No matter how specific or unusual my questions have been, I've always received thoughtful, well-researched answers in return.*
>
> —Northern California Charter School Leader

Stability & Outlook

Built to Withstand What's Ahead

Despite increasing external pressures, CharterSAFE remains focused on long-term sustainability and member protection.

- Strong liquidity and financial position
- Continued investment in risk management and member services
- Strategic approach to reinsurance and coverage stability

Financial Snapshot

Fiscal Year	22/23	23/24 Consolidated	24/25 Consolidated	25/26 Consolidated Projected
Cash Balance	$ 19,434,465	$ 15,081,618	$ 21,750,516	$ 23,273,117
Investments	$ 32,183,517	$ 41,435,595	$ 43,304,588	$ 49,497,465
Total Liquid Assets	**$ 51,617,982**	**$ 56,517,213**	**$ 65,055,104**	**$ 72,770,582**
Actuarial Estimated Outstanding Losses—90%	$ 44,612,033	$ 53,137,392	$ 58,440,270	$ 65,500,000
Excess of 90% Confidence Level	$ 10,698,715	$ 6,827,035	$ 7,417,902	$ 8,725,265

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Looking Ahead

The environment is becoming more complex, but schools do not have to navigate it alone.

Through informed leadership, proactive planning, and strong partnership, schools can build safer and more resilient communities prepared for the future.

CharterSAFE will continue to:

- Anticipate emerging risks
- Strengthen long-term insurance strategies
- Invest in proactive solutions
- Support members with practical, real-world guidance

In a more complex risk environment, informed leadership is the difference.

CharterSAFE is here to support you every step of the way.

All CharterSAFE staff have been extremely knowledgeable, responsive, and genuinely helpful throughout our experience. They are not only friendly, but also deeply committed to finding the best possible solutions, even when that requires thinking outside the box rather than relying on standard, "off-the-shelf" responses. Their willingness to go the extra mile makes a real difference. Working with CharterSAFE is easy and efficient, thanks to the quality and dedication of their people.

—Los Angeles Charter School Leader

Stronger safety. Stronger schools. Stronger together.

Protecting **Schools.**

Promoting **Safety.**

Customizing **Insurance.**

888.901.0004

chartersafe.org

info @chartersafe.org

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2026-2027 Material Changes to Memorandum of Coverage (MOC)

Below is a highlight of material changes to the MOC. Please refer to the 2026-2027 MOC for complete details of all coverages.

GENERAL CONDITIONS – Item 7

Added language: **CCS JPA** may consult with the **NAMED MEMBER** regarding settlement; however, such consultation shall not limit, delay, or impair **CCS JPA's** exclusive settlement authority, inclusive of all deductibles.

Impact: The addition of this statement provides an avenue for members to voice their input into settlement considerations. While not required, it provides a collaborative approach in seeking all viewpoints before reaching final settlement in claims. CCSJPA still has final decision on all claim settlements.

SECTION IV -CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT LIABILITY – INSURING AGREEMENT – Item 2

Revised language: A **CLAIM**, or **SUIT** arising out of **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** will be deemed first made against a **COVERED PARTY** during the **PERIOD OF COVERAGE** and reported to **CCS JPA** as required by the reporting condition shown in SECTION IV CONDITIONS., Coverage will then be available for the **COVERED PARTIES,** the **CHARTERING AUTHORITY**, and any lender qualifying as an **ADDITIONAL COVERED PARTY** under this MOC to the extent coverage is not otherwise excluded or limited.

Impact: Clarifies that a "claim or suit" needs to be reported to the CCS JPA as required by the reporting conditions to trigger this coverage. A claim or suit includes claims for damages. While an incident is precautionary reporting that may require some level of investigation for future reference in the event a claim or suit is pursued in the future, an incident is not qualified as a claim being made. Please refer to the new coverage below as it relates to investigations of an alleged incident.

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SECTION XIII – INVESTIGATION COVERAGE

NEW Coverage: Subject to exclusions conditions and limits further outlined in the MOC.

CCS JPA in its sole discretion agrees, subject to the MOC limitations, terms, conditions, and exclusions:

A. To pay the expense of an investigation of facts or circumstances of a reported incidence that may give rise to a **CLAIM** or **SUIT** involving any actual or alleged **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT**, against the **NAMED MEMBER**. This coverage applies only:

1. before a **CLAIM** or **SUIT** based on such facts or circumstances commences against the **NAMED MEMBER**; and

2. if the facts or circumstances occur during the **PERIOD OF COVERAGE**.

Coverage under this SECTION XIII will cease upon the presentation of a **CLAIM** or commencement of a **SUIT** against the **NAMED MEMBER** involving the facts or circumstances under investigation. **NAMED MEMBER** shall immediately notify **CCS JPA** of any such **CLAIM** made or **SUIT** brought against it. Upon completion of the investigation under this coverage Section, or the commencement of a covered **CLAIM** or **SUIT**, **CCS JPA** will handle the matter under the appropriate coverage Section of this MOC.

B. Investigation Expenses

In the event of the investigation of facts or circumstances covered by this Section XIII, **CCS JPA** shall:

1. have the right to select legal counsel, the investigator, or other expert of its own choosing to conduct and/or oversee the investigation.

2. pay all expenses it incurs to investigate, including fees and expenses of an investigator, legal counsel, or other expert or consultant of **CCS JPA's** choosing, and as determined necessary by **CCS JPA**, subject to the Limits of Coverage provided below.

Impact: Coverage under an insurance policy is typically triggered when there is a claim for

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damages. The addition of this coverage allows CCSJPA members to submit incidents that warrant an investigation to preserve facts and evidence that may give rise to future claims. These investigations have a $25,000 limit per incident and $50,000 annual aggregate.

WORKERS' COMPENSATION and EMPLOYERS LIABILITY DEFINITIONS – Item 7

Revised language:

7. EMPLOYEE means a natural person performing work which renders the **NAMED MEMBER** liable under the **WORKERS' COMPENSATION LAW** of the State of California which is the state of the injured **EMPLOYEE's** normal employment, for **BODILY INJURY** or occupational disease sustained by such person. EMPLOYEE also includes students participating in authorized work experience education, work study, or vocational education programs of the **NAMED MEMBER**, but solely to the extent such students are deemed **EMPLOYEES** of the **NAMED MEMBER** for purposes of Workers' Compensation pursuant to California Education Code sections 51768 and 51769.

Impact: Further defined an "employee" to include students participating in authorized work experience education programs qualified under California Education Code Sections 51768 and 51769. This allows qualified paid students to be covered under workers' compensation for work related injuries.

PROPERTY

4. REAL AND PERSONAL PROPERTY, BUSINESS INTERRUPTION AND EXTRA EXPENSE

Revised language: Several changes have been made in the property policy - Item 4, sections B, C, D and E. Please refer to the property policy, available via the member portal, for complete language. Key highlights include:

B. Business Interruption: Loss of ADA Funding

Impact: Clarifies that coverage for loss of ADA funding applies only when the loss results from and during the school's inability to re-open due to a covered loss should

there be no other recourse, including but not limited to hold harmless in budget trailer bills.

C. Business Interruption: Loss of Other Income

Impact: This coverage provides loss of other income resulting from a business interruption. Loss of other income is adjusted for actual loss during the period of restoration.

D. Business Interruption: Insured's Loss of Rental Income

Impact: Provides loss of rental income resulting from a covered loss that occurs for the period of restoration.

E. Business Interruption: Landlord's Loss of Rental Income

Impact: Covers landlord's loss of rental income resulting from a covered loss resulting to damage to real property from a covered loss. This coverage is limited to the obligation to insure the rental income of the landlord from the insured only to the extent required by the insured in a written lease agreement. The agreement must be executed before the date of the loss.

Coversheet

ExEd Contract Notice of Terms Supplement

Section: V. Consent Items
Item: G. ExEd Contract Notice of Terms Supplement
Purpose: Vote
Submitted by:
Related Material: CNCA - ExED Notice of Terms Supplement 2026-27.pdf

EXCELLENT EDUCATION DEVELOPMENT MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT - NOTICE OF TERMS SUPPLEMENT

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation ("Client"), and Excellent Education Development ("ExED"), a California nonprofit public benefit corporation, dated the 30th day of June 2024 (the "Agreement"). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless ExED receives a Notice of Non-Renewal within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from July 1st of the year in which this Notice of Terms Supplement ("Notice") is delivered on the same terms and conditions as contained in the Agreement and as modified by any prior Notices, except as expressly set forth below.

1. **SERVICE FEES AND RELATED EXPENSES.**

a. ExED's fees and related charges are hereby amended, modified, and/or supplemented as follows:

(i) Effective July 1st of the current year, ExED's fees are hereby changed as follows:

(1) Basic Fees: The Client shall pay ExED a total of $47,539.65 per month (i.e., $570,476 per annum) for the Basic Services.

(ii) Effective July 1st of the current year, ExED's other fees are increased as follows:

(1) School Finance and Accounting (if applicable)

a.	Budgets for new charter petitions	$3,850
b.	Rush checks (per check)	$41
c.	Facility financing work (per hour)	$154

(2) Payroll Processing and Retirement Reporting (if applicable)

a.	Late payroll submission (per pay period)	$148
b.	Supplemental payroll (per check)	$58
c.	Prior pay period adjustment (per employee)	$350
d.	STRS or PERS audit corrections (per hour)	$154

(3) The Supplemental Fee Schedule (per hour)

a.	VP or Director	$154
b.	Manager	$88
c.	Other Staff	$58

2. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices), shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this

Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for our long-standing partnership,

ExED:

By: Tait G. Anderson Dated: May 26, 2026

Name: Tait G. Anderson

Title: CFO/COO

Coversheet

11th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

Section: V. Consent Items
Item: H. 11th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group
Purpose: Vote
Submitted by:
Related Material: 11th Amended Limited Services Agreement.pdf

ELEVENTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY

Effective Date: July 1, 2026

This Eleventh Amended Agreement for Limited Services ("Agreement") is entered into and effective July 1, 2026, 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 an Eighth Amended Limited Services Agreement effective July 1, 2023, Ninth Amended Limited Services Agreement effective July 1, 2024, Tenth Amended Limited Services Agreement effective July 1, 2025 (collectively the "Amended Agreements"), and Eleventh Amended Limited Services Agreement effective July 1, 2026.

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, 2026 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, 2026 for a term of twelve (12) months, ending on June 30, 2027. This Agreement shall automatically renew at the end of this term for consecutive successive one year terms from July 1 through June 30 each year, and on the same terms and conditions herein, unless amended or terminated in accordance with Section 2.2 below.

2.2. This Agreement may be terminated as follows:

2.2.1. By either CNCA or PN-EDG upon one hundred twenty (120) days prior written notice to the other Party, with or without cause;

2.2.2. By mutual agreement of the Parties; or,

2.2.3. Upon commencement by either Party of a voluntary case under bankruptcy, insolvency, or similar law; or if any involuntary case under any bankruptcy, insolvency, or similar law is filed against either Party.

2.3. In the event of termination for any reason, the following conditions shall apply:

2.3.1. CNCA shall pay PN-EDG any due and unpaid portion of the compensation defined in Section 4 below for services performed by PN-EDG until the effective date of termination;

2.3.2. PN-EDG shall provide reasonable assistance to CNCA to transition its services to another service provider or in-house to CNCA, during which time CNCA shall reimburse PN-EDG for all reasonable expenses incurred by PN-EDG in providing such transition assistance; and,

2.3.3. As soon as practicable, PN-EDG shall return to CNCA and/or destroy, as appropriate, all student-related, confidential and other records of CNCA that are maintained by PN-EDG.

3. LIMITED SERVICES

3.1. PN-EDG shall provide the limited task-related services and support described in Sections 3.2 through 3.4 below, including the staff necessary to provide this support, to CNCA and existing and new CNCA schools so that they operate in a manner consistent with the terms of their charters and agreements with authorizer(s). The CNCA Board and its Chief Executive Officer shall at all times retain ultimate responsibility for and control of the management and operation of the CNCA charter schools, including but not limited to governance and the administration and delivery of curriculum, and managing day-to-day operations. PN-EDG's limited services and support are task-related and shall not extend to management or governance of CNCA or any charter school operated by CNCA, and the services shall be performed at the direction of the CNCA Board and its Chief Executive Officer, who shall retain ultimate decision making authority at all times.

3.2. PN-EDG shall provide the following early childhood services (TK), alumni services, development, home support office services and integrated community support services:

(a) Providing support for the implementation of "dashboard" goals for parent engagement at the CNCA school sites;

(b) Providing resources, partnership opportunities and technical assistance to the Parents as Partners programs at CNCA school sites on such topics as college knowledge, academics, physical health, mental health, and other family support needs such as financial literacy, immigration, and housing;

(c) Establishing and maintaining a data system for effective partnership management, student and family and site participation in experiential learning opportunities and integrated support services;

(d) Professional development and training on topics essential to Parents as Partners program and integrated support services, such as managing student health records and other data, case management and referral process, and student attendance and discipline management;

(e) Home office support services; and,

(f) Assisting CNCA with promotion, expansion and replication of the CNCA instructional model by supporting CNCA's efforts to create and open new schools.

3.3. PN-EDG shall provide the following support with regard to CNCA afterschool, intersession, and summer school enrichment programs in accordance with the Expanded Learning Opportunities Program ("ELOP"):

(a) Training and support for compliance with ELOP funding requirements;

(b) Support CNCA in its recruitment and hiring of ELOP site coordinators and afterschool intervention staff;

(c) Program support for summer school and intersessions (Winter & Spring (9 hours)), including operational and new facilities support;

(d) Program support for afterschool program, including recruitment and enrollment of students, operational support, nutrition support to include supper, and new facilities support;

(e) Program development for TK/K specific afterschool activities; and,

(f) Academic support for intervention programs 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 2026-2027 school year to be $6,636,684.

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 2026-2027 school year shall be $954,262.12.

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.

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 insure to the benefit of, the Parties and their respective permitted successors and assigns.

10. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement.

11. AMENDMENTS

No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both Parties. The Parties anticipate additional services to be provided and negotiated directly by designees of the CNCA and PN-EDG boards.

12. WAIVER

No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

13. CONTROLLING LAW

This Agreement shall be governed by and interpreted under the laws of the State of California.

14. ENFORCEMENT

If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

15. ARBITRATION

Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

16. ATTORNEYS' FEES

In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement, the prevailing Party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

17. AUTHORITY TO CONTRACT

Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

18. COUNTERPARTS

This Agreement may be executed in two or more counterparts and signed electronically, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date set forth above.

CAMINO NUEVO CHARTER ACADEMY	PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
By: _____	By: _____
Name: _____	Name: _____
Its: _____	Its: _____
Date: _____, 2026	Date: _____, 2026

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Coversheet

Children's Institute Community Schools Contract MOU 2026-27

Section: V. Consent Items
Item: J. Children's Institute Community Schools Contract MOU 2026-27
Purpose: Vote
Submitted by:
Related Material: FY 26-27 MOU CNCA + CII.pdf

Contract #

MENTAL HEALTH SERVICES & COMMUNITY SCHOOLS CONTRACT

This on-site school Mental Health Services and Community Schools Contract ("Contract") is made and entered into, on the date of the last dated signature below (the "Effective date") by and between Camino Nuevo Charter Academy (5 schools - Dalzell Lance Campus, Sandra Cisneros Campus, Burlington Campus, Jose A. Castellanos/Eisner Campus, Kayne Siart Campus) individually referred to as "Charter School" whose principal place of business is 3500 W Temple St, Los Angeles, CA 90004, and the independent contractor that provides school-site mental health services and community schools services, Children's Institute, Inc. (individually referred to as "Provider," collectively referred to with Charter School as the "Parties") Provider's principal place of business is 2121 W. Temple St., Los Angeles, CA 90026.

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 Contract, Provider agrees to provide services to Charter School as described in Exhibit A attached hereto (the "Services"). Provider will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and compliance with applicable law. Provider may use Provider's employees or subcontractors to perform the Services under this Contract, subject to applicable Charter School certifications. Any additional responsibilities are set forth in Exhibit C attached hereto.

In the event that it is determined that Medi-Cal certification is required in order to provide school-based mental health services at any of the CNCA sites, CNCA shall use its reasonable best efforts to assist with certification of such sites, including by not limited to providing additional space and support as may be required.

2. Compensation and Expenses; Invoices and Payment.

2.1 Provider receives public and/or private grants from third parties as consideration for the performance of Services to public schools, such as additional funds for enrichment programs. Charter School is an eligible public school and entitled to receipt of services on this basis. Charter School will compensate provider $150,000 per school, for the Services rendered under this Contract performed by Provider from July 1, 2026, to June 30, 2027. Charter School agrees to provide the resources and services specified in Exhibit C.

3. Term, Termination, and Survival. The effective term of this Contract will begin on the Effective Date and will terminate on June 30, 2027 ("Term"). Either party may terminate this Contract at any time and for any reason with thirty (30) days prior written notice to the other party. Notwithstanding the foregoing, either party may terminate this Contract "for cause" effective immediately upon written notice to the other. The occurrence of any of the following events shall constitute "cause" for termination of the Contract: (a) the bankruptcy or insolvency of either party; (b) the sale or transfer of the other entity to a third-party, (c) the dissolution of either party; or (d) Provider 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; or (e) Provider becomes underfunded or funding to Provider is restricted or ceases so that Provider becomes unable to perform the Services. Upon termination, no further performance will be required of either party except as expressly stated herein.

Sections 4, 5, 6, 7 of the Contract, and their subsections, if any, below will survive the expiration or termination of this Contract.

4. <u>Proprietary Information & Confidentiality</u>.

4.1 The parties acknowledge that, in connection with providing the Services under this Contract, one party ("Recipient" for purposes of this section only) may have access to and use of the other party's ("Owner" for purposes of this section only) proprietary, confidential, and trade secret information.

4.2 The written, verbally presented, visually viewed, printed, graphic, or electronically recorded materials furnished by Owner for use by Recipient are confidential to the extent allowable by law, proprietary and/or trade secret information of Owner and are the property of Owner ("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 potential customers; marketing plans and strategies; pricing information; information concerning Owner's employees, trainees, interns, and independent contractors; and any other information reasonably understood to be confidential or proprietary to Owner.

4.3 Recipient will maintain in confidence and will not, directly or indirectly, disclose or use, either during or after the term of this Contract, any Proprietary Information except to the extent necessary to perform the Services. Upon termination of this Contract, or at the request of Owner before termination, Recipient will deliver to Owner all Proprietary Information that is in Recipient's possession or under Recipient's control. The obligations concerning Proprietary Information extend to information belonging to customers and suppliers of Owner to which Recipient may have gained possession as a result of performing the Services.

4.4 The restrictions contained in this Section 4 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 Recipient; (b) in the possession of Recipient prior to the Effective Date of this Contract and the same can be demonstrated by the Recipient's records; (c) has been independently developed by Recipient without use, directly or indirectly, of Owner's Proprietary Information; (d) is rightfully received by Recipient from a third party without restriction and without breach of this Contract or any other agreement; (e) is approved for release by written authorization of Owner; or (f) is required to be disclosed by operation of law, provided, however, Recipient will first give written notice of such required disclosure to Owner, 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 Owner 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 Owner's legal counsel, is required to be disclosed.

4.5 Charter School shall not use the name, insignia, or any facsimile of Children's Institute Inc. or CII material for any purpose, without Children's Institute Inc. or CII's express prior authorization. Charter School shall not use for any material purpose, including, but not limited to, advertising, client list, or references, any of

Children's Institute Inc. or CII's intellectual property, name, insignia, trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, or any facsimile of Children's Institute Inc. or CII, and any common law rights pertaining thereto, without prior written consent from Children's Institute Inc. or CII, respectively.

4.6 The covenants of confidentiality set forth in this Section 4 and its subsections will apply to all Proprietary Information disclosed to Charter School before and after the Effective Date and will continue in effect during the Term of this Contract 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.

5. Protected Information/Data Sharing

5.1 **Health Information**. Provider acknowledges that from time to time during the Term of this Contract, Provider 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 Charter School students ("PHI"). Provider will not use or disclose and will cause its employees and subcontractors not to use or disclose, PHI, except as necessary to perform the Services or as required by law.

5.2 **Student Information.** All records shall be maintained by Provider as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, Provider shall maintain all records for at least five (5) years after the termination of this Contract. For purposes of this Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of daily service providers; service logs and notes and other documents used to record the provision of services including supervision and incident reports. Provider shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. Provider shall maintain a current list of the names and positions of Provider's employees who have access to confidential records. Provider 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, and date/time of access for each individual requesting or receiving information from the student's record. 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 Charter School or Provider having a legitimate educational interest in requesting or receiving information from the record. Provider/Charter School shall maintain copies of any written parental concerns granting access to student records. Provider 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. Provider agrees, in the event of agency closure or program termination, to forward student records within ten (10) business days to Charter School. Charter School

shall have access to and receive copies of any and all records upon request within five (5) business days.

5.3 **Data Platform Use.** Provider shall be entitled to use a number of data platforms to track the provision of school-wide and student services, service-related goals, and goal progress. The overall goal of the practice is to determine the effectiveness of the academic, behavioral, and clinical services provided by Provider and to receive ongoing data-based feedback throughout the year on the student's individual and group plans to ensure appropriate performance of the Services. The data tracked will be used by Provider to support service decisions aimed at improving students' academic achievement and engagement, decreasing problem behavior and discipline issues, and improving social-emotional wellness, school climate, and parent engagement.

5.4 **Scope and Data Elements**. Provider will access and import the following data sets for all enrolled students into the appropriate databases for service and progress tracking purposes: School Name, School ID, Student ID (SSID), State Student ID, Last Name, First Name, Middle Name, Date of Birth, Gender, Grade, Teacher, Race/Ethnicity, ELL status, Home Language, and Special Education Status.

5.5 **Transfer of Data.** Charter School and Provider shall use a secure, mutually agreed upon means and schedule for transferring confidential information.

5.6 **Contractor Responsibilities.** Provider acknowledges that the data described in this Section is confidential data and proprietary to Charter School. Provider will use appropriate safeguards to prevent the use or disclosure of the information other than as provided for in this Contract. Provider shall not re-disclose any individual-level data with or without identifying information to any other requesting individuals, agencies, or organizations without prior written authorization from Charter School. Provider shall keep all information furnished by Charter School in space physically and electronically secure from unauthorized access. Information and data shall be stored and processed in a way that unauthorized persons cannot retrieve nor alter the information by means of a computer, remote terminal, or other means.

6. <u>Provider's Representations and Warranties</u>. Provider represents and warrants that (a) Provider 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 Charter School; (b) Provider is not, and shall not become, subject to any obligation that prohibits or inhibits Provider from performing all or any part of the Services; (c) Provider will not infringe upon any copyright, patent, trade secret, or other property right of any third party in the performance of the Services; (d) Provider will not disclose to Charter School any confidential information received by Provider from third parties if doing so would violate Provider's obligations to any third party; (e) should Provider provide services to Charter School students, Provider shall adhere to all applicable law and Charter School's policies, including, but not limited to, certifying 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 D; (f) Provider shall keep its staff/volunteer roster listed in Exhibit D current and shall update Charter School as soon as practicable upon any changes, additions, or renewed clearances; (g) should Provider provide services at Charter School sites, Provider's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit, respectively; (h) Provider's personnel that currently serve or will serve Charter School are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to applicable California law, including, but not limited to, the Child Abuse and Neglect Reporting Act (Cal. Penal

Code § 11164 et seq.); (i) Provider is not, and will notify Charter School 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; and (j) the parties have an independent contractor relationship only, and neither party is the employee, employer, or joint employer of or with the other.

7. General Provisions.

7.1 Relationship of Parties. Provider is an independent contractor retained by Charter School to provide the Services. Provider represents that Provider an independent corporation which is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services. Provider is not an agent, principal, or employee of Charter School and has no authority to bind Charter School by contract or otherwise. Further, no joint-venture relationship exists between the Parties. Provider shall be free from the control and direction of Charter School in connection with the performance of the Services, both under this Contract and in fact. Provider has the right to perform services for others during the Term. Provider has the sole right to control and direct the means, manner, and method by which the Services required by this Contract will be performed to the extent the provision of Provider's services is consistent with the responsibilities set forth herein at Exhibit A. Provider shall furnish all materials, equipment, and supplies used to provide the Services required by this Contract. Charter School will provide items outlined in Exhibit C which includes classroom space and parking spots for staff if space is available and possible. Provider will not be entitled to any benefits accorded to Charter School's employees, including, but not limited to medical, dental, vision, worker's compensation, disability insurance, vacation, or sick pay. Provider shall be responsible for providing, at Provider's expense, and in Provider'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, to the extent required by law.

7.2 Choice of Law and Venue. This Contract will be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any legal proceeding to interpret or enforce this Contract will be brought in Los Angeles County, California. Each party acknowledges, consents, and agrees to venue and jurisdiction in Los Angeles County, California.

7.3 Attorneys' Fees. In the event either party breaches its obligations under this Agreement, each party shall bear its own costs and expenses, including attorney's fees, incurred to enforce the contract.

7.4 Resolution of Disputes. In the event of any dispute, claim or disagreement relating to the interpretation or enforcement of this Contract, 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 7.12 below, the Parties will try to resolve the dispute with the help of a mutually agreed-upon mediator in Los Angeles County, California. Any costs and fees other

than attorneys' fees associated with the mediation shall be shared equally by the Parties. This section will not prohibit either party from seeking equitable relief in any court.

7.5 **Mutual Indemnification**.

7.5.1 Children's Institute Inc. agrees to indemnify, defend and hold the Charter School and its respective directors, managers, members, officers, employees, owners and agents (collectively "Indemnitees") harmless from and against any and all liabilities, obligations, damages, claims, suits, proceedings, costs, fees and expenses, including reasonable attorneys' fees and costs (collectively "Losses"), arising out of the negligence or willful misconduct of Children's Institute Inc. or breach of the Agreement by Children's Institute Inc. except to the extent that such Losses were caused by the Charter School's negligence or willful misconduct.

7.5.2 The Charter School agrees to indemnify, defend and hold Children's Institute Inc. and its respective directors, managers, members, officers, employees, owners and agents (collectively "Indemnitees") harmless from and against any and all liabilities, obligations, damages, claims, suits, proceedings, costs, fees and expenses, including reasonable attorneys' fees and costs (collectively "Losses"), arising out of the negligence or willful misconduct of the Charter School or breach of the Agreement by the Charter School; except to the extent that such Losses were caused by Children's Institute Inc.'s negligence or willful misconduct.

7.6 **Insurance.** Provider agrees to obtain liability insurance consistent with customary practice for performing the Services specified in Exhibit A. At a minimum, Provider shall procure and maintain general and professional liability insurance covering all activities of Provider's personnel performing the obligations of this Contract 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. Coverage should include abuse and molestation and assault and battery coverage with no exclusions. Parties shall add Children's Institute Inc. as an additional insured to Parties' applicable insurance policy and shall provide Children's Institute Inc. with such proof upon Children's Institute Inc.'s request.

7.7 **Assignment**. Neither party will assign or otherwise transfer this Contract in whole or in part without the prior written consent of the other party; provided, however, that Children's Institute Inc. may, without the consent of Charter School, assign this Contract in connection with the sale of substantially all of its assets, or the merger or like change of control. The provisions of this Contract will be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns permitted hereby.

7.8 **Entire Contract**. This Contract, including any and all exhibits and amendments, constitutes 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.

7.9 **Change in Document**. By signing and delivering this Contract 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).

7.10 **No Waiver or Oral Modification; Amendments**. No waiver of any provision of this Contract 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 Contract will not be binding unless executed, in writing, by each party.

7.11 **Severability**. In the event that a court of competent jurisdiction holds any term or provision of this Contract invalid, void, or unenforceable, then the remainder of this Contract, and the application of such provision, will not be affected, impaired, or invalidated thereby, and each such term and provision of this Contract will be valid and enforceable to the fullest extent permitted by law. Any provision of this Contract held invalid or unenforceable only in part or degree will remain in full force and effect to the extent not held invalid or unenforceable.

7.12 Notices. Any notice or other communication given or made under this Contract 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 Provider:
Attn: Eugene D. Straub
Executive Vice President, Chief Financial Officer & Assistant Secretary
Children's Institute, Inc.
2121 W. Temple St.
Los Angeles, CA 90026
Email: gstraub@childrensinstitute.org

If to Charter School:
Attn: Adriana Abich
Chief Executive Officer for Camino Nuevo
Charter Academy 3435 W. Temple St.
Los Angeles, CA 90026
Email: Adriana.Abich@CaminoNuevo.org

7.13 Nondiscrimination. The Parties shall not discriminate against any pupil, employee, or applicant for employment on the basis of the person'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 Provider 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. Harassment, retaliation, intimidation and bullying is also prohibited. The Parties shall comply with any and all applicable state, federal and other laws that prohibit discrimination, including, without limitation, Title IV, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act.

7.14 OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA): Children's Institute Inc. hereby certifies awareness of the Occupational Safety and Health Administration (OSHA) standards and codes as set forth by the U.S. Department of Labor, and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verifies that all performance under this MOU shall be in compliance therewith.

7.15 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 Charter School petitions) not triggered by 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, pandemics, 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.

7.16 Binding Effect. The provisions of this Contract will be binding upon and will inure to the benefit of the respective successors and permitted assigns of the Parties.

7.17 Counterparts. This Contract 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.

7.18 Headings. The headings of sections in this Contract are for convenience of reference only and will not affect the meaning or interpretation of this Contract in any way.

7.19 Interpretation and Opportunity for Counsel. In the event of a controversy or dispute between the Parties concerning the provisions in this Contract, this Contract shall be interpreted according to the provisions in this Contract and construed as a whole in accordance with its fair meaning. The Parties hereto acknowledge and agree that each has been given an opportunity to review this Contract with legal counsel.

7.20 Communication. Communication between the Parties required by this Contract shall be in writing, except as otherwise noted.

8. Publicity

The District and Contractor (Children's Institute, Inc.) agree to provide opportunities to collaborate on, cross-promote programs or initiatives, and develop and share other content across each agency's media platforms. The District authorizes Contractor the right and permission to capture, publish, reproduce or otherwise use name, voice, and likeness in video, photographs, written materials, and audio-visual recordings of children, families and staff during programs or events at specified partner schools utilizing the approval process described below. Media materials captured by Contractor may be used for both internal and external communication and marketing purposes. Contractor will adhere to media permission from subjects in accordance with the below terms.

8.1 In regards to media releases, Provider agrees to obtain, document, and file signed permission and/or release waivers for use of these materials. For participants under eighteen years of age, parents or legal guardians will be asked to give their consent by said permission and/or release waiver. A copy of the media release is provided in Exhibit E.

8.2 In regards to cross-promotion of media between the Parties, both agencies agree to allow each other to repost or otherwise distribute/promote agency-owned marketing materials or digital content.

8.3 In regards to shared content or media projects, Parties will each share relevant branding guidelines and files as necessary.

8.4 In regards to approval processes, the Charter School will appoint a school representative to give final approval for any marketing materials, content utilized for social media posts or other media outlets or communications that the Provider proposes to use with name, image, or likeness of the school or any subject connected to the school.

8.5 In regards to access to media platforms, several Provider staff members are expected to engage with and post about Community Schools work on the school's social media page. The relevant Provider staff (Community School Coordinators) will be provided access to their assigned school's social media in order to promote their work at the school and share information and resources with the community. Charter School will appoint a school representative to give approval of posts prior to Provider staff posting.

In witness whereof, the Parties hereto have executed this Contract as of the Effective Date.

Each person below warrants and guarantees that they are legally authorized to execute this Memorandum of Understanding on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Memorandum of Understanding.

This Memorandum of Understanding may be signed in counterparts such that the signatures may appear on separate signature pages.

_____ _____

Signature of Adriana Abich Date
Chief Executive Officer
Camino Nuevo Charter Academy

_____ _____

Signature of Eugene D. Straub Date
Executive Vice President, Chief Financial Officer & Assistant Secretary
Children's Institute, Inc.

Exhibit A

1. **Services/Project.** Provider will provide mental health services to Charter School students at the school site(s) listed in Exhibit B when indicated and with appropriate parental/guardian consent. Mental health services may also be provided in the student's home, in Provider's clinic, telehealth, or another appropriate community venue, as appropriate. Services provided might also include, based on the need of individual students or the school community:

- ► Consultation with teachers and staff
- ► Individual Therapy
- ► Group Therapy
- ► Family Therapy
- ► Crisis Intervention
- ► Caregiver/Parent Collateral support
- ► Case Management
- ► Occupational Therapy
- ► Behavioral Support
- ► Psychotropic medication support[1].
- ► Dual-Generational Adult/Caregiver Individual Therapy services

Provider will provide a Community School model to coordinate comprehensive resources and supports for the families, students, staff, and administrators at the Charter School listed in Exhibit B that will include various prevention, early intervention, and treatment level services and supports. These services and supports will be further identified and prioritized in partnership with the school site(s) stakeholders (students, parents, teachers, administrators), and therefore the types and levels of services outlined in this proposal are subject to change based on input from the school community. Services may include:

- ► Dedicated full-time Community School Coordinator coordinating Provider services and supports and serving as the single point of contact for school administrators, teachers, students, and parents. These services will benefit students, teachers, and administrators
- ► Dedicated Family Ambassador creating linkages to services and supports, case management, and basic/essential needs support services
- ► Individualized Teacher trainings based on need and trends
- ► Provide and/or coordinate therapeutic after-school activities and experiences for students struggling in the mainstream after-school program
- ► Two-generation services for students and their families, including screening for trauma, case management, referrals for dental and medical support, employment support, outreach, regular conferences among school and Provider staff to identify and track progress, home visits, and mental health services
- ► Student workshops based on need and trends
- ► Parenting supports including Project Fatherhood, adult enrichment, employment support

[1] For purposes of this contract “Psychotropic medication support” is defined as medication evaluation per request of caregiver/parent, including referrals to independent, adjunct services or as provided by appropriately qualified and licensed providers employed by or contracted with Provider.

- ► Experiential learning activities and experiences to enhance social/emotional/academic wellness

Services will not include special education, academic intervention, or other services that are typically provided by credentialed teachers or resource specialists.

With regard to the services to be performed by the Provider pursuant to the terms of this Agreement, Charter School shall not be liable to the Provider, or to anyone who may claim any right due to any relationship with the Provider, for any acts or omissions of Charter School, except when said acts or omissions of Charter School are due to willful misconduct or gross negligence. Provider shall hold Charter School free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered by Provider pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of Charter School and Charter School is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction. Provider shall remain liable for bodily injury, personal property damage or other damages resulting from grossly negligent or willful actions of Provider or Provider's employees or agents while on Charter School's premises to the extent such actions or omissions were not caused by Charter School, or while Provider is providing Services to Charter School's students in the community or at the student's home.

2. **Fees.** In consideration of the Services to be provided at Charter School, Charter School will pay Children's Institute Inc. $150,000.00 per school, for five schools. Children's Institute will provide the services detailed above as of the effective date for the term of this Contract once fully executed.

Exhibit B

Provider will provide the Services listed in Exhibit A at the following Charter School(s) during the Contract's Term:

CAMINO NUEVO CHARTER ACADEMY – Dalzell Lance Campus
3500 W Temple St, Los Angeles, CA 90004

CAMINO NUEVO CHARTER ACADEMY – Sandra Cisneros Campus
1018 Mohawk St, Los Angeles, CA 90026

CAMINO NUEVO CHARTER ACADEMY – Burlington Campus
697 S. Burlington Ave. Los Angeles, CA 90057

CAMINO NUEVO CHARTER ACADEMY – Jose A. Castellanos/Eisner Campus
1723 Cardova St. Los Angeles, CA 90007/
2755 W. 15th Street Los Angeles, CA 90006

CAMINO NUEVO CHARTER ACADEMY – Kayne Siart Campus
3400 W. 3rd St., Los Angeles, CA 90020

Exhibit C

During the Contract's Term, Charter School shall be responsible for the following:

1. Provide a dedicated and reasonable space, as agreed upon for Children's Institute Inc. to facilitate services (if possible and available)

   - Space for Community School Coordinator and clinical staff
   - Space for Parent/Student Resource Room (can, at times, be #1 included in 1 room)
   - Minimum of 2 Therapy Rooms/Space (if available)
   - Locked Records Space for BHW and other HIPAA Compliant Services
   - Parking for Staff

   Facilities provided for Children's Institute use must meet the following minimum requirements:

   - Clean, sanitary and in good repair (e.g. no frayed electrical cords, no dangling/missing ceiling tiles, no holes in carpet/walls, no uneven flooring, no leaks in bathroom plumbing/hot & cold water, etc.)
   - Parking lot, building entrance, assigned spaces and bathroom are ADA accessible
   - Facilities are free from clutter or unnecessary obstructions.
   - Fire Extinguisher(s) are present and up to date
   - Emergency Disaster Evacuation diagrams are present and up to date
   - Charter School acknowledges that Provider will, at no cost to Charter School, provide furnishings, decorations, informational materials, therapy materials, safety materials etc. as determined necessary to implement Services or meet requirements of regulation or law.

2. Ensure Children's Institute Inc. staff receives a school site orientation.

3. Facilitate regular, weekly meetings between the Principal (or School Leadership designee) and Children's Institute Inc. / Community School Coordinator to ensure services are: (a) reflective of best practices; and (b) meet the needs of students and adults utilizing the services at the school sites.

4. Invite Provider to appropriate school-wide events.

5. Include Provider/Community School Coordinator and Family Ambassador to regular COST and other school team meetings.

6. Agree to share information with appropriate agency personnel (with proper releases to maximize student success and assure confidentiality).

7. Share relevant data, like attendance reports or suspensions, with proper releases to monitor program performance.

8. Provider will be responsible for the cost and care of its property and equipment.

During the Contract's Term, Children's Institute Inc. shall be responsible for the following:

1. Provide a designated person who is responsible for being a liaison between Charter School and Provider.

2. Provide a designated Family Ambassador who is responsible for supporting families and students with Community Health support and Case Management/Linkage, to support all campuses.

3. Ensure staff and/or trainees providing the services are adequately trained and prepared according to prevailing professional standards for providing such services and that personnel providing clinical and/or counseling services are licensed or otherwise legally qualified.

4. Submit an affidavit to Charter School indicating that Provider's employees who will provide the Services at the school sites have cleared a criminal background check completed by the California Department of Justice, which includes a check performed by the Federal Bureau of Investigations and conforms to the requirements for public school employment set by the California Education Code. Provider will also confirm that staff who will provide the Services at the school sites have undergone a tuberculosis risk assessment or check and have been cleared of active tuberculosis.

5. Obtain subsequent arrest notifications for Provider's employees who will provide the Services at the school sites, Upon receipt of any notice of an arrest or conviction of a serious or violent felony as described in California Education Code Section 45125.1, a sexual offense as defined by California Education Code Section 44010, or a controlled substance offense as described in California Education Code Section 44011, Provider will immediately prohibit such staff from having any contact with Charter School students and staff. Provider's employees who are arrested but not charged or convicted may return to their job role, if appropriate, if law enforcement or prosecutors do not pursue charges, or after the charges are dropped or if not convicted

6. Collect, describe, and provide data requested by Charter School related to the Services in a timely manner.

7. Participate in collaboration meetings between Charter School and Provider and other relevant parties including, but not limited to service planning meetings.

8. Provider's employees are considered mandated reporters. As mandated reporters of child abuse and neglect, they must report any suspicions of abuse or neglect to Child Protective Services or law enforcement, as appropriate.

9. Agree to share information with appropriate Charter School personnel (with proper releases to maximize student success and to assure confidentiality).

10. Provider will be responsible for the cost and care of its property and equipment.

11. Should services by Provider include any form of medical or psychological services, including diagnostic services, treatment, or counseling, Provider shall obtain written parent/guardian consent on an approved form prior to providing services.

12. Meet and incur the cost of all Provider's licensing regulations, including initial tuberculosis test for all Provider's employees that will interact with students, parents, and family members at the school sites.

13. Communicate to Charter School any information which may indicate that a student receiving or recommended for services may have a disability that either impairs a major life function or creates a need for special education and related services, except as limited by confidentiality requirements. Provider agrees to communicate any concerns regarding a student's potential disability to Charter School prior to making recommendations to a specific parent regarding identification and/or evaluation of students with disabilities.

Exhibit D

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

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

With respect to the Agreement/Contract (Number _____) between Camino Nuevo Charter Academy ("CHARTER SCHOOL") and the individual, company, or contractor CHILDREN'S INSTITUTE INC. ("PROVIDER") for provision of services.

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

☒ A. The PROVIDER 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 PROVIDER requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

☒ B. The PROVIDER 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 PROVIDER with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. PROVIDER maintains current TB clearances for all such employees.

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

List below, or attach, the name and other information for each worker for whom PROVIDER 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)
Alina Cobian	3/8/2022	10/22/2026	AMFT 133453; exp. 6/30/2027
Alexandra Damian	5/26/2023	6/2/2027	APCC 16960; exp. 7/31/2026
Amy Zhao	2/18/2022	3/25/2030	OTD 20620; exp. 1/31/2027
Brittany Uyeno	7/1/2023	10/25/2027	AMFT 142113; exp. 10/31/2026
Caylie Castillo	7/15/2024	7/15/2028	ACSW 131216; exp. 6/30/26
Danitza Eyo	12/7/2021	1/17/2030	ASW 106070; exp. 12/31/2026
Diana Hebeler (Barrera)	6/3/2023	6/5/2027	AMFT 149548; exp. 9/30/2026
Icarus (Rosyo) Salmeron	1/24/2022	1/17/2030	AMFT 130421; exp. 1/31/2027
Jamie Burger	7/7/2008	8/4/2026	LMFT 35250; exp. 10/31/2026
Karen Najera	12/30/2021	8/11/2029	ASW 105940; exp. 12/31/2026
Laura Montano	5/2/2024	8/8/2029	AMFT, 159100; exp. 10/31/26
Layla Slipper	5/1/2024	8/6/2029	AMFT 156056; exp. 7/31/26
Luis Baeza	6/19/2017	7/25/2029	LMFT 135153; exp. 10/31/2026
Marisol Martinez	7/16/2022	8/24/2026	ACSW 108715; exp. 6/30/2026
Maritza Alva	2/16/2022	1/21/2030	ASW 104896; exp. 10/31/2026
Nancy Cruz	6/21/2023	10/26/2027	AMFT 141919; exp. 10/31/2026
Natalie Olivares	11/13/2024	11/15/2028	AMFT 151582; exp. 11/30/2026
Yesenia Martinez	12/29/2020	7/21/2029	LCSW 130742; exp. 6/30/2027
Lizzeth Sosa	10/9/2020	9/30/2028	ACSW 95807, exp. 7/31/2026
Sandy Pena	7/7/2022	7/21/2026	ACSW 109839; exp. 8/31/2026
Vanessa Ramos	5/21/2022	9/20/2026	AMFT 134124; exp. 8/31/2026
Angelica Juan Martinez	10/30/2024	11/2/2028	ACSW 126278; exp. 9/30/2026
Elizabeth Pineda	9/9/2025	9/9/2028	ACSW 132183, exp 7/31/2026
Lesem Puerto	2/22/2022	2/19/2030	N/A; Community Schools Staff
Riley Solorzano	6/18/2022	1/22/2030	N/A; Community Schools Staff
Lizeth Victorio Alvarez	8/25/2024	9/6/2028	N/A; Community Schools Staff
Anahi Ibarra	9/26/2025	10/9/2029	N/A; Community Schools Staff
Crystal Aguilar	11/28/2023	4/19/2027	N/A; Community Schools Staff
Melissa Garcia	7/17/2023	7/19/2027	N/A; Community Schools Staff
Mayra Serna	10/3/2025	10/9/2029	N/A; Community Schools Staff
Eduardo Ramirez-Sandoval	2/11/2020	6/4/2029	N/A; Community Schools Staff

WAIVER JUSTIFICATION:

☐ D. The PROVIDER 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 PROVIDER and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)

☐ The PROVIDER 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 PROVIDER, 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 PROVIDER by an employee of the PROVIDER who has not been convicted of a serious of violent felony as ascertained by the DOJ

☐ 3) Surveillance of employees of the PROVIDER by school personnel

☐ The services provided by the PROVIDER 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 PROVIDER 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 PROVIDER.

Authorized Provider Signature	Printed Name	Title	Date

Exhibit E

Consent to Photograph/Video/Audio Record Participation in Events

Name of Client _____ Program Community Schools

Phone Number_____ E-mail _____

The undersigned client* or responsible adult** consents to Children's Institute and its representatives to: □ Photograph (which, is used in this Consent, means motion picture, still photography in any form, videotapes, or any other mechanical means of recording and reproducing images)
□ Audio record

The undersigned:

1. Agrees that photographs/audio/video recordings made as a result of this consent will be used for purposes of:

□ Publication, public relations, webpages and/or fund-raising
□ Sharing Success Stories
□ For Training and/ or educational purposes

2. I/we understand my agreement as outlined above may be used in connection with publicizing and promoting Children's Institute, Inc (CII). I authorize Children's Institute to use my name, and any information I share. I/we understand that by signing this consent, information that may be considered Protected Health Information is waived for the purposes of this agreement.

3. Waives any right to compensation for use of photographs/ video recordings/audio recordings:

4. Hold CII harmless from and against any claim of injury or compensation resulting from the activities authorized by this Consent.

5. In addition, I waive any right to inspect or approve the finished product, including photograph, audio, or video, wherein my participation, my success story/testimonial appears.

6. I shall indemnify CII against all liability or loss, and against all claims or actions as a result of the photograph, audio, or video wherein my participation, success story/testimonial and its use or caused

by the acts or negligence of any other person, firm, or corporation furnishing or supplying work, services, materials or supplies in connection with the above.

I have read the authorization and release information and give my consent for my participation, the use of my success story/ testimonial as indicated above.

Signature of Client*_____ Date _____

Signature of Responsible Adult**_____ Relationship to Client _____

Signature of Witness/Interpreter****_____ Date _____

This Consent was interpreted in _____for client and/or responsible adult. If a translated version of this Consent was signed by the client and/or responsible adult, the translated version must be attached to the English version.

Signator □ was given □ declined a copy of this Consent on _____(Date) by ___(Initials)

*A minor client receiving services under his/her own signature must have the Minor Consent and a Consent for Services form on file in the clinical record.

**Responsible Adult = Guardian, Conservator, or Parent of minor when required

***Witness/Interpreter = Person who either witnessed the signing of the form (may be staff person) or the person who interpreted this form into another language for the client (must include the language it was interpreted into)

For your protection and privacy, please indicate if you/your family is DCFS involved □

Permiso para Tomar Fotografía/Video/Grabación de Audio Participación en Eventos

Nombre del Cliente_____ Programa Community Schools

Numero_____Correo Electrónico_____

El cliente abajo fírmate* o adulto responsable ** da permiso a Children's Institute y sus representantes a:

□ Tomar fotografías (el cual, según este Permiso, significa películas, fotografías fijas en cualquier formato, videograbaciones o cualquier otro medio mecánico de grabar y reproducir imágenes)

□ Hacer grabaciones de audio

El abajo firmante:

1. Accede a que las fotografías/grabaciones de video e audio hechos como resultado de este permiso serán utilizados para el propósito de:
   □ Publicación, relaciones publicas, paginas en línea y/o recaudación de fondos
   □ Compartiendo Experiencias de Éxito
   □ Para capacitación y/o propósitos educacionales

2. Entiende que su acuerdo delineado arriba se puede utilizar en conexión con dar publicidad y promover Children's Institute, Inc (CII). Usted da permiso a Children's Institute a utilizar mi nombre y cualquier información que comparte. Entiende que, al firmar este permiso, renuncia a cualquier información qué talvez sería considerado como Información de Salud Protegida para los propósitos de este acuerdo.

3. Renuncia a cualquier derecho a compensación por el uso de fotografías/grabaciones de video/audio

4. Libera a CII de cualquier responsabilidad de y contra cualquier demanda de lesión o compensación resultando de las actividades autorizadas por este Permiso.

5. Además, renuncia cualquier derecho a inspeccionar o aprobar el producto final, el cual incluye fotografía, audio o video, en el que aparezca mi participación, mi experiencia de éxito / testimonio

6. Indemnizó a CII de cualquier responsabilidad o perdida y de cualquier reclamo o demandas como resultado de la fotografía, audio o video en el cual mi participación mi experiencia de éxito/testimonio el cual sea utilizado por cualquier otra persona, empresa o corporación quien facilite o suministre trabajo, servicios, materiales o suministros en conexión con lo mencionado arriba.

He leído la información de autorización y divulgación y doy mi permiso para el uso de mi participación, mi experiencia de éxito/testimonio tal como se indica arriba.

Firma de Cliente*_____ Fecha _____

Firma del Adulto Responsable**_____ Relación con el Cliente_____

Firma del Testigo/Interprete ****_____ Fecha _____

Este Permiso se interpreto en _____ para el cliente y/o el adulto responsable. Si el cliente y/o el adulto responsable firmo una versión traducida de este Permiso se debe agregar tal versióntraducida a la versión de ingles.

Al firmante □ fue dado □ rechazo una copia de este Permiso____(Fecha) por __(Iniciales)

* Un cliente menor de edad a quien recibe servicios bajo su propia firma debe tener el Permiso de Menor de Edadyun Permiso de Servicios en su expediente clínico.

** Adulto responsable = Guardián, Conservador, Abogado del cliente menor de edad, o Padre del menor cuando sea necesario *** Testigo/Interprete = La persona quien presencio la firma de la forma (puede ser miembro del personal) o la persona quien interpreto esta forma a otro idioma para el cliente (se debe incluir el idioma al cual se interpretó)

Para su protección y privacidad, indique si usted/su familia están involucrados con DCFS
□

CII CS Camino 2026 MOU

Coversheet

ELOP Program Plan Update

Section: V. Consent Items
Item: K. ELOP Program Plan Update
Purpose: Vote
Submitted by:
Related Material: CNCA 1 ELOP Program Plan.pdf
CNCA 2 ELOP Program Plan.pdf
CNCA 3 ELOP Program Plan.pdf
CNCA 4 ELOP Program Plan.pdf

Expanded Learning Opportunities
Program Plan Guide

Camino Nuevo Charter Academy

Prepared by:

Camino Nuevo Charter Academy
661 S Burlington Ave,
Los Angeles, CA 90057
(213) 413-4245

Expanded Learning Opportunities
Program Plan
Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy
Contact Name: Juliana Santos, Principal
Contact Email: juliana.santos@caminonuevo.org
Contact Phone: (213) 413-4245

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Camino Nuevo Charter Academy

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment
Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding.

Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

2—Active and Engaged Learning
Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- Academic Tutoring - Math, Reading and ELD
- Chess
- Visual Arts
- Music
- Mindfulness
- Gardening
- Ceramics
- Folklorico
- Nutrition and Cooking
- STEM
- Robotics
- Outdoor Education
- Recreational Components include:
    - Aerobic exercise and physical fitness/nutrition education
    - Team Sports: (i.e.: flag football, basketball, soccer, volleyball, drill, cheer)

In addition to its ELO-P enrichment and academic support programming, Camino Nuevo Charter Academy may offer an Attendance Recovery (AR) program in conjunction with ELO-P, consistent with Education Code Section 46211. AR is a voluntary, supplementary program designed to provide eligible students with additional opportunities to engage in instruction outside of the regular school day. Students who participate in AR engage in educational activities and standards-aligned content that is substantially equivalent to their regular instructional program, which may include one-on-one or small group tutoring. AR sessions may

be offered before or after school, on weekends, or during intersession periods. Participation in AR is always voluntary and does not restrict a student's access to the full range of ELO-P services. AR and ELO-P are operated as distinct programs, and student participation in each is clearly differentiated and documented separately.

3—Skill Building
Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Our enrichment services provide students with the opportunity to build skills and have experiences not otherwise included during the school day. Enrichment supports retention by engaging students in fun, interesting activities; while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. They gain these skills through participation in enrichment activities that are driven by student interest and need to accelerate skill building through high engagement.

4—Youth Voice and Leadership
Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Camino Nuevo's afterschool program has actively involved students in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Students, partner staff, and school staff have completed needs assessments that discuss need for programs as well as preferences for programming directly informed by views of students themselves. Camino Nuevo staff have participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our

instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Camino Nuevo will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night, cultural celebrations, and community fairs. They also will take a leading role in campus beautification projects that they plan and execute from start to finish.

Students will take enrichment field trips and engage in projects that build upon what they learn through these trips. Student voice will inform these field trips.

5—Healthy Choices and Behaviors
Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our ELO-P health and wellness programs will align directly with Camino Nuevo's wellness services and California, LAUSD, and national best practices for health and wellness. All programming offered promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Camino Nuevo's wellness programming emphasizes socioemotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.

- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities.

Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems (CDC 2020). Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of whole grains and dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

Camino Nuevo reinforces these healthy practices by maintaining partnerships with various health and wellness organizations. For example, we have partnered with the LA84 Foundation for donations of physical activity equipment, which students were able to take home and use to supplement in- and after-school physical education activities. We also work with various community organizations to promote health and wellness for our students, including the Bresee Foundation through their LAFC Scholars partnership and Didi Hirsch for mental health services. We also provide school-based mental health services as a core school service to reinforce mental and socioemotional health for our students.

The program will provide healthy meals each day in accordance with the program schedule that follow USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

6—Diversity, Access, and Equity
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program implemented at Camino Nuevo will predominantly serve Latino students and families, as well as diverse students from other backgrounds that include white, African American, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures that is a foundational feature of Camino Nuevo and the expanded learning program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level,

national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

A fundamental point will be the opportunities given to students and families in the program as well as staff to share experiences from their diverse experiences and backgrounds. This will include services such as specific planning for high school success and postsecondary opportunities and college from the perspective and knowledge base of low-income students who in many cases would be the first in their family to attend college. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. A sampling of programming could include art classes, music production, service learning projects, and STEM projects like Robotics. In art classes students could explore the roots of the Latino experience in the City of LA and elsewhere by studying neighborhood murals and potentially creating murals at their own school site. During the summer students could visit museums like the Museum of Latin American Art or La Plaza De Cultura Y Artes to be exposed to the rich Latino art displayed throughout the city. As part of our programming we could also curate a children's book library that includes books by diverse authors with diverse character representations aligned to our Ethnic Studies Program that will further enrich student learning. Staff members could engage students in interactive read alouds each day and students could also be encouraged to read independently and explore their interests. Other possibilities include music classes that allow students to explore cultural influences and signposts in digital creation of music. During Service Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place. STEM projects (such as Robotics) and mentorship opportunities provided to students will allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships with groups such as Latinas in STEM.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with

potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

Camino Nuevo has a high proportion of English Language Learners and a strong need for services to support these students in the out of school hours. According to *English Language Learners: Becoming Fluent in Afterschool* (2011), afterschool programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. Homework help will be provided each day and documented in journals. This is a critical need at schools like Camino Nuevo with high EL populations, as students often lack support to complete work at home.

CNCA's expanded learning programs will provide access and opportunities to students with disabilities by ensuring that our programs are accessible to all students. We will do this by employing an Expanded Learning MTSS coordinator who will develop appropriate supports and scaffolds for students with disabilities to ensure that all programming is accessible to all students.

7—Quality Staff
Describe how the program will provide opportunities for students to engage with quality staff.

Camino Nuevo ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, Camino Nuevo administrators are involved in the interviewing process for internal ELOP program staff and will confirm eligibility.

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will

also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

The Director of Expanded Learning will design and guide staff development in support of expanded learning. The district level Expanded Learning Coordinators will manage and support their school site team with the implementation of the program and staff development. Recruitment is led by Camino Nuevo's Human Assets Team, working with the Director of Expanded Learning, the Expanded Learning Coordinators and Site Leaders. Staff will have clear titles and responsibilities, and receive a competitive salary.

Camino Nuevo Charter Academy will make it a priority to employ personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. They bring to their task an understanding of challenges and rewards of growing up in predominantly Latino and low-income communities. All job postings and descriptions will emphasize preference for local hires and specify skills, such bilingual language abilities, that support hiring of personnel similar to students served in the program.

Camino Nuevo Charter Academy will provide ongoing professional development to our expanded learning staff in areas relevant to their role which may include training in any of the following areas: curriculum implementation, classroom culture, MTSS systems, family communication, educator well-being, content knowledge and SEL. These PDs will be offered on a regular cadence through weekly PDs as well as full-day PDs as needed in order to ensure that our staff have the necessary knowledge and skills to engage and meet the needs of all students.

When Attendance Recovery (AR) is offered in conjunction with ELO-P, AR sessions are supervised by certificated employees of Camino Nuevo Charter Academy, consistent with the requirements of Education Code Section 46211(f). Certificated supervisors of AR maintain the required student-to-staff ratios: no more than 10 students per certificated staff member for Transitional Kindergarten and Kindergarten, and no more than 20 students per certificated staff member for grades 1 through 12. These supervision requirements apply to all AR sessions, including any sessions offered in a commingled setting alongside ELO-P.

8—Clear Vision, Mission, and Purpose
Describe the program's clear vision, mission, and purpose.

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 toward the world around them.

Aligned with this, Camino Nuevo will offer an Expanded Learning Opportunities Program for students in TK-6 (priority) and 7th and 8th in collaboration with the afterschool ASES program open to all TK - 8 students. All of our free Expanded Learning programs will are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and social justice leaders. The below chart expands upon our program goals as related to this vision.

Program Goals

Programming	**Goals/Objectives**	**Program Components or activities**
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping

Programming	Goals/Objectives	Program Components or activities
Educational Enrichment	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education
Athletics/ Recreation	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships
Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Camino Nuevo has an MOU to provide our base afterschool services with Woodcraft Rangers. The Woodcraft Rangers team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality afterschool programming.

In addition, we work closely alongside our sister foundation, Pueblo Nuevo Education &

Development Group, to provide additional enrichment activities and wraparound supportive services. Pueblo Nuevo and Camino Nuevo work together to deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. Their programming priorities include expanding access and fostering success in higher education through our Camino through College program; providing learning opportunities in the arts and sciences that enrich students' lives; providing school-based mental health and wraparound services to support our students and families; and, engaging authentically with our families and partners to strengthen communities. They will continue to provide these services during our ELO-P program.

Other partners may include:

Collaborative Partner	**Duties/Responsibilities and/or Contributions**
Lunch Bunch	Nutrition and cooking academic enrichment services
Tinker the Robot	STEM academic enrichment services
STEM to the Future	STEM academic enrichment services
LA Philharmonic	YOLA at Camino Nuevo music education programming
Everybody Dance	Dance and arts programming
Our House	Grief Counseling Services
Saban Community Clinic	Health Services for students and families
LA Regional Food Bank	Food access for families
Didi Hirsch	Mental Health Services for students and families
Breese Foundation	Family Wraparound Supports

10—Continuous Quality Improvement
Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure

that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

CNCA has an internal Knowledge Management Team that will support with data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, CNCA will use a number of data tracking and monitoring procedures. CNCA will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.

Camino Nuevo also tracks and reports student participation in Attendance Recovery (AR) separately from both regular school day attendance and ELO-P participation, consistent with Education Code Section 46211(d)(3). AR attendance records, including documentation of each student's participation time, are maintained by the supervising certificated teacher and made available for review during the annual audit process. AR data is incorporated into the LEA's broader continuous quality improvement process to monitor the program's effectiveness in supporting students who have experienced absences and to ensure ongoing compliance with all applicable statutory requirements.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators on a monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Camino Nuevo is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever- changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. This plan is used as the guiding document to facilitate continuous quality improvement in the after school program. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Camino Nuevo, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management
Describe the plan for program management.

Our overarching goal is that we work to ensure that our students are *college ready, college bound*. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. CNCA plans to partner with our ELO-P program provider to close gaps in academic achievement and motivate our students to succeed.

Program operations are overseen by the Director of Expanded Learning. The Chief Academic Officer directly oversees the Director of Expanded Learning, who supervises Expanded Learning Coordinators across the network. Expanded Learning Coordinators oversee all school-based Youth Leaders.

- Chief Academic Officer: responsible for ensuring support for the Director of Expanded Learning.
- Director of Expanded Learning: responsible for program oversight, staff supervision, partnerships across the network of CNCA schools; responsible for program evaluation and quality improvement data analysis; and ensuring grant compliance.
- Expanded Learning Coordinators: responsible for on-site program administration and oversight, including supervising staff such as Academic Enrichment Instructors.
- Director of Knowledge Management: responsible for tracking and reviewing attendance data; provides regular reports and compliance assurance on programs across all sites, collaborate with Director of Expanded Learning
- Director of Finance and Business Services: responsible for maintaining budgets and fiscal reporting.

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas

where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

CNCA is committed to meeting all reporting expectations for this grant. Currently, quarterly expenditure reports are submitted for each of our existing afterschool grants. These reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of CNCA will be conducted for each fiscal year. The books and records of CNCA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The CNCA audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

Below is a table reflecting the overall budget for the 24-25 school year.

FY23-24 Carryover	$806,968.66
FY24-25 Award	$1,229,854.76
Staffing	$389,699.71
Supplies	$282,900.00
Operating Services	$971,506.00
Total Costs	**$1,644,105.71**

This budget reflects the ways in which we leverage our expanded learning programming to meet the needs of students and families through the services that this budget makes possible. We utilize the expanded learning staff to administer programming, especially our internally run academic enrichment program that targets students who are performing below grade level in reading and math, as well as students who are at risk of becoming LTELs. We provide targeted academic services for these students through robust and high quality small group instruction. Our internal staff also facilitate a variety of student interest enrichment clubs that are directly responsive to the expressed interests and needs of our students. Our internal staffing also provides students with access to sports and physical fitness activities. The supplies that we purchase ensure that our staff have everything they need in order to facilitate the various academic and enrichment program elements that they oversee. Our operating costs allow us to partner with organizations who provide direct services to students as well as professional development for our staff. These services ensure that we are able to meet the needs of families for extended care for students.

Camino Nuevo Charter Academy may use a portion of ELO-P funds to support the operation of Attendance Recovery (AR), consistent with Education Code Section 46120(d)(3)(B). ELO-P funds used for AR are applied only when AR is offered at the same time and on the same school site as ELO-P programming, and when all requirements of EC Section 46211 are met. All expenditures of ELO-P funds in support of AR are necessary, reasonable, and allowable, and are documented in accordance with applicable statutes, regulations, and audit requirements. The Director of Expanded Learning and the Director of Finance and Business Services maintain oversight of all AR-related expenditures as part of the LEA's standard budget monitoring process.

Provide a detailed description of how the LEA will ensure the proper implementation of the above elements.

Camino Nuevo Charter Academy has a robust system for fiscal accountability to ensure that all budget spending is in accordance with the allowable expenses. Budgets are developed by the Director of Expanded Learning in response to the needs of students and families. Those budgets are board approved annually as part of the school budgets. Budgets are monitored through monthly meetings between the Director of Expanded learning and the Director of Finance and Business Services. All purchase documentation is reviewed by the Director of Expanded Learning and our partners at ExEd to ensure that all purchases have the required documentation to support them. Budgets are reviewed on an ongoing basis and adjusted to ensure that the needs of students are consistently met throughout the year. The Director of Expanded Learning meets regularly with school leadership teams to ensure that the budgets are in accordance with the needs of the school site.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.
ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

CNCA is committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Transitional Kindergarten and Kindergarten
Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil

to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. In addition, Camino Nuevo has prior experience offering a high-quality, CSPP program. We will use the lessons learned from this program to inform the staffing and design of our ELO-P program for our youngest learners.

Camino Nuevo is currently revamping our vision and curriculum for TK in order to align with the state's shift to increased TK access. We have a TK Committee, composed of primary and preschool teachers and administrators, who are meeting on a bimonthly basis to set the vision, determine academic and socio-emotional benchmarks, and align resources and schedules to those. This committee is also determining the ongoing professional development plan for all educators serving TK students, including those brought on through the ELO-P program.

Our vision for TK, which will apply to both in-school and supplemental programs, is:

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELOP by describing the enrollment process. Include distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square,

personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios, and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Camino Nuevo Charter Academy serves traditionally under-resourced communities. Our students do not have access to many experiences and spaces in Southern California and beyond. Our field trip experiences are intended to give access to students to spaces they might not otherwise have access to. Through these experiences, they will broaden their educational and cultural understanding of the area they live in as well as begin to be able to envision themselves in other places outside of their own community. These are experiences that their peers in more affluent communities have access to through their families. Our intent in our field trip program is give our students equitable experiences of the world to their more affluent counterparts. Camino Nuevo Charter Academy will offer a variety of enrichment field trips throughout the year to students in all grade levels. These field trips may include: museums, sporting events, musical performances, outdoor spaces, recreational activities, college campuses, and other locations to meet the interests and needs of our students. In addition to these experiences being culturally and academically enriching, students will build their confidence in embodying diverse spaces that differ from their day-to-day experiences. They will learn to collaborate and cooperate with their peers in participating in a variety of enrichment

activities. They will extend their learning beyond their on-site program, and see real life examples of what they are learning about. Our field trips will occur throughout the year during non-instructional times, such as after school or on non-instructional days. Transportation will be provided to all off-site field trips.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day Schedule

After School Schedule: Jr Rangers (TK-K)			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00-3:15	Sign-In	12:30 – 12:45	Sign-In
3:15 – 3:30	Snack	12:45- 1:45	Enrichment #1
3:30 – 4:15	Enrichment	1:45- 2:15	Fitness
4:15 – 4:35	Fitness	2:15-2:30	Snack
4:35 – 5:10	Homework	2:30 -3: 15	yoga
5:10 – 5:50	Circle/Tinker/Music and Movemnet	3: 15 - 4: 15	Homework
5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1st –3rd grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 –	Homework

		1:45	
4:00 – 4:15 4:15 – 4:30	**Snack**: 1st – 2nd **Indoor Fitness**	1:45- 2:15 2:15 – 2:45	**Snack** **Fitness**
4:00 – 4:15 4:15- 4:30	**Indoor Fitness** **Snack:** 3rd – 5th	2:10 – 2:40	**Snack:** 3rd – 5th **Fitness:** 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

After School Schedule: 6th – 8th grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:15 – 3:30	Sign – In and snack	12:45 – 1:00	Sign-in
3:30 – 4:30	Enrichment	1:00 – 1:45	Fitness
4:30 – 5:25	Homework	1:45- 2:00	Snack
5:25 – 5:30	Transition to LC	2:00 – 3:00	Enrichment #1
5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

Time	Activity	Description
8:00am – 9:00am	Camp Mingle + Breakfast	Morning Meal and Camp activity centers
9:00am – 10:00am	Enrichment # 1	Jr Rangers bundle activity
10:05am- 10:35am	Mindful Minutes	Math manipulatives, music and movement, reading
10:35am – 10:55am	Junior Break	Eat snacks and Restroom breaks
10:55am – 11:45am	Tinker Time #1	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
11:45pm-12:00pm	Hygiene/ Restroom	Hand wash before lunch
12:00pm-1:00pm	Lunch + Camp Mingles	Lunchtime and a variation of Recreational activities available for students.
1:00pm-1:15pm	Yoga	Yoga stretches
1:15pm-1:30pm	Rest Break	Mindful Meditation/quiet time/nap time
1:30pm – 2:30pm	Enrichment Time #2	Jr Rangers Bundle Activity
2:30pm – 3:15pm	Tinker Time #2	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
3:15pm- 3:30pm	Snack Break	Snack Distribution
3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming

9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming
4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.

Expanded Learning Opportunities
Program Plan Guide

Camino Nuevo Charter Academy

Prepared by:

Camino Nuevo Charter Academy #2
3400 W. 3rd Street
Los Angeles, CA 90020
213-736-5542

Expanded Learning Opportunities
Program Plan
Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2
Contact Name: Maria Duarte, Principal
Contact Email: maria.duarte@caminonuevo.org
Contact Phone: 213-736-5542

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Camino Nuevo Charter Academy #2

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment
Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding.

Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

2—Active and Engaged Learning
Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- Academic Tutoring - Math, Reading and ELD
- Chess
- Visual Arts
- Music
- Mindfulness
- Gardening
- Ceramics
- Folklorico
- Nutrition and Cooking
- STEM
- Robotics
- Outdoor Education
- Recreational Components include:
    - Aerobic exercise and physical fitness/nutrition education
    - Team Sports: (i.e.: flag football, basketball, soccer, volleyball, drill, cheer)

In addition to its ELO-P enrichment and academic support programming, Camino Nuevo Charter Academy may offer an Attendance Recovery (AR) program in conjunction with ELO-P, consistent with Education Code Section 46211. AR is a voluntary, supplementary program designed to provide eligible students with additional opportunities to engage in instruction outside of the regular school day. Students who participate in AR engage in educational activities and standards-aligned content that is substantially equivalent to their regular instructional program, which may include one-on-one or small group tutoring. AR sessions may

be offered before or after school, on weekends, or during intersession periods. Participation in AR is always voluntary and does not restrict a student's access to the full range of ELO-P services. AR and ELO-P are operated as distinct programs, and student participation in each is clearly differentiated and documented separately.

3—Skill Building
Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Our enrichment services provide students with the opportunity to build skills and have experiences not otherwise included during the school day. Enrichment supports retention by engaging students in fun, interesting activities; while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. They gain these skills through participation in enrichment activities that are driven by student interest and need to accelerate skill building through high engagement.

4—Youth Voice and Leadership
Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Camino Nuevo's afterschool program has actively involved students in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Students, partner staff, and school staff have completed needs assessments that discuss need for programs as well as preferences for programming directly informed by views of students themselves. Camino Nuevo staff have participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our

instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Camino Nuevo will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night, cultural celebrations, and community fairs. They also will take a leading role in campus beautification projects that they plan and execute from start to finish.

Students will take enrichment field trips and engage in projects that build upon what they learn through these trips. Student voice will inform these field trips.

5—Healthy Choices and Behaviors
Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our ELO-P health and wellness programs will align directly with Camino Nuevo's wellness services and California, LAUSD, and national best practices for health and wellness. All programming offered promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Camino Nuevo's wellness programming emphasizes socioemotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.

- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities.

Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems (CDC 2020). Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of whole grains and dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

Camino Nuevo reinforces these healthy practices by maintaining partnerships with various health and wellness organizations. For example, we have partnered with the LA84 Foundation for donations of physical activity equipment, which students were able to take home and use to supplement in- and after-school physical education activities. We also work with various community organizations to promote health and wellness for our students, including the Bresee Foundation through their LAFC Scholars partnership and Didi Hirsch for mental health services. We also provide school-based mental health services as a core school service to reinforce mental and socioemotional health for our students.

The program will provide healthy meals each day in accordance with the program schedule that follow USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

6—Diversity, Access, and Equity
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program implemented at Camino Nuevo will predominantly serve Latino students and families, as well as diverse students from other backgrounds that include white, African American, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures that is a foundational feature of Camino Nuevo and the expanded learning program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level,

national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

A fundamental point will be the opportunities given to students and families in the program as well as staff to share experiences from their diverse experiences and backgrounds. This will include services such as specific planning for high school success and postsecondary opportunities and college from the perspective and knowledge base of low-income students who in many cases would be the first in their family to attend college. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. A sampling of programming could include art classes, music production, service learning projects, and STEM projects like Robotics. In art classes students could explore the roots of the Latino experience in the City of LA and elsewhere by studying neighborhood murals and potentially creating murals at their own school site. During the summer students could visit museums like the Museum of Latin American Art or La Plaza De Cultura Y Artes to be exposed to the rich Latino art displayed throughout the city. As part of our programming we could also curate a children's book library that includes books by diverse authors with diverse character representations aligned to our Ethnic Studies Program that will further enrich student learning. Staff members could engage students in interactive read alouds each day and students could also be encouraged to read independently and explore their interests. Other possibilities include music classes that allow students to explore cultural influences and signposts in digital creation of music. During Service Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place. STEM projects (such as Robotics) and mentorship opportunities provided to students will allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships with groups such as Latinas in STEM.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with

potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

Camino Nuevo has a high proportion of English Language Learners and a strong need for services to support these students in the out of school hours. According to *English Language Learners: Becoming Fluent in Afterschool* (2011), afterschool programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. Homework help will be provided each day and documented in journals. This is a critical need at schools like Camino Nuevo with high EL populations, as students often lack support to complete work at home.

CNCA's expanded learning programs will provide access and opportunities to students with disabilities by ensuring that our programs are accessible to all students. We will do this by employing an Expanded Learning MTSS coordinator who will develop appropriate supports and scaffolds for students with disabilities to ensure that all programming is accessible to all students.

7—Quality Staff
Describe how the program will provide opportunities for students to engage with quality staff.

Camino Nuevo ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, Camino Nuevo administrators are involved in the interviewing process for internal ELOP program staff and will confirm eligibility.

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will

also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

The Director of Expanded Learning will design and guide staff development in support of expanded learning. The district level Expanded Learning Coordinators will manage and support their school site team with the implementation of the program and staff development. Recruitment is led by Camino Nuevo's Human Assets Team, working with the Director of Expanded Learning, the Expanded Learning Coordinators and Site Leaders. Staff will have clear titles and responsibilities, and receive a competitive salary.

Camino Nuevo Charter Academy will make it a priority to employ personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. They bring to their task an understanding of challenges and rewards of growing up in predominantly Latino and low-income communities. All job postings and descriptions will emphasize preference for local hires and specify skills, such bilingual language abilities, that support hiring of personnel similar to students served in the program.

Camino Nuevo Charter Academy will provide ongoing professional development to our expanded learning staff in areas relevant to their role which may include training in any of the following areas: curriculum implementation, classroom culture, MTSS systems, family communication, educator well-being, content knowledge and SEL. These PDs will be offered on a regular cadence through weekly PDs as well as full-day PDs as needed in order to ensure that our staff have the necessary knowledge and skills to engage and meet the needs of all students.

When Attendance Recovery (AR) is offered in conjunction with ELO-P, AR sessions are supervised by certificated employees of Camino Nuevo Charter Academy, consistent with the requirements of Education Code Section 46211(f). Certificated supervisors of AR maintain the required student-to-staff ratios: no more than 10 students per certificated staff member for Transitional Kindergarten and Kindergarten, and no more than 20 students per certificated staff member for grades 1 through 12. These supervision requirements apply to all AR sessions, including any sessions offered in a commingled setting alongside ELO-P.

8—Clear Vision, Mission, and Purpose
Describe the program's clear vision, mission, and purpose.

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 toward the world around them.
Aligned with this, Camino Nuevo will offer an Expanded Learning Opportunities Program for students in TK-6 (priority) and 7th and 8th in collaboration with the afterschool ASES program open to all TK - 8 students. All of our free Expanded Learning programs will are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and social justice leaders. The below chart expands upon our program goals as related to this vision.

Program Goals

Programming	**Goals/Objectives**	**Program Components or activities**
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping

Programming	Goals/Objectives	Program Components or activities
Educational Enrichment	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education
Athletics/ Recreation	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships
Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Camino Nuevo has an MOU to provide our base afterschool services with Woodcraft Rangers. The Woodcraft Rangers team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality afterschool programming.

In addition, we work closely alongside our sister foundation, Pueblo Nuevo Education &

Development Group, to provide additional enrichment activities and wraparound supportive services. Pueblo Nuevo and Camino Nuevo work together to deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. Their programming priorities include expanding access and fostering success in higher education through our Camino through College program; providing learning opportunities in the arts and sciences that enrich students' lives; providing school-based mental health and wraparound services to support our students and families; and, engaging authentically with our families and partners to strengthen communities. They will continue to provide these services during our ELO-P program.

Other partners may include:

Collaborative Partner	**Duties/Responsibilities and/or Contributions**
Lunch Bunch	Nutrition and cooking academic enrichment services
Tinker the Robot	STEM academic enrichment services
STEM to the Future	STEM academic enrichment services
LA Philharmonic	YOLA at Camino Nuevo music education programming
Everybody Dance	Dance and arts programming
Our House	Grief Counseling Services
Saban Community Clinic	Health Services for students and families
LA Regional Food Bank	Food access for families
Didi Hirsch	Mental Health Services for students and families
Breese Foundation	Family Wraparound Supports

10—Continuous Quality Improvement
Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure

that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

CNCA has an internal Knowledge Management Team that will support with data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, CNCA will use a number of data tracking and monitoring procedures. CNCA will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.

Camino Nuevo also tracks and reports student participation in Attendance Recovery (AR) separately from both regular school day attendance and ELO-P participation, consistent with Education Code Section 46211(d)(3). AR attendance records, including documentation of each student's participation time, are maintained by the supervising certificated teacher and made available for review during the annual audit process. AR data is incorporated into the LEA's broader continuous quality improvement process to monitor the program's effectiveness in supporting students who have experienced absences and to ensure ongoing compliance with all applicable statutory requirements.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators on a monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Camino Nuevo is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever- changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. This plan is used as the guiding document to facilitate continuous quality improvement in the after school program. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Camino Nuevo, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management
Describe the plan for program management.

Our overarching goal is that we work to ensure that our students are *college ready, college bound*. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. CNCA plans to partner with our ELO-P program provider to close gaps in academic achievement and motivate our students to succeed.

Program operations are overseen by the Director of Expanded Learning. The Chief Academic Officer directly oversees the Director of Expanded Learning, who supervises Expanded Learning Coordinators across the network. Expanded Learning Coordinators oversee all school-based Youth Leaders.

- Chief Academic Officer: responsible for ensuring support for the Director of Expanded Learning.
- Director of Expanded Learning: responsible for program oversight, staff supervision, partnerships across the network of CNCA schools; responsible for program evaluation and quality improvement data analysis; and ensuring grant compliance.
- Expanded Learning Coordinators: responsible for on-site program administration and oversight, including supervising staff such as Academic Enrichment Instructors.
- Director of Knowledge Management: responsible for tracking and reviewing attendance data; provides regular reports and compliance assurance on programs across all sites, collaborate with Director of Expanded Learning
- Director of Finance and Business Services: responsible for maintaining budgets and fiscal reporting.

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas

where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

CNCA is committed to meeting all reporting expectations for this grant. Currently, quarterly expenditure reports are submitted for each of our existing afterschool grants. These reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of CNCA will be conducted for each fiscal year. The books and records of CNCA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The CNCA audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

Below is a table reflecting the overall budget for the 24-25 school year.

FY23-24 Carryover	$402,050.11
FY24-25 Award	$1,186,797.00
Staffing	$408,934.05
Supplies	$173,000.00
Operating Services	$846,403.00
Total Costs	**$1,428,337.05**

This budget reflects the ways in which we leverage our expanded learning programming to meet the needs of students and families through the services that this budget makes possible. We utilize the expanded learning staff to administer programming, especially our internally run academic enrichment program that targets students who are performing below grade level in reading and math, as well as students who are at risk of becoming LTELs. We provide targeted academic services for these students through robust and high quality small group instruction. Our internal staff also facilitate a variety of student interest enrichment clubs that are directly responsive to the expressed interests and needs of our students. Our internal staffing also provides students with access to sports and physical fitness activities. The supplies that we purchase ensure that our staff have everything they need in order to facilitate the various academic and enrichment program elements that they oversee. Our operating costs allow us to partner with organizations who provide direct services to students as well as professional development for our staff. These services ensure that we are able to meet the needs of families for extended care for students.

Camino Nuevo Charter Academy may use a portion of ELO-P funds to support the operation of Attendance Recovery (AR), consistent with Education Code Section 46120(d)(3)(B). ELO-P funds used for AR are applied only when AR is offered at the same time and on the same school site as ELO-P programming, and when all requirements of EC Section 46211 are met. All expenditures of ELO-P funds in support of AR are necessary, reasonable, and allowable, and are documented in accordance with applicable statutes, regulations, and audit requirements. The Director of Expanded Learning and the Director of Finance and Business Services maintain oversight of all AR-related expenditures as part of the LEA's standard budget monitoring process.

Provide a detailed description of how the LEA will ensure the proper implementation of the above elements.

Camino Nuevo Charter Academy has a robust system for fiscal accountability to ensure that all budget spending is in accordance with the allowable expenses. Budgets are developed by the Director of Expanded Learning in response to the needs of students and families. Those budgets are board approved annually as part of the school budgets. Budgets are monitored through monthly meetings between the Director of Expanded learning and the Director of Finance and Business Services. All purchase documentation is reviewed by the Director of Expanded Learning and our partners at ExEd to ensure that all purchases have the required documentation to support them. Budgets are reviewed on an ongoing basis and adjusted to ensure that the needs of students are consistently met throughout the year. The Director of Expanded Learning meets regularly with school leadership teams to ensure that the budgets are in accordance with the needs of the school site.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.
ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

CNCA is committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Transitional Kindergarten and Kindergarten
Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil

to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. In addition, Camino Nuevo has prior experience offering a high-quality, CSPP program. We will use the lessons learned from this program to inform the staffing and design of our ELO-P program for our youngest learners.

Camino Nuevo is currently revamping our vision and curriculum for TK in order to align with the state's shift to increased TK access. We have a TK Committee, composed of primary and preschool teachers and administrators, who are meeting on a bimonthly basis to set the vision, determine academic and socio-emotional benchmarks, and align resources and schedules to those. This committee is also determining the ongoing professional development plan for all educators serving TK students, including those brought on through the ELO-P program.

Our vision for TK, which will apply to both in-school and supplemental programs, is:

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELOP by describing the enrollment process. Include distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square,

personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios, and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Camino Nuevo Charter Academy serves traditionally under-resourced communities. Our students do not have access to many experiences and spaces in Southern California and beyond. Our field trip experiences are intended to give access to students to spaces they might not otherwise have access to. Through these experiences, they will broaden their educational and cultural understanding of the area they live in as well as begin to be able to envision themselves in other places outside of their own community. These are experiences that their peers in more affluent communities have access to through their families. Our intent in our field trip program is give our students equitable experiences of the world to their more affluent counterparts. Camino Nuevo Charter Academy will offer a variety of enrichment field trips throughout the year to students in all grade levels. These field trips may include: museums, sporting events, musical performances, outdoor spaces, recreational activities, college campuses, and other locations to meet the interests and needs of our students. In addition to these experiences being culturally and academically enriching, students will build their confidence in embodying diverse spaces that differ from their day-to-day experiences. They will learn to collaborate and cooperate with their peers in participating in a variety of enrichment

activities. They will extend their learning beyond their on-site program, and see real life examples of what they are learning about. Our field trips will occur throughout the year during non-instructional times, such as after school or on non-instructional days. Transportation will be provided to all off-site field trips.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day Schedule

After School Schedule: Jr Rangers (TK-K)			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00-3:15	Sign-In	12:30 – 12:45	Sign-In
3:15 – 3:30	Snack	12:45- 1:45	Enrichment #1
3:30 – 4:15	Enrichment	1:45- 2:15	Fitness
4:15 – 4:35	Fitness	2:15-2:30	Snack
4:35 – 5:10	Homework	2:30 -3: 15	yoga
5:10 – 5:50	Circle/Tinker/Music and Movemnet	3: 15 - 4: 15	Homework
5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1st –3rd grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 –	Homework

		1:45	
4:00 – 4:15 4:15 – 4:30	**Snack**: 1st – 2nd **Indoor Fitness**	1:45- 2:15 2:15 – 2:45	**Snack** **Fitness**
4:00 – 4:15 4:15- 4:30	**Indoor Fitness** **Snack:** 3rd – 5th	2:10 – 2:40	**Snack:** 3rd – 5th **Fitness:** 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

After School Schedule: 6th – 8th grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:15 – 3:30	Sign – In and snack	12:45 – 1:00	Sign-in
3:30 – 4:30	Enrichment	1:00 – 1:45	Fitness
4:30 – 5:25	Homework	1:45- 2:00	Snack
5:25 – 5:30	Transition to LC	2:00 – 3:00	Enrichment #1
5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

Time	Activity	Description
8:00am – 9:00am	Camp Mingle + Breakfast	Morning Meal and Camp activity centers
9:00am – 10:00am	Enrichment # 1	Jr Rangers bundle activity
10:05am- 10:35am	Mindful Minutes	Math manipulatives, music and movement, reading
10:35am – 10:55am	Junior Break	Eat snacks and Restroom breaks
10:55am – 11:45am	Tinker Time #1	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
11:45pm-12:00pm	Hygiene/ Restroom	Hand wash before lunch
12:00pm-1:00pm	Lunch + Camp Mingles	Lunchtime and a variation of Recreational activities available for students.
1:00pm-1:15pm	Yoga	Yoga stretches
1:15pm-1:30pm	Rest Break	Mindful Meditation/quiet time/nap time
1:30pm – 2:30pm	Enrichment Time #2	Jr Rangers Bundle Activity
2:30pm – 3:15pm	Tinker Time #2	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
3:15pm- 3:30pm	Snack Break	Snack Distribution
3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming

9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming
4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.

Expanded Learning Opportunities
Program Plan Guide

Camino Nuevo Charter Academy

Prepared by:
Camino Nuevo Elementary School #3
1723 W Cordova St.
Los Angeles, CA 90007
323-730-7160

Expanded Learning Opportunities
Program Plan
Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Camino Nuevo Elementary School #3
Contact Name: Suzette Torres, Principal
Contact Email: suzette.torres@caminonuevo.org
Contact Phone: 323-730-7160

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Camino Nuevo Elementary School #3

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment
Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding.

Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

2—Active and Engaged Learning
Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- Academic Tutoring - Math, Reading and ELD
- Chess
- Visual Arts
- Music
- Mindfulness
- Gardening
- Ceramics
- Folklorico
- Nutrition and Cooking
- STEM
- Robotics
- Outdoor Education
- Recreational Components include:
    - Aerobic exercise and physical fitness/nutrition education
    - Team Sports: (i.e.: flag football, basketball, soccer, volleyball, drill, cheer)

In addition to its ELO-P enrichment and academic support programming, Camino Nuevo Charter Academy may offer an Attendance Recovery (AR) program in conjunction with ELO-P, consistent with Education Code Section 46211. AR is a voluntary, supplementary program designed to provide eligible students with additional opportunities to engage in instruction outside of the regular school day. Students who participate in AR engage in educational activities and standards-aligned content that is substantially equivalent to their regular instructional program, which may include one-on-one or small group tutoring. AR sessions may

be offered before or after school, on weekends, or during intersession periods. Participation in AR is always voluntary and does not restrict a student's access to the full range of ELO-P services. AR and ELO-P are operated as distinct programs, and student participation in each is clearly differentiated and documented separately.

3—Skill Building
Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Our enrichment services provide students with the opportunity to build skills and have experiences not otherwise included during the school day. Enrichment supports retention by engaging students in fun, interesting activities; while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. They gain these skills through participation in enrichment activities that are driven by student interest and need to accelerate skill building through high engagement.

4—Youth Voice and Leadership
Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Camino Nuevo’s afterschool program has actively involved students in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Students, partner staff, and school staff have completed needs assessments that discuss need for programs as well as preferences for programming directly informed by views of students themselves. Camino Nuevo staff have participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our

instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Camino Nuevo will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night, cultural celebrations, and community fairs. They also will take a leading role in campus beautification projects that they plan and execute from start to finish.

Students will take enrichment field trips and engage in projects that build upon what they learn through these trips. Student voice will inform these field trips.

5—Healthy Choices and Behaviors
Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our ELO-P health and wellness programs will align directly with Camino Nuevo's wellness services and California, LAUSD, and national best practices for health and wellness. All programming offered promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Camino Nuevo's wellness programming emphasizes socioemotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.

- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities.

Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems (CDC 2020). Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of whole grains and dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

Camino Nuevo reinforces these healthy practices by maintaining partnerships with various health and wellness organizations. For example, we have partnered with the LA84 Foundation for donations of physical activity equipment, which students were able to take home and use to supplement in- and after-school physical education activities. We also work with various community organizations to promote health and wellness for our students, including the Bresee Foundation through their LAFC Scholars partnership and Didi Hirsch for mental health services. We also provide school-based mental health services as a core school service to reinforce mental and socioemotional health for our students.

The program will provide healthy meals each day in accordance with the program schedule that follow USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

6—Diversity, Access, and Equity
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program implemented at Camino Nuevo will predominantly serve Latino students and families, as well as diverse students from other backgrounds that include white, African American, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures that is a foundational feature of Camino Nuevo and the expanded learning program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level,

national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

A fundamental point will be the opportunities given to students and families in the program as well as staff to share experiences from their diverse experiences and backgrounds. This will include services such as specific planning for high school success and postsecondary opportunities and college from the perspective and knowledge base of low-income students who in many cases would be the first in their family to attend college. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. A sampling of programming could include art classes, music production, service learning projects, and STEM projects like Robotics. In art classes students could explore the roots of the Latino experience in the City of LA and elsewhere by studying neighborhood murals and potentially creating murals at their own school site. During the summer students could visit museums like the Museum of Latin American Art or La Plaza De Cultura Y Artes to be exposed to the rich Latino art displayed throughout the city. As part of our programming we could also curate a children's book library that includes books by diverse authors with diverse character representations aligned to our Ethnic Studies Program that will further enrich student learning. Staff members could engage students in interactive read alouds each day and students could also be encouraged to read independently and explore their interests. Other possibilities include music classes that allow students to explore cultural influences and signposts in digital creation of music. During Service Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place. STEM projects (such as Robotics) and mentorship opportunities provided to students will allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships with groups such as Latinas in STEM.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with

potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

Camino Nuevo has a high proportion of English Language Learners and a strong need for services to support these students in the out of school hours. According to *English Language Learners: Becoming Fluent in Afterschool* (2011), afterschool programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. Homework help will be provided each day and documented in journals. This is a critical need at schools like Camino Nuevo with high EL populations, as students often lack support to complete work at home.

CNCA's expanded learning programs will provide access and opportunities to students with disabilities by ensuring that our programs are accessible to all students. We will do this by employing an Expanded Learning MTSS coordinator who will develop appropriate supports and scaffolds for students with disabilities to ensure that all programming is accessible to all students.

7—Quality Staff
Describe how the program will provide opportunities for students to engage with quality staff.

Camino Nuevo ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, Camino Nuevo administrators are involved in the interviewing process for internal ELOP program staff and will confirm eligibility.

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will

also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

The Director of Expanded Learning will design and guide staff development in support of expanded learning. The district level Expanded Learning Coordinators will manage and support their school site team with the implementation of the program and staff development. Recruitment is led by Camino Nuevo's Human Assets Team, working with the Director of Expanded Learning, the Expanded Learning Coordinators and Site Leaders. Staff will have clear titles and responsibilities, and receive a competitive salary.

Camino Nuevo Charter Academy will make it a priority to employ personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. They bring to their task an understanding of challenges and rewards of growing up in predominantly Latino and low-income communities. All job postings and descriptions will emphasize preference for local hires and specify skills, such bilingual language abilities, that support hiring of personnel similar to students served in the program.

Camino Nuevo Charter Academy will provide ongoing professional development to our expanded learning staff in areas relevant to their role which may include training in any of the following areas: curriculum implementation, classroom culture, MTSS systems, family communication, educator well-being, content knowledge and SEL. These PDs will be offered on a regular cadence through weekly PDs as well as full-day PDs as needed in order to ensure that our staff have the necessary knowledge and skills to engage and meet the needs of all students.

When Attendance Recovery (AR) is offered in conjunction with ELO-P, AR sessions are supervised by certificated employees of Camino Nuevo Charter Academy, consistent with the requirements of Education Code Section 46211(f). Certificated supervisors of AR maintain the required student-to-staff ratios: no more than 10 students per certificated staff member for Transitional Kindergarten and Kindergarten, and no more than 20 students per certificated staff member for grades 1 through 12. These supervision requirements apply to all AR sessions, including any sessions offered in a commingled setting alongside ELO-P.

8—Clear Vision, Mission, and Purpose
Describe the program's clear vision, mission, and purpose.

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 toward the world around them.
Aligned with this, Camino Nuevo will offer an Expanded Learning Opportunities Program for students in TK-6 (priority) and 7th and 8th in collaboration with the afterschool ASES program open to all TK - 8 students. All of our free Expanded Learning programs will are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and social justice leaders. The below chart expands upon our program goals as related to this vision.

Program Goals

Programming	**Goals/Objectives**	**Program Components or activities**
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping

Programming	Goals/Objectives	Program Components or activities
Educational Enrichment	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education
Athletics/ Recreation	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships
Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Camino Nuevo has an MOU to provide our base afterschool services with Woodcraft Rangers. The Woodcraft Rangers team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality afterschool programming.

In addition, we work closely alongside our sister foundation, Pueblo Nuevo Education &

Development Group, to provide additional enrichment activities and wraparound supportive services. Pueblo Nuevo and Camino Nuevo work together to deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. Their programming priorities include expanding access and fostering success in higher education through our Camino through College program; providing learning opportunities in the arts and sciences that enrich students' lives; providing school-based mental health and wraparound services to support our students and families; and, engaging authentically with our families and partners to strengthen communities. They will continue to provide these services during our ELO-P program.

Other partners may include:

Collaborative Partner	**Duties/Responsibilities and/or Contributions**
Lunch Bunch	Nutrition and cooking academic enrichment services
Tinker the Robot	STEM academic enrichment services
STEM to the Future	STEM academic enrichment services
LA Philharmonic	YOLA at Camino Nuevo music education programming
Everybody Dance	Dance and arts programming
Our House	Grief Counseling Services
Saban Community Clinic	Health Services for students and families
LA Regional Food Bank	Food access for families
Didi Hirsch	Mental Health Services for students and families
Breese Foundation	Family Wraparound Supports

10—Continuous Quality Improvement
Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure

that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

CNCA has an internal Knowledge Management Team that will support with data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, CNCA will use a number of data tracking and monitoring procedures. CNCA will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.

Camino Nuevo also tracks and reports student participation in Attendance Recovery (AR) separately from both regular school day attendance and ELO-P participation, consistent with Education Code Section 46211(d)(3). AR attendance records, including documentation of each student's participation time, are maintained by the supervising certificated teacher and made available for review during the annual audit process. AR data is incorporated into the LEA's broader continuous quality improvement process to monitor the program's effectiveness in supporting students who have experienced absences and to ensure ongoing compliance with all applicable statutory requirements.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators on a monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Camino Nuevo is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever- changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. This plan is used as the guiding document to facilitate continuous quality improvement in the after school program. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Camino Nuevo, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management
Describe the plan for program management.

Our overarching goal is that we work to ensure that our students are *college ready, college bound*. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. CNCA plans to partner with our ELO-P program provider to close gaps in academic achievement and motivate our students to succeed.

Program operations are overseen by the Director of Expanded Learning. The Chief Academic Officer directly oversees the Director of Expanded Learning, who supervises Expanded Learning Coordinators across the network. Expanded Learning Coordinators oversee all school-based Youth Leaders.

- Chief Academic Officer: responsible for ensuring support for the Director of Expanded Learning.
- Director of Expanded Learning: responsible for program oversight, staff supervision, partnerships across the network of CNCA schools; responsible for program evaluation and quality improvement data analysis; and ensuring grant compliance.
- Expanded Learning Coordinators: responsible for on-site program administration and oversight, including supervising staff such as Academic Enrichment Instructors.
- Director of Knowledge Management: responsible for tracking and reviewing attendance data; provides regular reports and compliance assurance on programs across all sites, collaborate with Director of Expanded Learning
- Director of Finance and Business Services: responsible for maintaining budgets and fiscal reporting.

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas

where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

CNCA is committed to meeting all reporting expectations for this grant. Currently, quarterly expenditure reports are submitted for each of our existing afterschool grants. These reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of CNCA will be conducted for each fiscal year. The books and records of CNCA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The CNCA audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

Below is a table reflecting the overall budget for the 24-25 school year.

FY23-24 Carryover	$918,152.42
FY24-25 Award	$1,308,856.52
Staffing	$521,264.33
Supplies	$179,703.45
Operating Services	$961,137.00
Total Costs	**$1,662,104.78**

This budget reflects the ways in which we leverage our expanded learning programming to meet the needs of students and families through the services that this budget makes possible. We utilize the expanded learning staff to administer programming, especially our internally run academic enrichment program that targets students who are performing below grade level in reading and math, as well as students who are at risk of becoming LTELs. We provide targeted academic services for these students through robust and high quality small group instruction. Our internal staff also facilitate a variety of student interest enrichment clubs that are directly responsive to the expressed interests and needs of our students. Our internal staffing also provides students with access to sports and physical fitness activities. The supplies that we purchase ensure that our staff have everything they need in order to facilitate the various academic and enrichment program elements that they oversee. Our operating costs allow us to partner with organizations who provide direct services to students as well as professional development for our staff. These services ensure that we are able to meet the needs of families for extended care for students.

Camino Nuevo Charter Academy may use a portion of ELO-P funds to support the operation of Attendance Recovery (AR), consistent with Education Code Section 46120(d)(3)(B). ELO-P funds used for AR are applied only when AR is offered at the same time and on the same school site as ELO-P programming, and when all requirements of EC Section 46211 are met. All expenditures of ELO-P funds in support of AR are necessary, reasonable, and allowable, and are documented in accordance with applicable statutes, regulations, and audit requirements. The Director of Expanded Learning and the Director of Finance and Business Services maintain oversight of all AR-related expenditures as part of the LEA's standard budget monitoring process.

Provide a detailed description of how the LEA will ensure the proper implementation of the above elements.

Camino Nuevo Charter Academy has a robust system for fiscal accountability to ensure that all budget spending is in accordance with the allowable expenses. Budgets are developed by the Director of Expanded Learning in response to the needs of students and families. Those budgets are board approved annually as part of the school budgets. Budgets are monitored through monthly meetings between the Director of Expanded learning and the Director of Finance and Business Services. All purchase documentation is reviewed by the Director of Expanded Learning and our partners at ExEd to ensure that all purchases have the required documentation to support them. Budgets are reviewed on an ongoing basis and adjusted to ensure that the needs of students are consistently met throughout the year. The Director of Expanded Learning meets regularly with school leadership teams to ensure that the budgets are in accordance with the needs of the school site.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.
ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

CNCA is committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Transitional Kindergarten and Kindergarten
Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil

to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. In addition, Camino Nuevo has prior experience offering a high-quality, CSPP program. We will use the lessons learned from this program to inform the staffing and design of our ELO-P program for our youngest learners.

Camino Nuevo is currently revamping our vision and curriculum for TK in order to align with the state's shift to increased TK access. We have a TK Committee, composed of primary and preschool teachers and administrators, who are meeting on a bimonthly basis to set the vision, determine academic and socio-emotional benchmarks, and align resources and schedules to those. This committee is also determining the ongoing professional development plan for all educators serving TK students, including those brought on through the ELO-P program.

Our vision for TK, which will apply to both in-school and supplemental programs, is:

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELOP by describing the enrollment process. Include distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square,

personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios, and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Camino Nuevo Charter Academy serves traditionally under-resourced communities. Our students do not have access to many experiences and spaces in Southern California and beyond. Our field trip experiences are intended to give access to students to spaces they might not otherwise have access to. Through these experiences, they will broaden their educational and cultural understanding of the area they live in as well as begin to be able to envision themselves in other places outside of their own community. These are experiences that their peers in more affluent communities have access to through their families. Our intent in our field trip program is give our students equitable experiences of the world to their more affluent counterparts. Camino Nuevo Charter Academy will offer a variety of enrichment field trips throughout the year to students in all grade levels. These field trips may include: museums, sporting events, musical performances, outdoor spaces, recreational activities, college campuses, and other locations to meet the interests and needs of our students. In addition to these experiences being culturally and academically enriching, students will build their confidence in embodying diverse spaces that differ from their day-to-day experiences. They will learn to collaborate and cooperate with their peers in participating in a variety of enrichment

activities. They will extend their learning beyond their on-site program, and see real life examples of what they are learning about. Our field trips will occur throughout the year during non-instructional times, such as after school or on non-instructional days. Transportation will be provided to all off-site field trips.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day Schedule

After School Schedule: Jr Rangers (TK-K)			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00-3:15	Sign-In	12:30 – 12:45	Sign-In
3:15 – 3:30	Snack	12:45- 1:45	Enrichment #1
3:30 – 4:15	Enrichment	1:45- 2:15	Fitness
4:15 – 4:35	Fitness	2:15-2:30	Snack
4:35 – 5:10	Homework	2:30 -3: 15	yoga
5:10 – 5:50	Circle/Tinker/Music and Movemnet	3: 15 - 4: 15	Homework
5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1st –3rd grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 –	Homework

		1:45	
4:00 – 4:15 4:15 – 4:30	**Snack**: 1st – 2nd **Indoor Fitness**	1:45- 2:15 2:15 – 2:45	**Snack** **Fitness**
4:00 – 4:15 4:15- 4:30	**Indoor Fitness** **Snack:** 3rd – 5th	2:10 – 2:40	**Snack:** 3rd – 5th **Fitness:** 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

After School Schedule: 6th – 8th grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:15 – 3:30	Sign – In and snack	12:45 – 1:00	Sign-in
3:30 – 4:30	Enrichment	1:00 – 1:45	Fitness
4:30 – 5:25	Homework	1:45- 2:00	Snack
5:25 – 5:30	Transition to LC	2:00 – 3:00	Enrichment #1
5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

Time	Activity	Description
8:00am – 9:00am	Camp Mingle + Breakfast	Morning Meal and Camp activity centers
9:00am – 10:00am	Enrichment # 1	Jr Rangers bundle activity
10:05am- 10:35am	Mindful Minutes	Math manipulatives, music and movement, reading
10:35am – 10:55am	Junior Break	Eat snacks and Restroom breaks
10:55am – 11:45am	Tinker Time #1	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
11:45pm-12:00pm	Hygiene/ Restroom	Hand wash before lunch
12:00pm-1:00pm	Lunch + Camp Mingles	Lunchtime and a variation of Recreational activities available for students.
1:00pm-1:15pm	Yoga	Yoga stretches
1:15pm-1:30pm	Rest Break	Mindful Meditation/quiet time/nap time
1:30pm – 2:30pm	Enrichment Time #2	Jr Rangers Bundle Activity
2:30pm – 3:15pm	Tinker Time #2	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
3:15pm- 3:30pm	Snack Break	Snack Distribution
3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming

9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming
4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.

Expanded Learning Opportunities
Program Plan Guide

Camino Nuevo Charter Academy

Prepared by:

Camino Nuevo Charter Academy #4
1018 Mohawk St..
Los Angeles, CA 900026
213-353-5300

Expanded Learning Opportunities
Program Plan
Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4
Contact Name: Shannon Leonard, Principal
Contact Email: shannon.leonard@caminonuevo.org
Contact Phone: 213-353-5300

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Camino Nuevo Charter Academy #4

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment
Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding.

Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

2—Active and Engaged Learning
Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- Academic Tutoring - Math, Reading and ELD
- Chess
- Visual Arts
- Music
- Mindfulness
- Gardening
- Ceramics
- Folklorico
- Nutrition and Cooking
- STEM
- Robotics
- Outdoor Education
- Recreational Components include:
    - Aerobic exercise and physical fitness/nutrition education
    - Team Sports: (i.e.: flag football, basketball, soccer, volleyball, drill, cheer)

In addition to its ELO-P enrichment and academic support programming, Camino Nuevo Charter Academy may offer an Attendance Recovery (AR) program in conjunction with ELO-P, consistent with Education Code Section 46211. AR is a voluntary, supplementary program designed to provide eligible students with additional opportunities to engage in instruction outside of the regular school day. Students who participate in AR engage in educational activities and standards-aligned content that is substantially equivalent to their regular instructional program, which may include one-on-one or small group tutoring. AR sessions may

be offered before or after school, on weekends, or during intersession periods. Participation in AR is always voluntary and does not restrict a student's access to the full range of ELO-P services. AR and ELO-P are operated as distinct programs, and student participation in each is clearly differentiated and documented separately.

3—Skill Building
Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Our enrichment services provide students with the opportunity to build skills and have experiences not otherwise included during the school day. Enrichment supports retention by engaging students in fun, interesting activities; while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. They gain these skills through participation in enrichment activities that are driven by student interest and need to accelerate skill building through high engagement.

4—Youth Voice and Leadership
Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Camino Nuevo's afterschool program has actively involved students in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Students, partner staff, and school staff have completed needs assessments that discuss need for programs as well as preferences for programming directly informed by views of students themselves. Camino Nuevo staff have participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our

instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Camino Nuevo will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night, cultural celebrations, and community fairs. They also will take a leading role in campus beautification projects that they plan and execute from start to finish.

Students will take enrichment field trips and engage in projects that build upon what they learn through these trips. Student voice will inform these field trips.

5—Healthy Choices and Behaviors
Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our ELO-P health and wellness programs will align directly with Camino Nuevo's wellness services and California, LAUSD, and national best practices for health and wellness. All programming offered promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Camino Nuevo's wellness programming emphasizes socioemotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.

- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops**,** cooking demonstrations, taste tests, and other interactive activities.

Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems (CDC 2020). Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of whole grains and dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

Camino Nuevo reinforces these healthy practices by maintaining partnerships with various health and wellness organizations. For example, we have partnered with the LA84 Foundation for donations of physical activity equipment, which students were able to take home and use to supplement in- and after-school physical education activities. We also work with various community organizations to promote health and wellness for our students, including the Bresee Foundation through their LAFC Scholars partnership and Didi Hirsch for mental health services. We also provide school-based mental health services as a core school service to reinforce mental and socioemotional health for our students.

The program will provide healthy meals each day in accordance with the program schedule that follow USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

6—Diversity, Access, and Equity
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program implemented at Camino Nuevo will predominantly serve Latino students and families, as well as diverse students from other backgrounds that include white, African American, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures that is a foundational feature of Camino Nuevo and the expanded learning program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level,

national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

A fundamental point will be the opportunities given to students and families in the program as well as staff to share experiences from their diverse experiences and backgrounds. This will include services such as specific planning for high school success and postsecondary opportunities and college from the perspective and knowledge base of low-income students who in many cases would be the first in their family to attend college. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. A sampling of programming could include art classes, music production, service learning projects, and STEM projects like Robotics. In art classes students could explore the roots of the Latino experience in the City of LA and elsewhere by studying neighborhood murals and potentially creating murals at their own school site. During the summer students could visit museums like the Museum of Latin American Art or La Plaza De Cultura Y Artes to be exposed to the rich Latino art displayed throughout the city. As part of our programming we could also curate a children's book library that includes books by diverse authors with diverse character representations aligned to our Ethnic Studies Program that will further enrich student learning. Staff members could engage students in interactive read alouds each day and students could also be encouraged to read independently and explore their interests. Other possibilities include music classes that allow students to explore cultural influences and signposts in digital creation of music. During Service Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place. STEM projects (such as Robotics) and mentorship opportunities provided to students will allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships with groups such as Latinas in STEM.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with

potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

Camino Nuevo has a high proportion of English Language Learners and a strong need for services to support these students in the out of school hours. According to *English Language Learners: Becoming Fluent in Afterschool* (2011), afterschool programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. Homework help will be provided each day and documented in journals. This is a critical need at schools like Camino Nuevo with high EL populations, as students often lack support to complete work at home.

CNCA's expanded learning programs will provide access and opportunities to students with disabilities by ensuring that our programs are accessible to all students. We will do this by employing an Expanded Learning MTSS coordinator who will develop appropriate supports and scaffolds for students with disabilities to ensure that all programming is accessible to all students.

7—Quality Staff
Describe how the program will provide opportunities for students to engage with quality staff.

Camino Nuevo ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, Camino Nuevo administrators are involved in the interviewing process for internal ELOP program staff and will confirm eligibility.

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will

also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

The Director of Expanded Learning will design and guide staff development in support of expanded learning. The district level Expanded Learning Coordinators will manage and support their school site team with the implementation of the program and staff development. Recruitment is led by Camino Nuevo's Human Assets Team, working with the Director of Expanded Learning, the Expanded Learning Coordinators and Site Leaders. Staff will have clear titles and responsibilities, and receive a competitive salary.

Camino Nuevo Charter Academy will make it a priority to employ personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. They bring to their task an understanding of challenges and rewards of growing up in predominantly Latino and low-income communities. All job postings and descriptions will emphasize preference for local hires and specify skills, such bilingual language abilities, that support hiring of personnel similar to students served in the program.

Camino Nuevo Charter Academy will provide ongoing professional development to our expanded learning staff in areas relevant to their role which may include training in any of the following areas: curriculum implementation, classroom culture, MTSS systems, family communication, educator well-being, content knowledge and SEL. These PDs will be offered on a regular cadence through weekly PDs as well as full-day PDs as needed in order to ensure that our staff have the necessary knowledge and skills to engage and meet the needs of all students.

When Attendance Recovery (AR) is offered in conjunction with ELO-P, AR sessions are supervised by certificated employees of Camino Nuevo Charter Academy, consistent with the requirements of Education Code Section 46211(f). Certificated supervisors of AR maintain the required student-to-staff ratios: no more than 10 students per certificated staff member for Transitional Kindergarten and Kindergarten, and no more than 20 students per certificated staff member for grades 1 through 12. These supervision requirements apply to all AR sessions, including any sessions offered in a commingled setting alongside ELO-P.

8—Clear Vision, Mission, and Purpose
Describe the program's clear vision, mission, and purpose.

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 toward the world around them.
Aligned with this, Camino Nuevo will offer an Expanded Learning Opportunities Program for students in TK-6 (priority) and 7th and 8th in collaboration with the afterschool ASES program open to all TK - 8 students. All of our free Expanded Learning programs will are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and social justice leaders. The below chart expands upon our program goals as related to this vision.

Program Goals

Programming	**Goals/Objectives**	**Program Components or activities**
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping

Programming	Goals/Objectives	Program Components or activities
Educational Enrichment	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education
Athletics/ Recreation	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships
Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Camino Nuevo has an MOU to provide our base afterschool services with Woodcraft Rangers. The Woodcraft Rangers team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality afterschool programming.

In addition, we work closely alongside our sister foundation, Pueblo Nuevo Education &

Development Group, to provide additional enrichment activities and wraparound supportive services. Pueblo Nuevo and Camino Nuevo work together to deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. Their programming priorities include expanding access and fostering success in higher education through our Camino through College program; providing learning opportunities in the arts and sciences that enrich students' lives; providing school-based mental health and wraparound services to support our students and families; and, engaging authentically with our families and partners to strengthen communities. They will continue to provide these services during our ELO-P program.

Other partners may include:

Collaborative Partner	**Duties/Responsibilities and/or Contributions**
Lunch Bunch	Nutrition and cooking academic enrichment services
Tinker the Robot	STEM academic enrichment services
STEM to the Future	STEM academic enrichment services
LA Philharmonic	YOLA at Camino Nuevo music education programming
Everybody Dance	Dance and arts programming
Our House	Grief Counseling Services
Saban Community Clinic	Health Services for students and families
LA Regional Food Bank	Food access for families
Didi Hirsch	Mental Health Services for students and families
Breese Foundation	Family Wraparound Supports

10—Continuous Quality Improvement
Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure

that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

CNCA has an internal Knowledge Management Team that will support with data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, CNCA will use a number of data tracking and monitoring procedures. CNCA will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.

Camino Nuevo also tracks and reports student participation in Attendance Recovery (AR) separately from both regular school day attendance and ELO-P participation, consistent with Education Code Section 46211(d)(3). AR attendance records, including documentation of each student's participation time, are maintained by the supervising certificated teacher and made available for review during the annual audit process. AR data is incorporated into the LEA's broader continuous quality improvement process to monitor the program's effectiveness in supporting students who have experienced absences and to ensure ongoing compliance with all applicable statutory requirements.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators on a monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Camino Nuevo is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever- changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. This plan is used as the guiding document to facilitate continuous quality improvement in the after school program. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Camino Nuevo, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management
Describe the plan for program management.

Our overarching goal is that we work to ensure that our students are *college ready, college bound*. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. CNCA plans to partner with our ELO-P program provider to close gaps in academic achievement and motivate our students to succeed.

Program operations are overseen by the Director of Expanded Learning. The Chief Academic Officer directly oversees the Director of Expanded Learning, who supervises Expanded Learning Coordinators across the network. Expanded Learning Coordinators oversee all school-based Youth Leaders.

- Chief Academic Officer: responsible for ensuring support for the Director of Expanded Learning.
- Director of Expanded Learning: responsible for program oversight, staff supervision, partnerships across the network of CNCA schools; responsible for program evaluation and quality improvement data analysis; and ensuring grant compliance.
- Expanded Learning Coordinators: responsible for on-site program administration and oversight, including supervising staff such as Academic Enrichment Instructors.
- Director of Knowledge Management: responsible for tracking and reviewing attendance data; provides regular reports and compliance assurance on programs across all sites, collaborate with Director of Expanded Learning
- Director of Finance and Business Services: responsible for maintaining budgets and fiscal reporting.

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas

where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

CNCA is committed to meeting all reporting expectations for this grant. Currently, quarterly expenditure reports are submitted for each of our existing afterschool grants. These reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of CNCA will be conducted for each fiscal year. The books and records of CNCA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The CNCA audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

Below is a table reflecting the overall budget for the 24-25 school year.

FY23-24 Carryover	$149,231.62
FY24-25 Award	$879,896.56
Staffing	$353,435.30
Supplies	$106,000.00
Operating Services	$564,050.00
Total Costs	**$1,023,485.30**

This budget reflects the ways in which we leverage our expanded learning programming to meet the needs of students and families through the services that this budget makes possible. We utilize the expanded learning staff to administer programming, especially our internally run academic enrichment program that targets students who are performing below grade level in reading and math, as well as students who are at risk of becoming LTELs. We provide targeted academic services for these students through robust and high quality small group instruction. Our internal staff also facilitate a variety of student interest enrichment clubs that are directly responsive to the expressed interests and needs of our students. Our internal staffing also provides students with access to sports and physical fitness activities. The supplies that we purchase ensure that our staff have everything they need in order to facilitate the various academic and enrichment program elements that they oversee. Our operating costs allow us to partner with organizations who provide direct services to students as well as professional development for our staff. These services ensure that we are able to meet the needs of families for extended care for students.

Camino Nuevo Charter Academy may use a portion of ELO-P funds to support the operation of Attendance Recovery (AR), consistent with Education Code Section 46120(d)(3)(B). ELO-P funds used for AR are applied only when AR is offered at the same time and on the same school site as ELO-P programming, and when all requirements of EC Section 46211 are met. All expenditures of ELO-P funds in support of AR are necessary, reasonable, and allowable, and are documented in accordance with applicable statutes, regulations, and audit requirements. The Director of Expanded Learning and the Director of Finance and Business Services maintain oversight of all AR-related expenditures as part of the LEA's standard budget monitoring process.

Provide a detailed description of how the LEA will ensure the proper implementation of the above elements.

Camino Nuevo Charter Academy has a robust system for fiscal accountability to ensure that all budget spending is in accordance with the allowable expenses. Budgets are developed by the Director of Expanded Learning in response to the needs of students and families. Those budgets are board approved annually as part of the school budgets. Budgets are monitored through monthly meetings between the Director of Expanded learning and the Director of Finance and Business Services. All purchase documentation is reviewed by the Director of Expanded Learning and our partners at ExEd to ensure that all purchases have the required documentation to support them. Budgets are reviewed on an ongoing basis and adjusted to ensure that the needs of students are consistently met throughout the year. The Director of Expanded Learning meets regularly with school leadership teams to ensure that the budgets are in accordance with the needs of the school site.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.
ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

CNCA is committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Transitional Kindergarten and Kindergarten
Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil

to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. In addition, Camino Nuevo has prior experience offering a high-quality, CSPP program. We will use the lessons learned from this program to inform the staffing and design of our ELO-P program for our youngest learners.

Camino Nuevo is currently revamping our vision and curriculum for TK in order to align with the state's shift to increased TK access. We have a TK Committee, composed of primary and preschool teachers and administrators, who are meeting on a bimonthly basis to set the vision, determine academic and socio-emotional benchmarks, and align resources and schedules to those. This committee is also determining the ongoing professional development plan for all educators serving TK students, including those brought on through the ELO-P program.

Our vision for TK, which will apply to both in-school and supplemental programs, is:

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELOP by describing the enrollment process. Include distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square,

personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios, and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Camino Nuevo Charter Academy serves traditionally under-resourced communities. Our students do not have access to many experiences and spaces in Southern California and beyond. Our field trip experiences are intended to give access to students to spaces they might not otherwise have access to. Through these experiences, they will broaden their educational and cultural understanding of the area they live in as well as begin to be able to envision themselves in other places outside of their own community. These are experiences that their peers in more affluent communities have access to through their families. Our intent in our field trip program is give our students equitable experiences of the world to their more affluent counterparts. Camino Nuevo Charter Academy will offer a variety of enrichment field trips throughout the year to students in all grade levels. These field trips may include: museums, sporting events, musical performances, outdoor spaces, recreational activities, college campuses, and other locations to meet the interests and needs of our students. In addition to these experiences being culturally and academically enriching, students will build their confidence in embodying diverse spaces that differ from their day-to-day experiences. They will learn to collaborate and cooperate with their peers in participating in a variety of enrichment

activities. They will extend their learning beyond their on-site program, and see real life examples of what they are learning about. Our field trips will occur throughout the year during non-instructional times, such as after school or on non-instructional days. Transportation will be provided to all off-site field trips.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day Schedule

After School Schedule: Jr Rangers (TK-K)			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00-3:15	Sign-In	12:30 – 12:45	Sign-In
3:15 – 3:30	Snack	12:45- 1:45	Enrichment #1
3:30 – 4:15	Enrichment	1:45- 2:15	Fitness
4:15 – 4:35	Fitness	2:15-2:30	Snack
4:35 – 5:10	Homework	2:30 -3: 15	yoga
5:10 – 5:50	Circle/Tinker/Music and Movemnet	3: 15 - 4: 15	Homework
5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1st –3rd grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In

3:15 – 4:00	Homework/Scholar hour	12:45 – 1:45	Homework
4:00 – 4:15 4:15 – 4:30	**Snack**: 1st – 2nd **Indoor Fitness**	1:45- 2:15 2:15 – 2:45	**Snack** **Fitness**
4:00 – 4:15 4:15- 4:30	**Indoor Fitness** **Snack:** 3rd – 5th	2:10 – 2:40	**Snack:** 3rd – 5th **Fitness:** 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

After School Schedule: 6th – 8th grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:15 – 3:30	Sign – In and snack	12:45 – 1:00	Sign-in
3:30 – 4:30	Enrichment	1:00 – 1:45	Fitness
4:30 – 5:25	Homework	1:45- 2:00	Snack
5:25 – 5:30	Transition to LC	2:00 – 3:00	Enrichment #1
5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

Time	Activity	Description
8:00am – 9:00am	Camp Mingle + Breakfast	Morning Meal and Camp activity centers
9:00am – 10:00am	Enrichment # 1	Jr Rangers bundle activity
10:05am- 10:35am	Mindful Minutes	Math manipulatives, music and movement, reading
10:35am – 10:55am	Junior Break	Eat snacks and Restroom breaks
10:55am – 11:45am	Tinker Time #1	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
11:45pm-12:00pm	Hygiene/ Restroom	Hand wash before lunch
12:00pm-1:00pm	Lunch + Camp Mingles	Lunchtime and a variation of Recreational activities available for students.
1:00pm-1:15pm	Yoga	Yoga stretches
1:15pm-1:30pm	Rest Break	Mindful Meditation/quiet time/nap time
1:30pm – 2:30pm	Enrichment Time #2	Jr Rangers Bundle Activity
2:30pm – 3:15pm	Tinker Time #2	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
3:15pm- 3:30pm	Snack Break	Snack Distribution
3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming

9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming
4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.

Coversheet

Expanded Learning RFP and MOU for 26-27

Section:	V. Consent Items
Item:	L. Expanded Learning RFP and MOU for 26-27
Purpose:	Vote
Submitted by:	
Related Material:	CNCA Board Meeting June 26 - After school RFP.pdf CaminoNuevo_WR_MasterContract 2026-2027_WR.pdf

CNCA Board Meeting June 2026

Expanded Learning RFP and MOU

RFP Process

- RFP was publicly posted on our CNCA Website
- We also reached out to 4 vendors to invite them to submit a proposal
- We received two proposals
  - ARC
  - Woodcraft Rangers

Proposal Evaluation Process

- All Proposals were reviewed by 4 individuals
- Reviewed the proposals with a rubric including the following categories:
  - Approach and Methodology
  - Experience with Projects of Similar Scope and Size
  - Proposal Cost
  - Project Evaluation
  - Program Needs
  - Program Design
  - References
  - Required attachments (not scored but verified)
  - Staffing Ratios (not scored but verified)
  - Materials/supplies provided (not scored but verified)
  - Liability Insurance coverage (not scored but verified)

Average Scores by Vendor

	ARC	Woodcraft Rangers
Approach & Methodology	70	80
Experience with Projects of Similar Scope & Size	50	80
Proposal cost	90	90
Project Evaluation	12.5	17.5
Program Needs	15	17.5
Program Design	27.5	40
References	35	42.5
Total Average Points	300	367.5

Our Recommendation

- Vote to move forward with Woodcraft Rangers as our Expanded Learning vendor
- Vote to approve the 26-27 MOU for Woodcraft Rangers

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, 2026 and will terminate on June 30, 2027 ("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: 6/5/2026

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.

Funding	Funding Period	Total
Camino Nuevo Burlington Camino Nuevo Burlington TK/K	180 40	$633,522.47
Camino Nuevo Kayne Siart Camino Nuevo Kayne Siart TK/K	180 40	$604,160.16
Camino Nuevo Jose A. Castellanos Camino Nuevo Jose A. Castellanos TK/K	180 40	$574,540.29
Camino Nuevo Eisner MS	60	$224,696.33
Camino Nuevo Sandra Cisneros Camino Nuevo Sandra Cisneros TK/K	80 20	$368,033.84
TOTAL	**820**	**$2,404,953.10**

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 26-27 School Year per requirement of the Expanded Learning Opportunities Program and 21st CCLC as determined by CNCA.
- 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.
- 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	$235,054.78
Camino Nuevo Kayne Siart Camino Nuevo Kayne Siart TK/K	180 20	$222,404.78
Camino Nuevo Jose A. Castellanos Camino Nuevo Jose A. Castellanos TK/K	180 20	$222,404.78
Camino Nuevo Eisner MS	60	$67,811.86
Camino Nuevo Sandra Cisneros Camino Nuevo Sandra Cisneros TK/K	80 20	$145,938.60
TOTAL	**760**	**$893,614.79**

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	$62,523.27
Camino Nuevo Kayne Siart	40	$62,523.27
Camino Nuevo Jose A. Castellanos	40	$62,523.27
Camino Nuevo Sandra Cisnero	20	$41,380.22
TOTAL	**180**	**$228,950.03**

Total for 5 Schools (Before School, Afterschool and Intersessional Programs): **$ 3,527,517.92**

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:

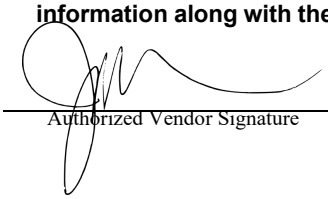
☐ 1) Installation of a physical barrier at the worksite to limit contact with students

☐ 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	Julee Brooks Printed Name	CEO Title	6/5/26 Date

Coversheet

Print/Scan Contract Renewal

Section: V. Consent Items
Item: M. Print/Scan Contract Renewal
Purpose: Vote
Submitted by:
Related Material: Print_Scan Contract Renewal Board Presentation - June 2026.pdf

Camino Nuevo Charter Academy

Printer/Scanner Contract Renewal: Background

- 60 month contracts are typical
- What it covers:
  - Lease of printers
  - Printer service and maintenance
  - Ink and staples
- 19 Ricoh printers across CNCA
  - Refreshing 14 printers
    - New printers are leased
  - Purchasing 5 printers
    - In good condition
    - Service agreement still covers these

Why Ricoh Was Chosen

RICOH

OMNIA PARTNERS PUBLIC SECTOR
MASTER MAINTENANCE & SALE AGREEMENT

- Service Guarantee
  - They offer 4hr onsite response time
  - 95% uptime guarantee
- Offering training to teaching staff and administrators
  - How to properly use and manage printers
    - Use printers more efficiently
    - Reduce amount of malfunctions (like jams)
- Finance Due Diligence
  - The new 60 month lease is priced lower
    - 19 leased printers to 14, leveraging current investment
  - OMNIA: largest cooperative purchasing and group purchasing organization
    - Allows to leverage pre-negotiated goods/services
    - Piggybacking off of already competitively bid contracts
      - pre-negotiated, public-procurement-compliant pricing
    - Removes our requirement for RFP

Price Breakdown

New Contract 2026 - 2031

Guaranteed Group Total Allowance *QUARTERLY*		Group Overages		Service Base *MONTHLY*
B/W	Color	B/W	Color	
1221000	450000	0.0055	0.0425	$8,600.00

PAYMENT SCHEDULE

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Minimum Payment Billing Frequency
60	$5,891.49	MONTHLY

Monthly '21-'26
Total: $14,154.47**
New Monthly '26-'31
New Total: $14,491.49

**Does not include overage costs

Old Contract 2021 - 2026

Guaranteed Group Total Allowance *QUARTERLY*		Group Overages		Service Base *QUARTERLY*
B/W	2400000	B/W	.0038	$15,900.00
Color	210000	Color	.04	

=Monthly: $5,300

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Minimum Payment Billing Frequency
60	$8,854.47	☑ Monthly ☐ Quarterly ☐ Other:

Powered by BoardOnTrack

Refresh Timeline and Information

- Transition in 14 new printers
  - Delivery of new printers arrive before the old ones are removed
- To be completed over the summer
  - Starting after summer academic enrichment and field trips
    - ~June 20 to June 31
- Installation: ~4hrs per site
  - Impact: minimal downtime on access to printers
- Setup
  - IP’s, configurations, email addresses, all will be cloned
- User Experience:
  - No change on printer setup on computers
  - No access to printers for a few hours during installation and setup

Questions? Please ask!
Thank you!

Coversheet

Non-Public Agency (NPA) Master Contracts for 2026-27

Section: V. Consent Items
Item: O. Non-Public Agency (NPA) Master Contracts for 2026-27
Purpose: Vote
Submitted by:
Related Material:
CNCA NPA Partner Master Contract 26-27_Edlogical.pdf
Cross Country Educational CCE and CNCA MASTER CONTRACT -26-27.pdf

Agreement Between
Camino Nuevo Charter Academy and
[Edlogical Group Corp]

This Agreement is hereby entered into between the Camino Nuevo Charter Academy and Edlogical Group Corp.

SCOPE OF WORK:
This Master Contract (or "Contract") is entered into on July 1, 2026, between Camino Nuevo Charter Academy, hereinafter referred to as the local educational agency ("LEA"), and Edlogical Group Corp. (nonpublic, nonsectarian agency), hereinafter referred to as NPA 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., Title 5 of the California Code of Regulations section 3000 et seq., AB 490 (Chapter 862, Statutes of 2003), AB 1858 (Chapter 914, Statutes of 2004), and all other applicable federal and state laws and regulations governing the provision of special education and related services. It is understood that this Agreement does not commit the LEA to pay for special education and/or related services provided by CONTRACTOR, nor does it obligate CONTRACTOR to provide such services, unless and until an authorized LEA representative approves the provision of services by CONTRACTOR.

FUNDING:

Compensation for services provided under this Agreement shall be based on the rates set forth in Exhibit A (Fee Schedule), which is incorporated herein by reference. Camino Nuevo Charter Academy shall compensate Edlogical Group Corp. only for services authorized by CNCA and actually rendered pursuant to this Agreement.

Edlogical Group Corp. shall submit invoices to Camino Nuevo Charter Academy on a monthly basis. Invoices shall include sufficient documentation to support the services provided, including dates of service, provider name, service type, service duration, and any other information reasonably requested by Camino Nuevo Charter Academy. Payment shall be made within thirty (30) days of receipt of an accurate and undisputed invoice.

This Agreement does not guarantee any minimum number of referrals, students, assessments, service hours, or amount of compensation. Compensation shall be limited to services requested and approved by Camino Nuevo Charter Academy during the term of this Agreement.

Each Party shall bear its own administrative and operating expenses incurred in connection with this Agreement, unless otherwise expressly provided herein.

The term of this Agreement shall be for one (1) year, commencing on July 1, 2026, and ending on June 30, 2027.

This Agreement shall become effective upon execution by both parties and, if required, approval by the Camino Nuevo Charter Academy Governing Board.

TERMINATION:

Either Party may terminate this Agreement at any time, with or without cause, upon thirty (30) days' prior written notice to the other Party.

Upon termination, both Parties shall remain responsible for fulfilling any obligations incurred prior to the effective date of termination, including payment for services authorized and rendered prior to termination.

Upon termination of this Agreement, each Party shall return or destroy any confidential, student, or proprietary information received from the other Party in accordance with applicable federal and state laws, including FERPA, IDEA, and applicable student privacy requirements.

Termination of this Agreement shall not relieve either Party of any obligation or liability accrued prior to the effective date of termination.

INSURANCE:

Contractor shall procure and maintain, at its sole cost and expense, insurance coverage with insurers authorized to do business in the State of California and rated acceptable to Camino Nuevo Charter Academy. Such insurance shall remain in full force and effect throughout the term of this Agreement. Prior to the commencement of any services, Contractor shall furnish CNCA with certificates of insurance and all required endorsements evidencing compliance with the requirements set forth below.

Coverage Type	Minimum Coverage Required
Commercial General Liability	$1,000,000 Each Occurrence / $2,000,000 General Aggregate
Automobile Liability	$1,000,000 Combined Single Limit (owned, hired, and non-owned automobiles)
Workers' Compensation	Statutory Limits as required by California law
Employers' Liability	$1,000,000 Each Occurrence
Childhood Sexual Abuse & Molestation Liability	$2,000,000 Each Occurrence / $2,000,000 Aggregate
Cyber Liability*	$2,000,000 Each Occurrence

* Cyber Liability Insurance is required if Contractor accesses, stores, transmits, or otherwise has access to student records, personally identifiable information, protected health information, or Camino Nuevo Charter Academy data systems.

Umbrella/Excess Liability Insurance

The insurance requirements set forth herein may be satisfied through a combination of primary and excess or umbrella liability policies. To the extent umbrella or excess liability policies are utilized to satisfy the required limits, such policies shall follow form to the underlying coverage. Camino Nuevo Charter Academy, its affiliated schools, Board members, officers, directors, employees, agents, and representatives shall be included as additional insureds where applicable.

Additional Insured; Primary Coverage

Except for Workers' Compensation and Employers' Liability Insurance, Camino Nuevo Charter Academy and Pueblo Nuevo Education & Development Group, their affiliated schools, Board members, officers, directors, employees, agents, and representatives shall be named as additional insureds on all required policies. Such insurance shall be primary and non-contributory with respect to any insurance maintained by Camino Nuevo Charter Academy or Pueblo Nuevo Education & Development Group.

Waiver of Subrogation

Contractor shall provide a Waiver of Subrogation in favor of Camino Nuevo Charter Academy for Workers' Compensation coverage.

Evidence of Insurance

Prior to the commencement of any services under this Agreement, the Contractor shall furnish CNCA with certificates of insurance and applicable endorsements demonstrating compliance with these insurance requirements. All policies shall provide for at least thirty (30) days' prior written notice to CNCA of cancellation, non-renewal, or material reduction in coverage.

Failure to maintain the insurance required herein shall constitute a material breach of this Agreement.

INDEMNIFICATION:

(a) Contractor agrees to indemnify, defend, and hold harmless Camino Nuevo Charter Academy, its affiliated schools, Board members, officers, directors, employees, agents, and representatives (collectively, the "CNCA Indemnitees") from and against any and all claims, demands, actions, liabilities, obligations, damages, losses, judgments, settlements, costs, and expenses, including reasonable attorneys' fees and costs (collectively, "Losses"), arising out of or resulting from: (i) the negligence or willful misconduct of Contractor, its employees, agents, subcontractors, or representatives; (ii) Contractor's breach of this Agreement; (iii) Contractor's violation of any applicable federal, state, or local law, regulation, or professional standard; or (iv) Contractor's unauthorized use, disclosure, loss, or breach of confidential information, student records, personally identifiable information, or protected health information. Contractor's obligations under this Section shall not apply to the extent such Losses are caused by the negligence or willful misconduct of Camino Nuevo Charter Academy.

(b) Camino Nuevo Charter Academy agrees to indemnify, defend, and hold harmless Contractor and its respective directors, officers, employees, agents, and representatives (collectively, the "Contractor Indemnitees") from and against any and all Losses arising out of or resulting from: (i) the negligence or willful misconduct of Camino Nuevo Charter Academy, its employees, agents, or representatives; (ii)

Camino Nuevo Charter Academy's breach of this Agreement; or (iii) Camino Nuevo Charter Academy's violation of any applicable federal, state, or local law. Camino Nuevo Charter Academy's obligations under this Section shall not apply to the extent such Losses are caused by the negligence or willful misconduct of Contractor.

(c) The obligations set forth in this Section shall survive the expiration or termination of this Agreement.

CONFIDENTIALITY:

All verbal, written, electronic, and other information exchanged between the Parties, as well as all proprietary, confidential, or sensitive information relating to the business practices, operations, procedures, students, employees, and methods of Camino Nuevo Charter Academy ("CNCA"), shall remain strictly confidential and shall not be disclosed, reproduced, distributed, or used for any purpose other than the performance of services under this Agreement without the prior written consent of CNCA, except as required by law.

Contractor agrees to notify and require all of its employees, agents, subcontractors, consultants, and representatives to maintain the confidentiality of all information obtained through the performance of services under this Agreement. Contractor shall limit access to confidential information solely to those individuals with a legitimate educational or business need to know such information in order to perform services under this Agreement.

Contractor agrees to fully comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, the Individuals with Disabilities Education Act ("IDEA"), all applicable California student privacy laws, and all requirements imposed by or pursuant to regulations of the United States Department of Education, to ensure that the rights and privacy of CNCA students and their parents/guardians are protected.

Contractor shall not disclose or permit access to any student records, personally identifiable information ("PII"), protected health information ("PHI"), confidential educational records, or other confidential information except as necessary to perform services under this Agreement or as otherwise required by law. Contractor shall not grant access to such information to any third party without the prior written consent of CNCA and, where required, the parent or guardian of the student.

Contractor shall implement and maintain reasonable administrative, physical, and technical safeguards to protect confidential information from unauthorized access, disclosure, misuse, alteration, loss, or destruction. In the event of any actual or suspected unauthorized access, disclosure, or breach involving confidential information, student records, PII, or PHI, Contractor shall notify CNCA without unreasonable delay and shall cooperate fully with CNCA in investigating, mitigating, and responding to such incident.

Contractor acknowledges that, from time to time, it may acquire or have access to protected health information ("PHI"), as defined by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). Contractor shall not use or disclose PHI except as necessary to perform services under this Agreement or as otherwise required by law and shall comply with all applicable HIPAA requirements.

Upon expiration or termination of this Agreement, or upon CNCA's request, Contractor shall promptly return or securely destroy all confidential information, student records, PII, and PHI in its possession or control, including any copies maintained in paper or electronic form, unless retention is required by law.

The obligations set forth in this Section shall survive the expiration or termination of this Agreement.

TUBERCULOSIS CLEARANCE

In accordance with California Education Code section 49406 and all other applicable laws, Contractor shall ensure that each of its employees, agents, subcontractors, and representatives who will provide services on a Camino Nuevo Charter Academy campus or have contact with students has obtained and maintained all required tuberculosis clearances prior to providing services under this Agreement. Contractor shall maintain documentation of such clearances and shall provide evidence of compliance upon request by Camino Nuevo Charter Academy.

HEALTH AND SAFETY REQUIREMENTS

Contractor shall comply with all applicable federal, state, and local public health laws, regulations, orders, and guidance, including those related to communicable diseases, public health emergencies, epidemics, pandemics, and workplace safety.

Camino Nuevo Charter Academy reserves the right, in its sole discretion, to limit, suspend, or prohibit Contractor personnel from accessing its campuses, facilities, students, or programs as necessary to protect the health and safety of students, staff, and the school community, or to comply with applicable public health requirements.

Contractor shall be solely responsible for ensuring that its employees, agents, subcontractors, and representatives comply with all applicable health and safety requirements while providing services under this Agreement. Such requirements may include, but are not limited to, illness screening protocols, exclusion from campus when ill, hygiene practices, personal protective equipment requirements, vaccination requirements where permitted by law, and any other health and safety measures required by law or reasonably implemented by Camino Nuevo Charter Academy.

Failure to comply with applicable health and safety requirements may constitute a material breach of this Agreement and may result in suspension of services or termination of this Agreement.

CRIMINAL BACKGROUND CLEARANCE

Contractor represents and warrants that all employees, agents, subcontractors, and representatives assigned to provide services under this Agreement have successfully completed all criminal background clearance requirements required by applicable law, including California Education Code sections 45125.1 and 45125.2, prior to having any contact with students. Contractor shall maintain documentation of such clearances and shall provide evidence of compliance upon request by Camino Nuevo Charter Academy.

It is further agreed to as follows:

1. **ACKNOWLEDGEMENT.** In signing this document, both Parties acknowledge that they have read the whole Agreement, that they fully understand all of the provisions of the Agreement and the consequences of signing it, accept as adequate the consideration provided herein, and agree to all of the terms and conditions therein.

2. **AMENDMENT**: This Agreement may be amended only by the mutual written consent of the Parties hereto, except that CAMINO NUEVO CHARTER ACADEMY may unilaterally amend the Agreement to accomplish the below-listed changes:

    a. Administrative changes that do not affect the contractual rights of the Parties.

    b. Changes as required by law.

3. **ASSIGNMENT OF AGREEMENT**: Neither this Agreement nor any duties or obligations under this Agreement may be assigned by Edlogical Group Corp. without the prior written consent of Camino Nuevo Charter Academy

4. **ATTORNEYS' FEES.** In any litigation, arbitration, or other proceeding brought for the interpretation or enforcement of this Agreement, or because of an alleged dispute, default, misrepresentation, or breach in connection with any of the provisions of this Agreement, the prevailing Party or Parties shall be entitled to recover reasonable attorneys' fees, costs, and expenses actually incurred in connection therewith, in addition to any other relief to which he, she, it, or they may be entitled.

5. **BOARD APPROVAL.** This Agreement shall become effective when signed by both Parties; however, if the contract is over $100,000 it will require approval by the Camino Nuevo Charter Academy Governing Board.

6. **CAPTIONS.** The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the Parties hereto.

7. **CONTACTS FOR ADMINISTRATION OF THIS AGREEMENT:**

    CAMINO NUEVO CHARTER ACADEMY

    Contact Person/Title: Rachel Hazlehurst, Chief Academic Officer
    Email: rachel.hazlehurst@caminonuevo.org
    Address: 3435 W Temple Street, Los Angeles, CA 90026
    Phone: (213) 417-3400

    Partner Name: Edlogical Group Corp
    Contact Person/Title:
    Email:
    Address:
    Phone:

8. **INDEPENDENT CONTRACTOR STATUS:** Contractor is and shall at all times remain an independent contractor and not an employee, agent, partner, joint venturer, or representative of Camino Nuevo Charter Academy. Nothing contained in this Agreement shall be construed to create an employment relationship between Camino Nuevo Charter Academy and Contractor or any employee, agent, subcontractor, or representative of Contractor. Contractor shall be solely

responsible for the payment of all compensation, wages, benefits, payroll taxes, withholding taxes, unemployment insurance, workers' compensation insurance, and any other obligations arising from the employment or engagement of its employees, agents, subcontractors, and representatives. Employees, agents, subcontractors, and representatives of Contractor shall not be entitled to any compensation, benefits, retirement benefits, leave benefits, insurance coverage, workers' compensation benefits, unemployment benefits, or other employment-related benefits from Camino Nuevo Charter Academy. Likewise, employees of Camino Nuevo Charter Academy shall not be deemed employees of Contractor for any purpose, including compensation, benefits, workers' compensation, unemployment insurance, or tax withholding.

9. **ENTIRE AGREEMENT.** This Agreement shall be binding upon and shall inure to the benefit of the Parties hereto and their respective officers, directors, employees, agents, representatives, successors, and permitted assigns. This Agreement, together with any exhibits, attachments, fee schedules, and documents incorporated herein by reference, constitutes the entire Agreement between the Parties with respect to the subject matter hereof and is intended as a complete and exclusive statement of the terms of the Parties' Agreement. There are no representations, warranties, promises, Agreements, or undertakings between the Parties other than those expressly set forth herein. This Agreement supersedes and replaces all prior and contemporaneous discussions, negotiations, understandings, representations, and Agreements, whether oral or written, relating to the subject matter of this Agreement.

10. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in one or more counterparts, including electronic, PDF, facsimile, and electronic signature copies, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Electronic signatures shall be deemed valid and enforceable to the fullest extent permitted by applicable law.

11. **FINGERPRINTING**: Education Code sections 45125.1 and 45125.2 require Edlogical Group Corp. to certify that its staff members and employees who may have contact with pupils have not been convicted of serious or violent felonies, as defined by applicable law. Edlogical Group Corp.'s compliance with these conditions and all applicable fingerprinting and criminal background clearance requirements is a material condition of this Agreement, and Camino Nuevo Charter Academy reserves the right to terminate this Agreement at any time for noncompliance.

12. **FORCE MAJEURE:** Neither Party will be liable for any failure or delay in performing an obligation under this Agreement that is due to any of the following cause, to the extent beyond its reasonable control: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, breakdown of communication facilities, breakdown of webhost, breakdown of internet service provider, natural catastrophes, governmental acts or omissions, changes in law or regulations, national strikes, fire, explosion, generalized lack of availability of raw materials or energy.

13. **LEGAL FEES.** Both Parties shall bear their own legal fees and costs incurred in connection with the negotiation, preparation, and execution of this Agreement.

14. **LEGAL INTERPRETATION.** This Agreement shall be governed by and the rights, duties, and obligations of the Parties shall be determined and enforced in accordance with 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 be filed in the Superior Court of Los Angeles County, California. Should either Party be compelled to institute legal or other proceedings against the other as a result of the other Party's failure or refusal to perform or fulfill any of the covenants, obligations, or conditions of this Agreement, the Parties agree that the legal rules and principles applicable to contracts shall govern any such action or proceeding.

15. **LEGAL REPRESENTATION.** Each Party acknowledges that it has had the opportunity to be represented by independent legal counsel or another representative of its choosing throughout the negotiation and execution of this Agreement. Each Party further acknowledges that it has carefully reviewed this Agreement, understands its terms, and executes this Agreement voluntarily and with the consent and approval of any such legal counsel or representative.

16. **NON-DISCRIMINATION**: In providing services at Camino Nuevo Charter Academy under this Agreement, Edlogical Group Corp. staff members and employees shall not illegally discriminate against any individual, including, without limitation, with respect to the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including sexual orientation, gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), political belief or affiliation (not union-related), military or veteran status, genetic information, or any other characteristic protected under applicable federal, state, or local laws. Harassment, retaliation, intimidation, and bullying are also prohibited. Edlogical Group Corp. staff members and employees shall comply with any and all applicable state, federal, and other laws that prohibit discrimination, including, without limitation, Title IV, Title VI, and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act.

17. **NOTICE.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given via email or in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the CAMINO NUEVO CHARTER ACADEMY:
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, California 90026
Attention: Rachel Hazlehurst

If to EDLOGICAL GROUP CORP.:
Name:
Address:
Attention:
Email:

Any notice emailed, personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the next business day following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

18. **OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)**: Edlogical Group Corp. hereby certifies awareness of the Occupational Safety and Health Administration (OSHA) standards and codes as set forth by the U.S. Department of Labor, and the derivative Cal/OSHA standards, laws, and regulations relating thereto, and verifies that all performance under this Agreement shall be in compliance therewith.

19. **PUBLICITY:** Neither Edlogical Group Corp. nor Camino Nuevo Charter Academy shall cause to be published or disseminated any advertising, marketing, promotional, or publicity materials, whether printed, electronic, or otherwise transmitted, that identify the other Party or its facilities with respect to this Agreement without the prior written consent of the other Party. In addition, neither Party may use the names, logos, trademarks, service marks, or other proprietary identifiers of the other Party without its prior written consent.

20. **QUALIFICATIONS**: Edlogical Group Corp. and all of its staff members and employees shall secure and maintain in force and effect all credentials, licenses, certifications, registrations, approvals, and permits required by law in connection with the furnishing of services under this Agreement.

21. **SCANNED/ELECTRONIC SIGNATURES:** This Agreement may be executed and electronically transmitted to any other Party by Portable Document Format ("PDF"), electronic mail, electronic signature platform, or other electronic means. Any such electronic or scanned signature shall be deemed an original signature and shall be fully enforceable and binding upon the Parties to the same extent as an original wet-ink signature.

22. **SURVIVAL OF TERMS:** If any term, provision, covenant, or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.

23. **WAIVER:** The waiver by either Party of any breach of any term, covenant, or condition contained in this Agreement shall not be deemed to be a waiver of such term, covenant, or condition or of any subsequent breach of the same or any other term, covenant, or condition contained herein. No waiver shall be effective unless made in writing and signed by the Party against whom enforcement of the waiver is sought.

Each person below warrants and guarantees that they are legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.

This Agreement may be signed by counterparts such that the signatures may appear on separate signature pages.

_____ _____

Signature of CAMINO NUEVO CHARTER ACADEMY REPRESENTATIVE Date
YOUR TITLE
Camino Nuevo Charter Academy

_____ _____

Signature of EDLOGICAL GROUP CORP. Executive Date
Printed Name:
Title:
Agency:

EDLOGICAL GROUP

A MEMBER OF POINT QUEST GROUP

Rate Sheet

Related services, student support, and health services

2026-2027 Academic Year

Provider	Mininum Hours	Hourly Rate
Adapted Physical Education Teacher (APE)	4	$107
American Sign Language Interpreter (ASL-T)	2	$150
Assistive Tehcnology Specialist (AT)	2	$150
Asssociate Marriage & Family Therapist (AMFT)	7	$82
Audiologist (AUD)	2	$168
Behavior Implementation Intervention (BII)	7	$50
Board Certified Behavior Analyst (BCBA)	3	$124
Certified Nurse Assistant (CNA)	7	$60
Certified Occupational Therapy Assistant (COTA)	4	$83
Credentialed School Nurse (CSN)	4	$114
Deaf and Hard of Hearing Teacher (DHH)	2	$124
Instructional Assistant (IA)	7	$46
Licensed Marriage & Family Therapist (LMFT)	7	$97
Licensed Vocational Nurse (LVN)	7	$78

Provider	Mininum Hours	Hourly Rate
Medical Assistant (MA)	7	$61
Occupational Therapist (OT)	3	$134
Office Assistant (OA)	7	$45
Orthopedic Impairment Specialist (OI)	2	$150
Physical Therapist Assistant (PTA)	4	$83
Physical Therapist (PT)	3	$135
Recreational Therapist (RT)	3	$134
Registered Nurse (RN)	7	$110
Resource Specialist Teacher (RST)	4	$104
School Psychologist (SP)	3	$122
Special Ed Coordinator (SEC)	4	$220
Speech and Language Therapy Assistant (SLPA)	4	$83
Speech and Language Pathologist (SLP)	3	$134
Translation Support Services (TSS)	2	$150
Vistually Impaired Specialist (VI)	4	$150

Minimum hours apply for on-site work
Virtual work is a one hour minimum

EdLogical Group

Point Quest Group

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 preparationof 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

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA CAMINO NUEVO CHARTER ACADEMY

Contract Year 2026-2027

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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2026-2027

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, 2026, 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, 2026 to June 30, 2027 (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 30th. 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, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
New Mediscan II, LLC dba Cross Country Education	**Camino Nuevo Charter Academy**
Nonpublic Agency	**LEA Name**
By:	**By:**
Signature **Date**	**Signature** **Date**
Name and Tile of Authorized Representative	**Name and Tile of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Contract Administration	
Name and Title	**Name and Title**
New Mediscan II, LLC dba Cross Country Education	**Camino Nuevo Charter Academy**
Nonpublic Agency	**LEA**
5201 Congress Ave, Suite 160	**3435 W. Temple St.**
Address	**Address**
Boca Raton, FL 33487	**Los Angeles, CA, 90026**
City State Zip	**City State Zip**
800.873.9182	**213-417-3400**
Phone Fax	**Phone Fax**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City State Zip
Phone Fax

EXHIBIT A: 2026-2027 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: 06/28/2026

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

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. Overtime Rate Application: For long-term assignments, if the scheduled start time is 2:00 PM or later on three (3) or more days within a given workweek, the overtime rate will apply to all days in that week. This includes any day that begins prior to 2:00 PM. If coverage on any day is fulfilled by a different individual due to absence, the same overtime rate will apply to that day.

E. 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.

F. 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".

G. 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.

H. 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.

I. 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.

J. MINIMUM BILLING

Some services have minimum billing requirements, which are listed in the rate tables.

K. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 6/28/2026
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	$35.50 per hour
Office Assistant – no classroom support – high school diploma	$35.50 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	$35.50 per hour
Certified Nursing Assistant (CNA) – licensed	$41.75 per hour
Licensed Vocational Nurse (LVN) – licensed	$59.25 per hour
Behavior Intervention Aide (BII)	$41.75 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support - licensed	$41.75 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

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 $ _____

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Page 1 of 2

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: 2026-2027 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: 2026-2027 Locations

CNCA Jose A. Castellanos Campus	1723 Cordova St	Los Angeles	CA	90007
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 Kayne Siart Campus (Harvard)	3400 West 3rd St.	Los Angeles	CA	90020
CNCA Jane B. Eisner Campus	2755 W. 15th Street	Los Angeles	CA	90006
CNCA Dalzell Lance Campus (Temple HS)	3500 W. Temple St.	Los Angeles	CA	90004
CNCA Sandra Cisneros Learning Academy	1018 Mohawk St.	Los Angeles	CA	90026
CNCA Home Office	3435 W. Temple St.	Los Angeles	CA	90026

Coversheet

AVANCE Residency LA Update and MOU for 26-27

Section: VI. Contracts, MOUs, and Policies
Item: A. AVANCE Residency LA Update and MOU for 26-27
Purpose: Vote
Submitted by:
Related Material:
AVANCE MOU - June 26 Board Meeting.pdf
AVANCE - Exhibit F - Data Sharing and Program Evaluation Framework.pdf

Story of Now: Avance 22-23

LMU: The educator shortage, specifically the pipeline– ⅔ parents are telling their children not to enter the teaching profession; that's the highest it's ever been; how are we valuing this work as society. Avance will help build future pipeline of teachers in education.

STEM: The data story I am wrestling with is 60% of credentialed staff identify as white while 100% of classified staff are BIPOC. Over the course of a lifetime, the earning and economic outcomes differ- Avance will break barriers that prevent classified staff from becoming credentialed staff.

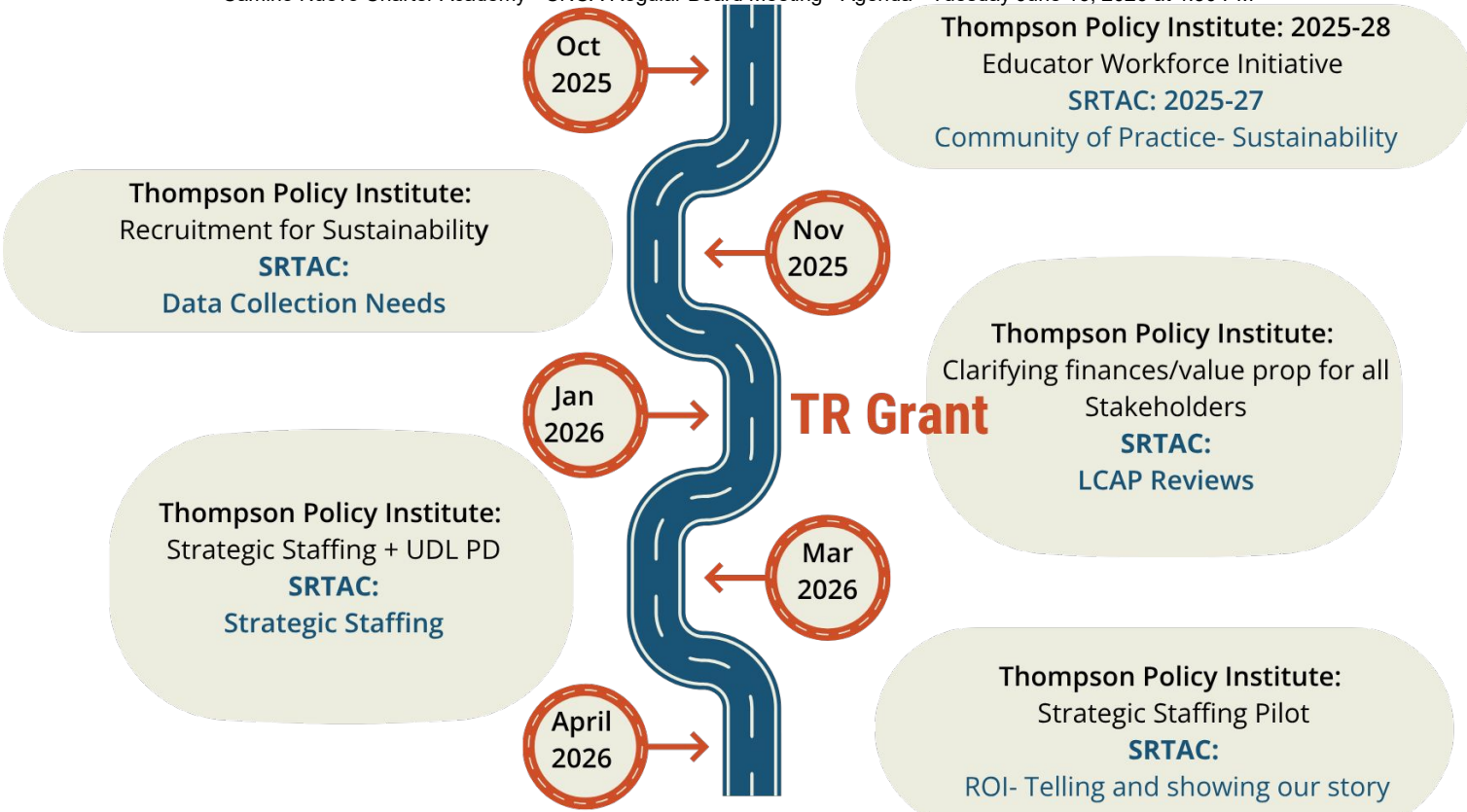
PLN: Weekly vacancy reports that show numbers that aren't moving – in early ed and k-8; how do you coach the people who are responsible for doing the talent acquisition by saying "try harder?" or "help is on the way". Avance will bring teachers and experience for our mentor teachers with the promise of tomorrow?

CNCA: The vast majority of teachers are early career teachers many of them being in the 0-1 bracket; Avance's time is now. We have the possibility of impact not just the effectiveness of early career teachers but their long term retention.

Avance 25-26 EOY Data Review

LMU: The educator shortage, specifically the pipeline– ⅔ parents are telling their children not to enter the teaching profession; that's the highest it's ever been; how are we valuing this work as society. Avance will help build future pipeline of teachers in education.	**STEM:** The data story I am wrestling with is 60% of credentialed staff identify as white while 100% of classified staff are BIPOC. Over the course of a lifetime, the earning and economic outcomes differ- Avance will break barriers that prevent classified staff from becoming credentialed staff.	**PLN:** Weekly vacancy reports that show numbers that aren't moving – in early ed and k-8; how do you coach the people who are responsible for doing the talent acquisition by saying "try harder?" or "help is on the way". Avance will bring teachers and experience for our mentor teachers with the promise of tomorrow?	**CNCA:** The vast majority of teachers are early career teachers many of them being in the 0-1 bracket; Avance's time is now. We have the possibility of impact not just the effectiveness of early career teachers but their long term retention.
80% of Avance participants are teacher of record 33/41 residents completed the residency year and are hired as Teacher of Record.	**98 % of Avance Residency completers identify as BIPOC** (40 out of 41)	**90% of resident graduates been retained with employment in schools (36/41).** 12% are working towards completing credential requirements.	**11 Avance Graduates from Cohort 1 will be entering their 3rd year as teacher of record.** 30% of Cohort 1 Teachers are in formal or informal leadership roles.

Avance's Sustainability Work 25-26


Oct 2025
Thompson Policy Institute: 2025-28
Educator Workforce Initiative
SRTAC: 2025-27
Community of Practice- Sustainability
Thompson Policy Institute:
Recruitment for Sustainability
SRTAC:
Data Collection Needs
Nov 2025
Thompson Policy Institute:
Clarifying finances/value prop for all Stakeholders
SRTAC:
LCAP Reviews
Jan 2026
TR Grant
Thompson Policy Institute:
Strategic Staffing + UDL PD
SRTAC:
Strategic Staffing
Mar 2026
Thompson Policy Institute:
Strategic Staffing Pilot
SRTAC:
ROI- Telling and showing our story
April 2026
TR Grant: 2026-2032

“MOU” Approval

“Data Sharing and Program Evaluation Framework” Approval

Exhibit F: Data Sharing and Program Evaluation Framework

This Exhibit F is incorporated into and made a part of the Memorandum of Understanding ("MOU") between Camino Nuevo Charter Academy ("CNCA") and the Partner School (collectively the "Parties") Regarding Participation in the Avance Residency Los Angeles Consortium. This Exhibit governs the collection, use, disclosure, storage, retention, and destruction of data shared under the Avance teacher residency program. Any use beyond the stated residency program evaluation purposes outlined in this Exhibit requires separate written authorization by the Parties.

1. Purpose:
The Parties intend the sharing of data described in this Exhibit to support long-term implementation of the residency program, including research and evaluation focused on continuous improvement and educational equity. The purpose of this Exhibit is to outline the scope and conditions under which limited data may be shared between the Parties to support: compliance with Commission on Teacher Credentialing ("CTC") reporting requirements; continuous improvement and sustainability of the Avance Residency Los Angeles Consortium's teacher residency program; internal evaluation of resident preparation, mentor practice, and program outcomes; and research, analysis, and longitudinal study related to teacher preparation, educator development, and educational equity in collaboration with our university partner, Loyola Marymount University (LMU).

2. Scope of Data to Be Shared:
To the extent such data is collected and maintained by Partner School, and as permitted by applicable law, Partner School shall, upon request, provide to CNCA, as Grant Lead Agency, de-identified staff data, de-identified student data, and/or aggregated data only, including the following:

A. **Student Academic Outcomes:** Aggregate student performance data for mentor/resident classrooms during the residency year and, where applicable, for resident graduates once serving as teachers of record in comparison with school or network grade level, including:

- i-Ready assessment results or comparable interim benchmark assessments
- California Assessment of Student Performance and Progress (CAASPP) result
- Other benchmark or summative assessments administered consistently by Partner School

B. **Student Attendance and Belonging** Aggregate student attendance data for mentor/resident classrooms during the residency year and, where applicable, for resident graduates once serving as teachers of record in comparison with school or network grade level, including:

- Aggregate student attendance rates
- Aggregate student belonging, climate, culture, or engagement survey results

C. **Resident Graduate Outcomes:** Aggregate and/or de-identified data related to resident outcomes including:

- Residency completion
- Placement and employment within the Consortium
- Retention of resident graduates compared to other teachers with similar years of experience and credential pathways
- Resident graduate attendance rates in comparison with other staff attendance rates

3. Use of Data
Data shared pursuant to this Exhibit shall be used solely for the following purposes: grant reporting and compliance with CTC requirements; internal program evaluation and continuous improvement and sustainability; informing program design, mentor development, and resident supports; and research, analysis, and longitudinal study related to teacher preparation, educator development, and educational equity. Data shall not be used for individual employee evaluation, discipline, or employment decisions.

Data shared under this Exhibit shall be used solely for the purposes expressly described herein and for no other purpose unless separately authorized in writing by the Parties. If a particular project conducted under this Exhibit requires additional legal review, institutional approval, or human subjects review, the Parties shall cooperate in good faith to document and satisfy those requirements before the relevant project begins.

4. Confidentiality and Data Security
All data shared under this Exhibit shall be handled in compliance with applicable federal and state laws, including the Family Educational Rights and Privacy Act (FERPA).

No personally identifiable student information shall be shared pursuant to this Exhibit. To the extent data is aggregated, Partner School shall ensure that reporting groups are sufficiently large to prevent the identification of individual students.

CNCA shall maintain reasonable administrative, technical, and physical safeguards to protect data received and shall limit access to authorized personnel with a legitimate programmatic and educational need to know.

5. Ownership
All underlying student and staff data remain the property of Partner School or the originating entity. Nothing in this Exhibit transfers ownership of data to CNCA.

6. Term
Data sharing under this Exhibit shall remain in effect for the term of the MOU and may continue for a reasonable period thereafter solely for purposes of completing grant reporting, audits, and internal longitudinal evaluation of residency outcomes, unless otherwise terminated by mutual written agreement of the Parties.

IN WITNESS WHEREOF, the Parties hereto through their duly authorized officers certify that they agree to adhere to the provisions of this Exhibit F to the Memorandum of Understanding Between Camino Nuevo Charter Academy and [**PARTNER SCHOOL**] Regarding Participation in the Avance Residency Los Angeles Consortium for the Purpose of Implementing Commission on Commission on Teacher Credentialing Teacher Residency Implementation Grant Number [**NUMBER**].

Camino Nuevo Charter Academy

Adriana Abich, CEO	Date

[PARTNER SCHOOL]

[PARTNER SCHOOL] CEO	Date

Coversheet

Landscape Request for Proposal Selection

Section: VI. Contracts, MOUs, and Policies
Item: B. Landscape Request for Proposal Selection
Purpose: Vote
Submitted by:
Related Material: June 2026_Landscape RFP.pdf

LANDSCAPE RFP BIDS SELECTION

Project	Contractor	Bid Amount	Description
Landscape Maintenance for all Schools, Soccer Field and HSO	Pacific Vista Landscape Go Green Orozco Landscape Stay Green Landscape	S152,532.00 $174,000.00 $177,408.00	Incumbent, moderate $3,000.00 increase from current cost. No service issues. New vendor contacted by Facilities Consultant New vendor recommended by A&M Cleaning New vendor contacted by Facilities Consultant
Background Information			RFP issued on April 8, 2026 to six qualified contractors: all 6 performed mandatory site walks. Four responded with bids by the due date. Four submittals provided a mandatory bid sheet. The RFP was posted on the CNCA website.
Vendor Information	Merchants Landscape & Brightview Land Care did not submit bids		

2026 Landscape RFP Decision Matrix

General Note: RFP Posted on CNCA Website, Facilities Consultant contacted 6 qualified landscape contractors. All six were sent the RFP, five performed site visits and four submitted proposals formally.

Best Value Evaluation Criteria	Pacific Vista	Go Green Landscape	Orozco Landscape	Stay Green Landscape
Proposal Completeness	4	4	4	3
Firm Background, Financials	4	4	4	4
Landscape Maintenance Experience	4	4	4	4
Detailed Scope of Work	4	4	3	3
Proposed Sustainable Measures	3	3	3	4
Best Value Price	4	3	2	1
Total Score	**23**	**22**	**20**	**19**

SCORING: 4-3-2-1 with 4 being best, 1 being low.

Coversheet

Internship and Service Hour Policy For Dalzell Lance High School

Section:	VI. Contracts, MOUs, and Policies
Item:	C. Internship and Service Hour Policy For Dalzell Lance High School
Purpose:	Vote
Submitted by:	
Related Material:	CNCA Service Hour and Internship Policy.pdf

Camino Nuevo Charter Academy
Dalzell Lance Campus

Service Hours & Internship Policy

Purpose

As part of our commitment to preparing students to graduate fully college and career-ready, students pursuing the A–G Graduation track are expected to complete the following milestones:

- [1]40 Hours of documented service/volunteer work – Encouraging meaningful community engagement and the development of leadership skills.

- [2]One (1) Internship Experience & Reflection (Minimum 30 Hours) – Providing hands-on, real-world experience and the opportunity to reflect on professional growth and career exploration.

Internships and service hours play a critical role in preparing students for life after high school. These experiences help students build the academic, professional, and personal skills that colleges and employers look for. They are especially valuable for first-generation students who may have limited access to professional networks or career exposure. Through these experiences, our goal is to provide students with:

1. Real-World Experience - Students gain hands-on exposure to workplaces, careers, and professional environments—helping them understand what different careers are actually like.

2. Career Exploration - Internships and volunteer work help students discover their interests, strengths, and possible career paths early, leading to more informed postsecondary decisions.

3. Skill Development - Students develop essential skills such as communication, collaboration, problem-solving, and time management, among other skills that will support their personal and professional development in college and beyond.

4. College Admissions Advantage - Colleges value students who demonstrate leadership, commitment to community, and real-world involvement. Service hours and internships make applications stronger and more competitive.

5. Community Engagement - Volunteer service helps students develop empathy, responsibility, and a sense of belonging.

Requirement Integrity

These requirements are designed to ensure students are well prepared for life beyond high school by promoting meaningful real-world experiences, strengthening essential professional skills, and supporting overall postsecondary readiness. Therefore, completion of these requirements is expected of all students pursuing the A–G Graduation track. A high school diploma will not be issued until all graduation requirements have been met, including service hours and an internship. Any requests for modifications, substitutions, or exceptions must be submitted before the start of the second semester of the student's senior year and will be reviewed and formally approved by the Director of College and Career Success in consultation with the Chief Academic Officer. This process helps maintain consistency, equity, and fidelity to our shared commitment to preparing every student for success in college, career, and beyond.

[1] Students who enroll at Dalzell Lance High School after 9th grade will need to complete a total of 10 service hours per school year. For example, if a student enrolls in the eleventh grade, he or she will be required to complete 20 hours of service/volunteer work.
[2] Students who enroll at Dalzell Lance High School after 9th grade are exempt from completing an internship.

Camino Nuevo Charter Academy
Dalzell Lance Campus

Service/Volunteer Hours

Service hours provide students with meaningful opportunities to give back to their communities, develop leadership skills, and explore personal interests. Students may volunteer with any local nonprofit organization during their free time—including after school, weekends, and school breaks. Common examples include schools, shelters, environmental groups, hospitals, community centers, and faith-based organizations. Students may not receive payment for volunteer service, and hours may not be completed at a for-profit business.

Helping family members, such as caring for siblings, completing housework, or assisting with a family business, will not meet the service/volunteer requirement. All service hours must be documented on a service log sheet. Students may pick up and submit service log sheets at the college center at any time. Although students are encouraged to find their preferred organization to complete this requirement, opportunities from external organizations are also shared with students and families via Student + ParentSquare, Google Classroom, and the College Center. External service hour opportunities are shared for informational purposes; however, CNCA does not sponsor, endorse, or supervise them.

To remain on track to complete the requirement, students are expected to complete at least 10 hours of service per year. All 40 required hours must be submitted no later than the **4th Friday in May** of senior year to ensure eligibility for graduation. Students who do not meet this requirement by the deadline will not be eligible to participate in commencement. Students who choose to go above and beyond the 40-hour requirement will be honored with a special recognition during the Senior Reception Ceremony.

Procedures for Submission & Verification

To ensure transparency, accuracy, and accountability, the following procedures will be enforced:

- All 40 service hours must be completed and submitted for verification by the **4th Friday in May** of senior year.
- Service log sheets must be fully completed and submitted to the on-site Internship and Service Hour Coordinator for official recordkeeping. All logs must include valid contact information for the individual verifying hours.
- The Internship and Service Hour Coordinator reserves the right to verify all submitted service hours and address any inconsistencies as needed.

Camino Nuevo Charter Academy
Dalzell Lance Campus

Internship Requirement

Internships provide students with valuable opportunities to gain hands-on experience in fields related to their future career interests. For students who are still exploring potential career paths, internships serve as a great way to discover passions, build skills, and explore different industries.

Internships can be completed at any point during a student's high school career. During sophomore year, students will work closely with CNCA's Internship and Service Hour Coordinator to identify opportunities that align with their individual interests and career goals. Popular fields include law, healthcare, technology, business, and education. Internship programs recommended by CNCA through an established partnership with a particular organization must maintain a current, approved vendor certification.

Students may also fulfill the requirement by completing a college course with a grade of "C" or higher. Some external internship programs provide payment, though most are unpaid. Part-time jobs may also count toward internship hours, provided that the student completes at least 30 hours. Verification of employment must be submitted as a pay stub or an official letter from the employer on company letterhead confirming the dates of employment and total hours worked.

Upon completion of an internship, students are required to submit a brief reflection. This reflection encourages students to analyze their experience, evaluate alignment with career goals, and consider next steps. Proof of internship completion, along with the reflection, must be submitted no later than the **4th Friday in May** of senior year to ensure graduation eligibility. Students who do not meet this requirement by the deadline will not be eligible to participate in commencement.

Procedures for Submission & Verification

To ensure transparency, accuracy, and accountability, the following procedures will be enforced:

- Verification of internship completion (including reflection) must be submitted to the Internship and Service Hour Coordinator on or before the **4th Friday in May** of senior year.
- Credit will not be awarded for partly completed internships. An internship must be completed in full to obtain credit.
- [3]Student-initiated internship programs must be pre-approved by the Internship and Service Hour Coordinator. Approval ensures that programs include a meaningful career component and meet the minimum requirement of 30 hours.

[3] Student-initiated internship sites may be submitted for pre-approval; however, approval does not constitute sponsorship, endorsement, supervision, or oversight by CNCA.

Coversheet

Eisner Roof Replacement

Section: VI. Contracts, MOUs, and Policies
Item: D. Eisner Roof Replacement
Purpose: Vote
Submitted by:
Related Material: June 2026_Eisner Roof Coating.pdf

EISNER Roof Coating

Project	Contractor	Bid Amount	Description
Eisner Roof Coating	Syntech Building Angelus Roofing Tremco, Inc.	S479,605.00 $618,100.00 $702,000.00	Contractors bid the same specifications including coating system & materials. 12-year warranty by all. Walk throughs conducted on April 24, 2026 by Jess Rivas, Facilities Consultant with all three contractors.
Background Information	Facilities Consultant Estimate for CapEx	$500,000.00	Construction is a single ply layer on a vaulted roof system. Continuing roof leaks since January 2018. The roof is failing as identified in a report by Tremco Inc., July 09, 2025 and considered in poor shape. New process is to leave the existing layer, pressure wash, remove debris and apply a synthetic roof coating. This saves on costs as demolition is not required. Process requires 25 workdays to complete.

Coversheet

Attendance & Chronic Absenteeism Update

Section: VII. School and Academic Updates
Item: A. Attendance & Chronic Absenteeism Update
Purpose: FYI
Submitted by:
Related Material: Attendance Update_ June Board Meeting_SY25_26.pdf

Attendance & Chronic Absenteeism Update

June 2026

Average Daily Attendance August to May 26, 2026

ADA - Year to Date

School	Overall	Grade Level													
		-1	0	1	2	3	4	5	6	7	8	9	10	11	12
BUR	95.44%	92.84%	93.42%	94.70%	96.49%	95.69%	96.28%	96.50%	95.82%	95.48%	96.36%				
KAY	93.06%	91.76%	88.69%	88.68%	90.84%	91.40%	93.84%	93.03%	96.63%	95.87%	95.29%				
CIS	92.01%	90.72%	89.55%	88.56%	91.02%	91.51%	91.85%	91.32%	95.26%	93.81%	93.10%				
CASEIS	92.16%	91.89%	93.13%	91.38%	93.04%	93.23%	91.39%	92.74%	90.80%	92.15%	91.93%				
DAL	93.35%											92.87%	92.61%	93.18%	94.75%
CNCA	93.22%	92.03%	91.54%	91.25%	92.89%	93.00%	93.44%	93.47%	94.52%	94.28%	94.10%	92.87%	92.61%	93.18%	94.75%

Our org-wide ADA is 93.22%

Chronic Absenteeism August to May 26, 2026

Chronic Absenteeism - Year to Date

School	Overall	Grade Level												
		-1	0	1	2	3	4	5	6	7	8	9	10	11	12
BUR	10.74%	17.50%	19.05%	16.67%	4.92%	9.84%	6.15%	9.68%	9.84%	9.84%	5.36%				
KAY	22.35%	29.73%	37.04%	36.51%	38.46%	33.33%	18.46%	22.97%	6.90%	8.79%	11.83%				
CIS	26.97%	40.00%	35.90%	42.86%	37.74%	28.57%	22.50%	26.53%	14.29%	25.00%	15.87%				
CASEIS	26.60%	28.21%	23.19%	23.08%	25.35%	22.73%	31.51%	26.76%	33.75%	26.97%	23.75%				
DAL	22.55%											26.27%	26.15%	20.91%	16.53%
CNCA	21.62%	26.92%	27.56%	27.48%	26.40%	23.05%	19.50%	21.48%	16.06%	17.39%	14.83%	26.27%	26.15%	20.91%	16.53%

Goal

Less than 20% Overall Chronic Absenteeism Across Our Network

Attendance Snapshot Comparison:

- **Average ADA is 93.22%**, showing improvement compared to *last year's overall rate of* ***92.68%***, reflecting an increase in daily student attendance across the org.
- **Site-level gains are evident in several schools**
  - BUR improved from **95.45% to 95.44% (stable at a very high level)**, while CAS/EIS, CIS, DAL, KAY all show movement upward from last year's baseline of **90.89%–92.96% range**, indicating broad gains in attendance.

- **Average <u>chronic absenteeism</u> is 21.62%**, which is **below *last year's average of 30.84%***, reflecting significant year-to-year improvement.
  - **Improvement trend across most sites:**
    - BUR improved from 12.55% → **10.74%**
    - KAY improved from **34.23%** → **22.35%**
    - DAL improved from **28.47%** → **22.55%**
    - CIS improved from **40.77%** → **26.97%**
    - CAS/EIS improved from **40.89% / 28.19%** → **26.60%**

These gains reflect substantial systemwide progress in reducing chronic absenteeism year after year.

Summer Action Plan

Goal: *Empower and train schools to strengthen family communication, reduce early-year absenteeism, and ensure strong attendance from the first day of school.*

- ❑ Introduce and train Attendance Teams on Parent Square Attendance Plus.
- ❑ Set clear expectations for first-week attendance monitoring.
- ❑ Support schools with data tracking and early intervention guidance.
- ❑ Establish rapid response protocols for first-week absences.
- ❑ Equip schools with consistent attendance messaging for back-to-school outreach to families.
- ❑ Provide “first 10 days matter” communication tools for families.
- ❑ Train staff on early identification of attendance risk indicators.

Coversheet

Enrollment Update

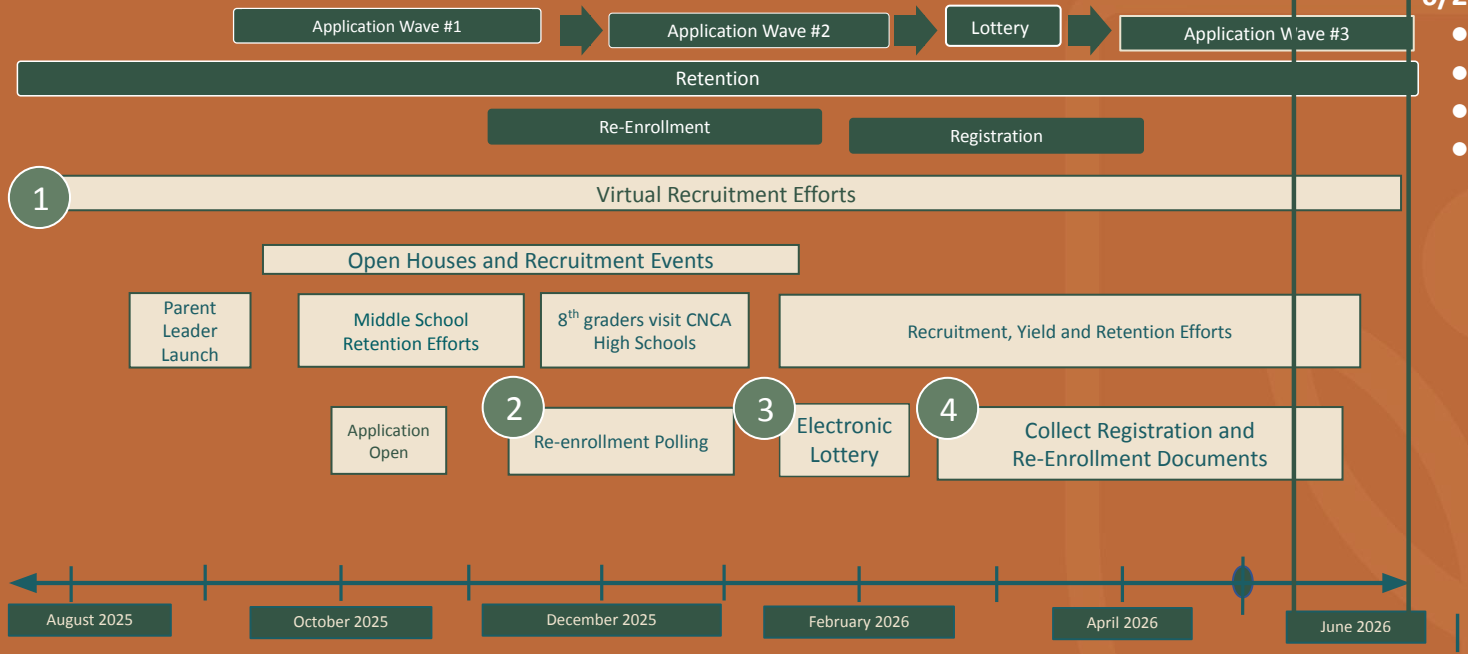
Section: VII. School and Academic Updates
Item: B. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: Enrollment Board Slides June 2025-26.pdf

25 años Camino Nuevo Charter Academy

Board Meeting Enrollment Update

June 16, 2026

Enrollment Timeline and Phases



Enrollment Pipeline Results as of 6/2

- 1,058 Applications
- 560 Accepted Students
- 67 Waitlisted Students
- 100% Re-enrollment Confirmed

Because of these coordinated efforts throughout the year, we were able to maintain strong enrollment across the network.

25/26 SY Current Enrollment

As of 5/30/26

School Site	Budget Target	25/26 Actual Enrollment	Enrollment Capacity
Burlington	**603**	598	99.17%
Kayne Siart	**709**	697	98.31%
Castellanos	**458**	457	99.78%
Eisner	**273**	260	95.24%
Cisneros	**446**	433	97.09%
Dalzell Lance	**505**	491	97.23%
Org Total	**2994**	**2936**	98.06%

- Current Enrollment is at 98.06% across the organization
  - BUR, KAY, and CAS are meeting or exceeding the org wide goal of 98%
- We've had strong re-enrollment across school sites as of May 30 2026

CNCA finished the year at 98.06% enrollment despite ongoing enrollment declines across Los Angeles schools.

Enrollment Timeline: Looking Ahead

- Recruitment and applications continue through spring and summer.
- Systems in place to maintain steady enrollment and retention for the rest of 25–26 SY.
- 26-27 SY Enrollment is expected to continue building offers through summer.

School Site: 26-27SY Enrollment Projections (at a Glance)

Projected to Exceed Enrollment Target by 84 Students

Jun 2, 2026							
Site	**26/27 Targets**	**Enrollment Projections**	**Open Seats**	**Applications**	**Acceptance**	**Waitlist**	**W/R/D**
Burlington	603	620	-17	225	83	67	60
Kayne Siart	705	717	-12	222	124	0	91
Castellanos	458	467	-9	154	85	0	61
Eisner	273	268	5	75	41	0	18
Cisneros	401	413	-12	96	41	0	47
Dalzell	505	544	-39	286	186	0	90
CNCA	**2945**	**3029**	**-84**	**1058**	**560**	**67**	**367**

Open seats grade	
Grade	**6/2/26**
TK	7
K	-10
1st to 5th	-4
6th to 8th	-30
9th	-31

- BUR, KAY, CAS, CIS and DAL are currently projected to be over-enrolled.
- While we still have some open seats across certain grades, the over-enrollment in other grades and/or schools helps offset those numbers and keeping us on track overall.

CNCA Network Exit Summary (as of 6.2.26)

School Site	Total Exits 25-26	Total Exits 24-25	Change
BUR	45	28	+17
KAY	93	103	-8
CAS	54	63	-12
EIS	40	35	+1
CIS	63	12	-45
DAL	98	64	+34
Total	380	393	-13

Retention Wins

- Organization-wide exits reduced by 13 students
- Cisneros reduced exits by 45 students
- After-Day-1 exits reduced by 59% at Cisneros

CNCA Enrollment Wins: 25-26 School Year

Drivers of Enrollment Success
Why are we succeeding?

- **Retention**
  100% re-enrollment confirmed
- **Recruitment**
  1,000+ applications
- **Yield**
  500+ accepted students
- **Community Outreach**
  150+ hours of canvassing and outreach events
- **Family Relationships**
  45 fewer exits at Cisneros

Enrollment growth begins with trust. When students and families choose to stay, it reflects the strength of our relationships, our schools, and our commitment to serving our communities.

25 años Camino Nuevo Charter Academy

Thank you

Coversheet

College and Career Updates

Section:	VII. School and Academic Updates
Item:	C. College and Career Updates
Purpose:	FYI
Submitted by:	
Related Material:	College and Career Updates.pdf

College and Career Updates

Class of 2026 Postsecondary Data

CSU Direct Admissions

Dual Enrollment Pathways

College and Career Readiness in Middle School

Class of 2026

4-Year Acceptance Rate:
82%

FAFSA/Dream Act completion rate:
95%

Students with Postsecondary Plans:
94%

The Class of 2026 secured acceptances to:

CSU

Bakersfield, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino, San Diego, San Francisco, San Jose, San Marcos, and Sonoma State

UC

Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz

Private/Out of State

Bucknell, Bryn Mawr, Cal Lutheran, Chestnut Hill College, Mount St. Mary's, Occidental, Otis College of Art & Design, Pitzer, Pomona College, Rochester Institute of Tech, Smith, St. Joseph's University, University of Oregon, University of Portland, University of San Francisco, Villanova University, Waynesburg University

Community College

Saul will be attending LA Trade-Technical College (LATTC) this fall, where he plans to major in Electrical Construction and Maintenance. Saul chose this path because the electrical trade immediately caught his attention as a hands-on career that would allow him to build valuable skills, earn a strong living, and begin his career quickly.

Saul knew early on that a traditional four-year university pathway was not the right fit for him. Instead, he wanted a career path that aligned with his personal goals and definition of success. Watching his parents work long hours inspired him to think differently about his future. While he deeply values their sacrifices, Saul hopes to create a life that includes both financial stability and a healthy work-life balance, allowing him to spend meaningful time with his future family.

Through LATTC, Saul is taking a direct path toward a high-demand career while building the foundation for his long-term dream of owning his own business one day.

CSU

Andres has chosen to attend California State University, Long Beach this coming fall. Although he was accepted to several California State University campuses, he ultimately selected CSULB because of its strong Criminology program and the sense of belonging he felt each time he visited campus. Andres was especially drawn to the university's vibrant campus culture and the many opportunities available for students to get involved both academically and socially.

Having already completed 30 college credits through dual enrollment, Andres is excited to fully immerse himself in the college experience beyond the classroom. He looks forward to building new connections, engaging in campus life, and continuing to grow both personally and professionally. With a clear vision for his future, Andres plans to earn his degree in Criminology before pursuing law school, where he hopes to become a criminal defense attorney and advocate for others through the legal system.

UC

Cindy is heading to her dream school, UCLA, this fall as a Political Science major, and she could not be more excited. Her acceptance to UCLA represents years of determination and unwavering commitment to her goals. Although she had several college options to choose from, including Pitzer College, where she was offered a full-ride scholarship, Cindy chose the university she had envisioned herself attending for years.

Cindy's journey is especially inspiring. She arrived in the United States from Oaxaca during her sophomore year of high school knowing very little English. From the moment she enrolled at DAL, she embraced every challenge with courage and perseverance. With the support of English language services and her own relentless work ethic, Cindy built her confidence and academic skills. By 11th grade, she was officially reclassified as fluent in English.

Today, Cindy is incredibly proud of how far she has come. Her hard work has earned her recognition far beyond college admissions. In addition to being being a Camino scholarship recipient, she also earned a $40,000 scholarship from Best Buy. She plans to save part of her scholarship funds as she prepares for the next chapter of her educational journey. Her ambitious goals are to attend either Harvard Law School or Princeton University as she works toward a future in law and leadership.

Private School

Diana Perez will be attending Pomona College this fall, where she plans to major in Political Science as she pursues her long-term goal of attending law school. Diana's connection to Pomona College began through the PAYS summer program, where she had the opportunity to experience campus life firsthand. Through that experience, she quickly felt connected to the campus community, the surrounding area, and the welcoming environment that Pomona College offered.

Her decision was further solidified after receiving a great financial aid package from Pomona College, along with the CNCA scholarship, which will help support her educational journey. Diana has always been passionate about understanding political conflict and global issues, especially challenges impacting developing countries and underserved communities. She enjoys staying informed about world events and hopes to pursue a career where she can advocate for equity, justice, and meaningful social change through the legal field.

Upcoming Initiatives for the 2026-2027 SY

Dual Enrollment Pathways Highlights

- **150%** Increase in dual enrollment course offerings from 2 to 5 from Summer 25 to Spring 26
- **Pass rates**
  - Summer - 1 course
    - 96% passage rate
  - Fall - 2 courses (students took both courses)
    - Course 1; (Coun 020) - 100%
    - Course 2; (Hist 012) - 97%
- **Spring 2026 Enrollment**
  - 31 students enrolled - 14 of the 31 are returning from Fall cohort
- **Impact**
  - 14 students will complete 1.5 Cal-GETC areas by the end of the spring term - total of 12 credits. They will have also fulfilled the **CSU Graduation requirement in US History, Constitution, and American Ideals.**

CSU Direct Admission

New partnership starting in the 26-27 school year

The CSU Direct Admission Program offers automatic admission to 16 participating campuses for eligible California high school seniors

- Students know which CSU's will grant them admission before even starting the application
- Allows for earlier, more efficient planning
  - Students use their 4 app waiver for campuses where they have been accepted to
  - Knowing that acceptance is secured, students will have time to plan for postsecondary options earlier, making the 4-year route more attainable

College and Career Readiness in Middle School

Beginning in the 2026–2027 school year, middle school students will have access to college and career readiness lessons through CCGI

Goal: To create an aligned TK–12 college and career readiness pipeline, ensuring students receive consistent messaging and support throughout their educational journey.

- Lessons will focus on key areas such as self-awareness, goal setting, career exploration, college knowledge, financial literacy, study skills, and high school planning.
- By starting this work in middle school, we aim to increase student engagement, improve high school readiness, and strengthen postsecondary outcomes for all students.

Coversheet

Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027

Section:	IX. Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027
Item:	A. Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT June 2026 Collective LAUSD SELPA Notification Letter.pdf

May 27, 2026

Jose Soto, Ed.D.
Executive Director
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Dr. Soto,

Charter schools participating in Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) Charter Operated Programs: Option 3 ("COP3") are committed to the work of building strong, sustainable special education programs for students with disabilities in Los Angeles. That work depends on a productive relationship with LAUSD's Division of Special Education and Charter Operated Programs team, and we are grateful for the ongoing collaboration that makes this possible.

COP3 now encompasses more than 200 charter schools serving over 13,000 students with disabilities, including approximately 2,500 students with extensive support needs. Over the past decade, the COP3 model has enabled significant development of charter school special education infrastructure, including the implementation of at least 115 new charter school programs for students with disabilities, representing demonstrated commitment to ensuring that families across Los Angeles have access to high-quality programs regardless of the school they choose.

We also recognize that special education arrangements within the LAUSD SELPA may change at the discretion of the Board and Division of Special Education. Charter schools must therefore preserve the ability to exit the SELPA should that determination serve the best interests of their students. Please accept this letter as formal notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2027.

This letter is not binding and serves the administrative purpose of providing one-year advance notice of intent to exit the SELPA. Should the charter schools determine that continued participation in the LAUSD SELPA best serves their students, they will remain for the 2027–28 academic year.

We look forward to our continued partnership on behalf of all students and families.

Sincerely

Brian Bauer
Executive Board Chair, LAUSD Charter Operated Programs, Option 3
Chief Executive Officer/Superintendent, Granada Hills Charter School

CC: Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Guttierez, Director, Charter Schools Division
Rachel Heenan, California Department of Education

Pablo Cesar Villavicencio Chief Executive Officer Alliance College-Ready Public Schools	**Christopher Carr** Executive Director, Los Angeles Aspire Public Schools	**Jesse Melgares** Chief Executive Officer The Accelerated Schools
Kalin Balcomb Executive Director Arts in Action Community Charter Schools	**Ana Martinez** Executive Director Bright Star Schools	**Ari Bennett** Principal Birmingham Community Charter High School
Aida Tatossian Founding Principal Ararat Charter	**Linda Lee** Executive Director California Creative Learning Academy	**Adriana Abich** Chief Executive Officer Camino Nuevo Charter Academy
Erin Studer Executive Director CHIME Institute's Schwarzenegger Community School	**Catherine Belcher** Executive Director Champs Charter HS of Arts	**Patricia Smith** Executive Director CATCH Prep Charter High School
Cristina de Jesus President and CEO Green Dot Public Schools California	**Sofia Roditti** Chief Executive Officer Equitas Academy Charter Schools	**Melissa Kaplan** Executive Director Citizens of the World Los Angeles

Karen Smith Principal Discovery Charter Preparatory #2	**David Riddick** Executive Director Fenton Charter Public Schools	**David Hussey** Executive Director El Camino Real Charter High School
Oliver Sicat Chief Executive Officer Ednovate	**Rhonda Baldenegro** Executive Director Gabriella Charter Schools	**Vanessa Garza** Executive Director GALS Los Angeles
Brian Bauer Chief Executive Officer/ Superintendent Granada Hills Charter School	**Colleen Molina** Principal High Tech Los Angeles	**TyAnthony Davis** Chief Executive Officer ICEF Public Schools
William Toomey Superintendent Ingenium Schools	**Nadia Shaiq** Chief Executive Officer ISANA	**Myranda Marsh** Executive Director James Jordan Middle School
Angella Martinez Chief Executive Officer KIPP SoCal	**Amy Held** Executive Director Larchmont Charter School	**Dan Maguire** Head of School Libertas College Prep
Arina Goldring CEO/Superintendent Los Angeles Leadership Primary Academy	**Alfredo Rubalcava** Chief Executive Officer Magnolia Public Schools	**Jose Salas** Executive Director Montague Charter Academy for Arts and Sciences

Gayle Nadler Executive Director Multicultural Learning Center	**Eric Todd** Principal N.E.W. Academy of Science and Art N.E.W. Academy Canoga Park	**Paul Okaiteye** Chief Executive Officer New Designs Charter Schools
Amy Berfield Executive Director New Heights Charter School	**Richard Thomas** Executive Director New Horizons Charter School	**Brooke Rios** Executive Director New Los Angeles Charter Schools
Sylvia Fajardo Executive Director Pacoima Charter School	**Pam Magee** Executive Director Palisades Charter High School	**Tim Didkan** Principal Port of Los Angeles High School
Connie Rivas Superintendent PUC Schools	**Drew Furedi** President and CEO Para los Ninos	**PK Candaux/ Sidnie Gallegos** Co Directors Renaissance Arts Academy
Janette Rodrigue- Pack Chief Executive Officer STEM Preparatory Schools	**Rhonda Deomampo** CEO/Superintendent Synergy Academies	**Loreen Riley** Chief Executive Officer Value Schools
Carolyn Yaffe Executive Director Valley Charter Schools	**Anne Cochran** Executive Director Valley International Prep High School	**Jason Watts** Executive Director Scholarship Prep Charter School

Collin Felch, Ed.D. Superintendent Vista Charter Public Schools	**Fidel Ramirez** Chief Executive Officer Vaughn Next Century Learning Center	**Errica Dotson, M.Ed.** Interim Executive Director Watts Learning Center
Shawna Draxton Executive Director WISH Community and Academy Schools	**Yvette King-Berg** Executive Director YPI Charter Schools	

Coversheet

Presentation of SY 25-26 Local Indicators

Section: X. Presentation of SY 25-26 Local Indicators
Item: A. Presentation of SY 25-26 Local Indicators
Purpose: Vote
Submitted by:
Related Material: 2025-2026 CA Dashboard Local Indicators.pdf

CA Dashboard: Local Indicators
2025-2026

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.

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	2	0	1	0
Number and Percentage of teacher Misassignment of Teachers of EL's	0	0	1	0	2

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

Academic Standards	Rating
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	4
History-Social Science	4

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

Academic Standards	Rating
Physical Education Model Content Standards	4
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 K-12. 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 to build standards-aligned History/Social Science units and lessons for grades K-5. All K-5 grades also receive science and social studies content integrated throughout our knowledge building language arts curriculum.

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

Practices	Rating
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 them 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 ensure an inclusive and friendly environment where all families feel comfortable, heard and welcome.

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
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.	5
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. 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
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.**

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.

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.**

Our latest data highlights strong, positive connections across our school community, with most students feeling safe, supported, and valued by their teachers and staff. We are thrilled to see significant growth among our 3rd to 5th graders, including a 9% increase in students who feel proud to attend Camino Nuevo Charter Academy. Additionally, the sense of belonging among this group rose by 11%. Relationships also improved across the board, showing measurable growth in connections between staff, teachers, and peers alike.

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?**

While we are proud that our continuous focus on belonging has led to steady growth among 3rd to 12th graders, the data highlights clear opportunities to further strengthen our 6th to 12th-grade community. Even as secondary students report a rise in school pride and a modest increase in connection, we must remain dedicated to deepening their sense of belonging. Moving forward, we will target these opportunities by focusing on classroom engagement and building stronger peer-to-peer relationships.

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?**

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 continued 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.

- Power of Zero No Bully Program: No Bully by The Power of Zero: The No Bully Program is built on evidence-based strategies that interrupt bullying dynamics by focusing on empathy, relationship-building, and restorative problem-solving rather than punishment.
-
- Step Forward Culture: We have implemented a Step Forward Culture initiative where we are committed to building a school where every student feels safe, valued, and ready to learn. This starts with all adults stepping forward to interrupt microaggressions, model our values, and promote belonging. We're using the No Bully system, restorative justice, and trauma-informed practices to do this work together.

- 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.

Camino Nuevo Charter Academy

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 due to intervention and / or English Language Development needs.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The barrier to providing the middle school subgroups identified above access to a broad course of study is that they are in multiple academic support classes during the elective blocks.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are currently piloting a new master schedule in an attempt to ensure that all students receive both elective and academic intervention courses, as well as their core subjects.

Coversheet

Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2

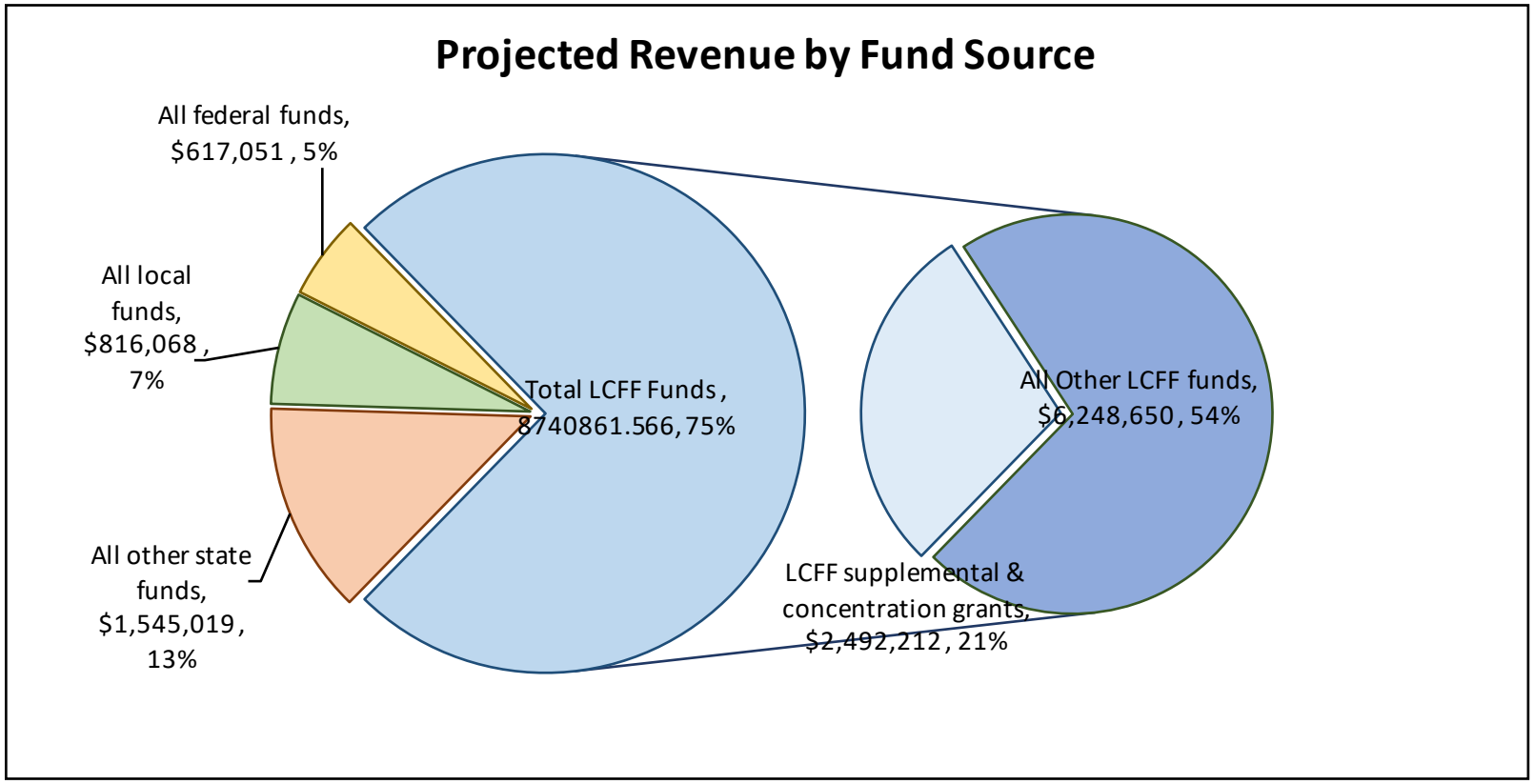
Section:	XI. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2
Item:	A. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2
Purpose:	Vote
Submitted by:	
Related Material:	CNHS2 LCAP 6.8.26.pdf CNES3 LCAP 6.9.26.pdf CNCA LCAP 6.8.26.pdf CNCA4 LCAP 6.8.26.pdf CNCA2 LCAP 6.8.26.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo High #2
CDS Code: 19-64733-0127910
School Year: 2026-27
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 2026-27 School Year



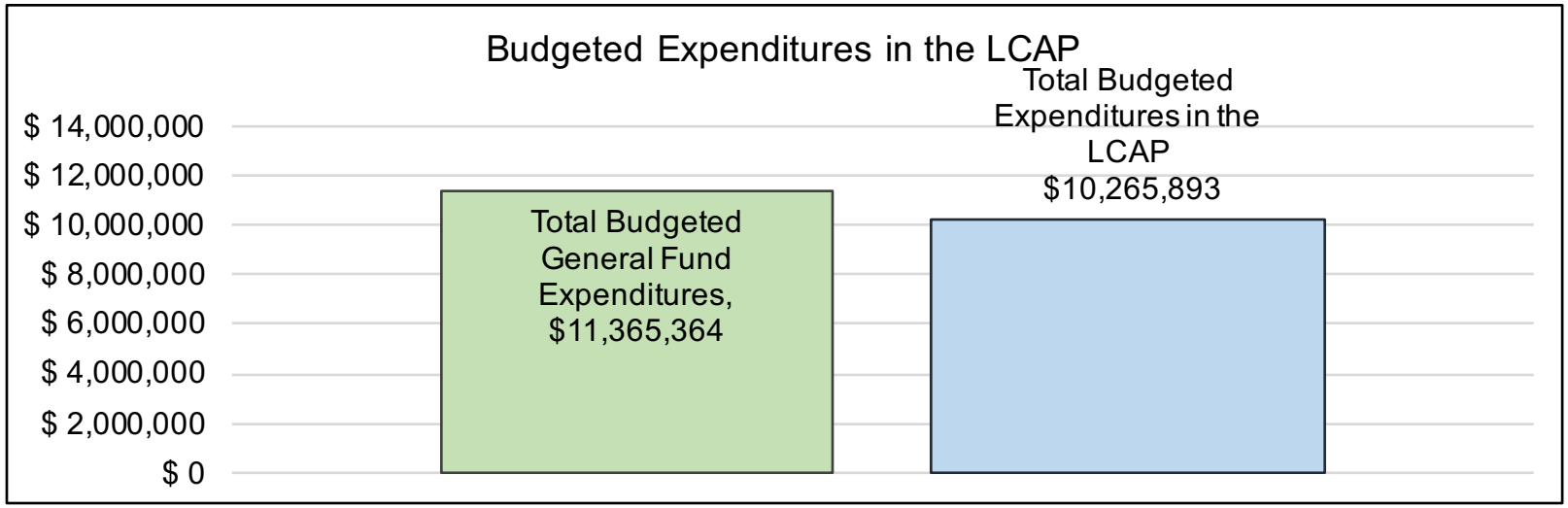
Powered by BoardOnTrack

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 $11,718,999.64, of which $8,740,861.57 is Local Control Funding Formula (LCFF), $1,545,019.18 is other state funds, $816,068.10 is local funds, and $617,050.79 is federal funds. Of the $8,740,861.57 in LCFF Funds, $2,492,211.57 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo High #2 plans to spend $11,365,364.50 for the 2026-27 school year. Of that amount, $10,265,893.44 is tied to actions/services in the LCAP and $1,099,471.06 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 2026-27 School Year

In 2026-27, Camino Nuevo High #2 is projecting it will receive $2,492,211.57 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 $3,194,406.59 towards meeting this requirement, as described in the LCAP.

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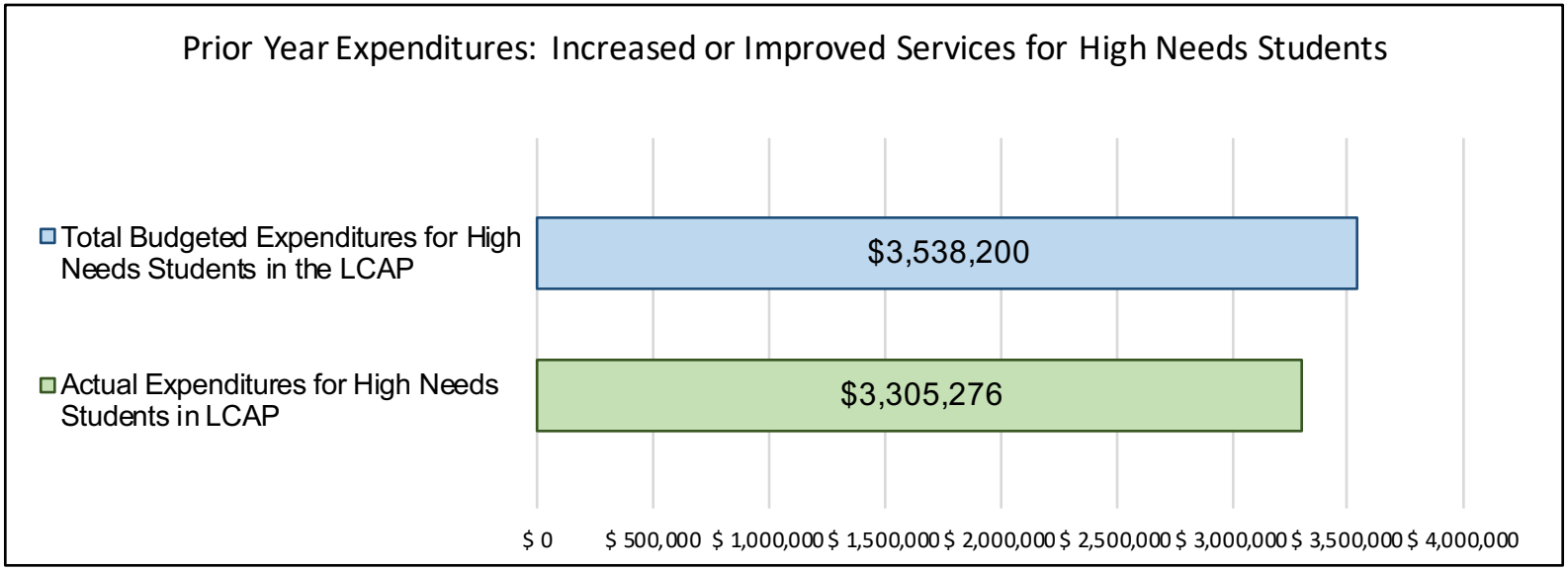
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Camino Nuevo High #2's LCAP budgeted $3,538,199.67 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 actually spent $3,305,275.86 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $232,923.82 had the following impact on Camino Nuevo High #2's ability to increase or improve services for high needs students:

There were no significant differences in the actions and services provided to high needs students.

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 2026-2027

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 512 students in grades 9-12, of which 16.8% are English Learners (EL), and 15% are students with disabilities (SWD). 98.8% of our students are socioeconomically disadvantaged, 0.2% are foster youth, and 2.5% 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 2025 California School Dashboard shows an improvement in Suspension Rate (Green) and English Learner Progress (Green). The graduation rate declined slightly (Orange), as did the College/Career rating (Orange). English Language Arts (ELA) performance declined slightly, while Mathematics performance slightly increased; both were in the Yellow Performance Level.

The schoolwide suspension rate declined by 1.3 points to 0.9% overall. The suspension rate for ELs and Long-Term English Learners (LTELs) was 0% and in the Blue Performance Level. The Hispanic and SED student suspension rate declined by 1.4 points to 1%, in the Green Performance Level. The rate for SWD, however, increased 2.4 points from its previous 0% rate.

English Learner Progress increased by 18.6 points to 51.9%, above the state average. LTEL progress increased by 9.8 points to 55%, also above the state average. The percentage of ELs who decreased at least one ELPI level declined from 13.3% to 7.6%, the lowest percentage yet. The EL reclassification rate also increased to 17%.

The Graduation Rate declined by 2.4 points to 88%. The rate for Hispanic students and SED students paralleled the schoolwide rate. The EL graduation rate declined by 10 points to 76.7%; meanwhile, the SWD graduation rate increased by 22.7 points to 76%. The College/Career rating showed that 47.5% of graduates were considered "Prepared," a decrease of 15 points that still remained above the state average.

ELA performance declined by 10.7 points to +18.8 distance from standard (DFS), still above the state average. SED student performance declined by 12.3 points to +17.2 DFS, and Hispanic student performance declined by 11.9 points to +17.4 DFS; both were in the Yellow Performance Level. English Learner performance declined 33.7 points to -81.6 DFS, classified in the Red Performance Level. Achievement for SWD declined 60.2 points to -68.2 DFS, also above the state average.

Math performance increased by 3.1 points to -77.7 DFS. Hispanic student performance increased by 5.1 points to -76.8 DFS, while SED student achievement increased by 3.8 points to -77 DFS; both were in the Yellow Performance Level and just below the state average. EL performance declined by 13.5 points to -160.8 DFS, classified in the Red Performance Level. Achievement for SWD also declined by 88.9 points to -195 DFS.

The attendance rate increased slightly to 93%, while chronic absenteeism increased slightly to 23%. Climate survey data showed an increase in student perceptions of safety, along with significant increases in family satisfaction with safety (97%) and school belonging (91%).

CNHS2 did not have any items identified as Red on the 2023 Dashboard.

CNHS2 has $223,211.28 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. Funds will support Goal 1, Action 3; Goal 2, Action 1; Goal 2, Action 2; Goal 3, Action 1; Goal 3, Action 3; Goal 3, Action 4; and Goal 3, Action 6.

For Goal 1, Action 3, LREBG funds will go towards supporting a research-supported mental health program to address student absenteeism. 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, ELD teacher, and after-school tutoring stipends, reducing staff-pupil ratio and providing high-quality math and English Language instruction to all students, as well as additional learning opportunities for students after school.

For Goal 3, Action 1, LREBG funds will support investment in a NewsELA pro subscription, to support targeted literacy intervention for 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.

For Goal 3, Action 6, LREBG funds will be used to support summer school and after-school teaching stipends, as well as investment in an after-school math tutoring program. These efforts improve staff-pupil ratios in the after-school and summer school program, and provide evidence-based learning supports to close learning gaps in the form of tutoring.

Student Support and Professional Development Block Grant (SSPDBG) funds will be used to support Goal 3, Action 5.

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)	CNHS 2'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, CNHS 2 now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors. 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	CNHS2 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. 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.

Educational partners discussed and affirmed key investments to support students:
- Additional math teacher (Goal 2, Action 2)
- Longer math classes (Goal 2, Action 2)
- Reading intervention classes (Goal 3, Action 3)
- After-school tutoring (Goal 3, Action 6)
- Intervention coordinator (Goal 3, Action 3)
- Understanding by Design, student engagement strategies, and CPM strategies for math teachers (Goal 3, Action 2)
- ELD textbooks and workbooks (Goal 3, Action 4)
- Bilingual teaching assistants (Goal 3, Action 4)
- New Chromebooks for 9th grade students (Goal 3, Action 1)
- Schoolwide Vivi devices (Goal 1, Action 1)
- New computers in most computer labs (Goal 3, Action 1)

Parents also emphasized the importance of additional activities for students, including sports, supported through Goal 1, Action 3.

Parents and teachers expressed the value of math tutoring, supported through Goal 3, Action 6.

Parents and teachers also expressed the need for a review of the implementation of Securely and Yondr to support student culture, covered under 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, 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)	93% (24-25)	95%+	+1.85 points
2	Chronic Absenteeism	All: 29% EL: 45.6% SWD: 41.3% (2023 SARC)	All: 22.9% EL: 25.0% SWD: 33.3% (2024 DataQuest)	All: 23.0% Hispanic: 22.9% EL: 28.9% SWD: 30.9% Homeless: 21.4% (2025 DataQuest)	At or below state average	All: -6 points EL: -16.7 points SWD: -10.4 points
3	High School Dropout Rate	3.96% (2023 School Accountability Report Card, revised)	3.54% (2024 School Accountability Report Card)	5.7% (2025 School Accountability Report Card)	2% or less	+1.74 points
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)	All: 0.9% EL: 0.0% LTEL: 0.0% SWD: 2.4% (2025 Dashboard)	<1%	All: +0.7 points EL: no change SWD: +2.4 points
5	Expulsion Rate	0% (22-23)	0% (23-24 SARC)	0% (2024-25 SARC)	<1%	Maintained 0%
6	Facility Inspection Toolkit (FIT) Score	Good	Good	Good	Good or better	Maintained Good status

7	Student Climate Survey: Sense of Safety	68% (Spring 2023 Panorama Survey)	59% (Spring 2024 Panorama Survey)	66% (Spring 2025 Panorama Survey)	75%+	-2 points
8	Student Climate Survey: Sense of School Belonging	31% (Spring 2023, Panorama survey)	30% (Spring 2024 Panorama Survey)	28% (Spring 2025 Panorama Survey)	50%+	-3 points
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	87% (Winter 2023, Panorama Survey)	82% (Winter 2024, Panorama Survey)	97% (Winter 2025, Panorama Survey)	85%+	+10 points
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)	91% (Winter 2025, Panorama Survey)	75%+	+22 points

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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 increase school attendance and continued to nurture our parent engagement. However, the school dropout rate increased slightly to 5.7% and chronic absenteeism increased to 23%.

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 attendance rate, lower suspension rate, and increased sense of safety and belonging. CNHS2 is continuing to work on addressing absenteeism and student survey results, through our investments in comprehensive approaches and critical supports for 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.

LREBG funds will be used to support Action 3 in order to maintain the school's mental health 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	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.	$1,026,111.00	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.	$460,326.00	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, Attendance Clerk, College Counselor Coordinator, and Culture Coordinator 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. Title I and Title IV funds support this action. LREBG funds will go towards supporting a mental health program. Extensive research demonstrates that unmet mental health needs in children and adolescents severely compromise cognitive development, undermine school engagement, and act as a primary driver of academic decline (Climie, n.d.). By integrating these services directly into the school environment, the program eliminates traditional cost and accessibility barriers, providing crucial early intervention during pivotal developmental years (Golberstein et al., 2023; Iachini et al., 2015). Empirical studies confirm that comprehensive school-based mental health initiatives yield significant	$848,031.00	Yes

		dividends beyond psychological well-being, directly translating to improved academic performance, enhanced math achievement scores, and measurable reductions in chronic absenteeism, suspensions, and classroom disciplinary referrals (Cipriano & Maurice, 2024; Swanson, n.d.). Ultimately, this funding creates a supportive and stable school climate, clearing the emotional and behavioral obstacles that prevent students from successfully engaging with the curriculum and fulfilling their academic potential. Metrics being used to monitor this action: Metric 1.1, 1.2, 1.4, 1.7, and 1.8 LREBG Funds supporting this action: $157,829.29 in 2026-27		

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 (Spring 2025, determined by LAUSD Oversight Visit Report)	Met	Maintained Met status
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% (2025 Dashboard)	0%	Maintained 0%

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2024 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	History-Social Science and NGSS improved to a 4 rating; the other standards maintained a 5.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	Maintained 100%
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Staff: 53% Teachers: 67% (Spring 2023)	Staff: 51% Teachers: 65% (Spring 2024 Panorama Survey)	Teachers: 62% Staff: 63% Leaders: 92% (Spring 2025 Panorama Survey)	75%+	Teachers: -5 points Staff: +10 points
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 (2025 Dashboard)	Met	Maintained Met status

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) Note: CNHS2 does not offer a CTE pathway and thus does not report CTE Pathway Completion.	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) Note: CNHS2 does not offer a CTE pathway and thus does not report CTE Pathway Completion.	2024-25 Pupils Enrolled in Courses Required for UC/CSU Admission: 100% 2023-24 Graduates Who Completed All Courses Required by UC/CSU Admission: 95% (2025 SARC) Note: CNHS2 does not offer a CTE pathway and thus does not report CTE Pathway Completion.	90%+	Pupils Enrolled: +2 points Graduates Completed: +14 points
8	Graduation Rate	All: 85% EL: 70% SWD: 73.3% (2023 Dashboard)	All: 90.4% EL: 86.7% SWD: 53.3% (2024 Dashboard)	All: 88% EL: 76.7% SWD: 76% (2025 Dashboard)	Meet or exceed state average	All: +3 points EL: +6.7 points SWD: +2.7 points

Goal Analysis for 2025-2026

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 maintain its Standards Implementation 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 maintaining improved staff 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.

LREBG funds will be used to fund Actions 1 and 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. Title IV funds support this action. 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. Metrics being used to monitor this action: 3.1-3.9 LREBG funds supporting this action: $15,000	$80,850.00	No
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,	$2,989,073.64	No

		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, Title II, and Title III 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. Additional investment will also be made in an ELD teacher and after-school tutoring stipends. In secondary education, high class sizes in foundational subjects often obscure individual student misconceptions; adding a math teacher reduces class sizes, allowing for the differentiated, continuous feedback necessary to pass gatekeeper courses like Algebra I and geometry (NCTE, 2014). Simultaneously, hiring a dedicated ELD teacher removes crucial language barriers for English Learners by providing targeted, asset-based linguistic scaffolding, preventing these students from becoming long-term English learners and ensuring equitable access to rigorous core content classes. Finally, allocating stipends for credentialed teachers to provide after-school tutoring directly operationalizes "high-dosage tutoring"—one of the most effective, research-proven interventions for accelerating secondary learning gaps (Stanford University NSSA, 2026). Utilizing the school's own certified teachers ensures the tutoring is high-quality, data-driven, and perfectly aligned with daily classroom curriculum (EdResearch for Action, 2021). Metrics to monitor progress: 3.1-3.9 LREBG funds supporting this action: $183,229.72		

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)	All: 18.8 DFS EL: -81.6 DFS LTEL: -115.3 DFS SWD: -68.2 DFS (2025 Dashboard)	At or above state average	All: -29.5 points EL: -25.5 points SWD: +22.8 points
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 73.8% EL: N/A LTEL: N/A SWD: 15.4% (2022-23)	All: 65.8% EL: 15.4% SWD: 55.6% (2023-24)	All: 62.6% EL: 15.0% LTEL: 27.3% SWD: 38.9% (2024-25)	Meet or exceed state average	All: -11.2 points SWD: +23.5 points

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)	All: -77.7 DFS EL: -160.8 DFS LTEL: -179.3 DFS SWD: -195.0 DFS (2025 Dashboard)	Meet or exceed state average	All: -9.7 points EL: -132.3 points SWD: -44.4 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 25.2% EL: 0% SWD: 0% (2022-23)	All: 21.23% EL: 0% SWD: 11.12% (2023-24)	All: 24.6% EL: 9.1% LTEL: 0.0% SWD: 0.0% (2024-25)	Meet or exceed state average	All: -0.6 points EL: +9.1 points SWD: no change
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 26.7% (2022-23)	All: 27.9% SWD: 0% (2023-24)	All: 24.3% EL: 0.0% LTEL: N/A SWD: 11.1% (2024-25)	Meet or exceed state average	All: -2.4 points
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	47.5% (2023 Dashboard)	33% (2024 Dashboard)	52% (2025 Dashboard)	Meet or exceed state average	+4.5 points
7	EL Reclassification Rate	16.3% (2022-23)	13% (2023-24)	17% (2024-25)	Meet or exceed state average	+0.7 points

8	Percentage of students who have passed an advanced placement examination with a score of 3 or higher	AP Art: 59% AP Biology: 13% AP Calculus 0% AP English Language: 25% AP English Literature: 57% AP Spanish Language: 94% AP US Govt 0% % of Graduating Students Passing 2+ AP Exams: 22% (CA School Dashboard)	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% (CollegeBoard) % of Graduating Students Passing 2+ AP Exams: 18.2% (CA School Dashboard)	AP Art: 25% AP Bio: 23% AP Calculus: 50% AP Chemistry: 0% AP Comp Science: 12% AP Drawing: 50% AP English Comp: 20% AP English Lit: 36% AP Span Lang: 68% % of Graduating Students Passing 2+ AP Exams: 10.3% (CA School Dashboard)	Pass rates increase by 5% annually.	AP Art: -34 points AP Bio: +10 points AP Calculus: +50 points AP English Language: -5 points AP English Lit: -21 points AP Spanish Lang: -26 points % of Graduating Students Passing 2+ AP Exams: -11.7 points
9	% of students demonstrating college/career readiness	48.5% (2023 Dashboard)	58.9% (2024 Dashboard)	47.5% (2025 Dashboard)	Meet or exceed state average	-1 point
10	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math Source: CAASPP	Ready ELA: 32.7% Math: 5.6% Conditionally Ready ELA: 41.1% Math: 19.6% (2023 CAASPP)	Ready ELA: 21.6% Math: 8% Conditionally Ready ELA: 44.1% Math: 13.3% (2024 CAASPP)	Ready ELA: 28.5% Math: 6.4% Conditionally Ready ELA: 34.2% Math: 18.3% (2025 CAASPP)	35% Ready in ELA 10% Ready in Math	Ready ELA: -4.2 points Math: +0.8 points Conditionally Ready ELA: -6.9 points Math: -1.3 points

Goal Analysis for 2025-2026

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.

These actions were generally effective, although progress lagged in certain areas.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing; contributed to improved student achievement on CAASPP mathematics and continued strong ELA performance, along with growth in ELPI and the EL reclassification rate.

Action 4, the ELD Dual Language Program, supported improvement in both ELPI and EL reclassification rate.

Action 5, the Special Education Program, showed more mixed results. While the program was effective in ensuring all required services were provided, academic results for SWD declined across the board.

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.

LREBG funds will be used to support Action 1, Action 3, Action 4, and Action 6. SSPDBG funds will be used to support Action 5.

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. Title IV funds support this action. LREBG funds will be used to invest in a schoolwide Newsela subscription. In secondary education, a primary barrier to academic progress is the wide variance in student reading levels, which often prevents striving readers and English Learners from accessing rigorous, grade-level	$413,447.00	Yes

		subject matter. Newsela overcomes this barrier by utilizing adaptive technology to publish real-world, high-interest informational texts at multiple Lexile levels, allowing all students to build essential background knowledge and discipline-specific vocabulary simultaneously (Anderson, 2018; Henschel, 2024). Quasi-experimental research meeting Every Student Succeeds Act (ESSA) Tier II standards demonstrates that consistent use of the platform accelerates literacy skill growth and significantly drives higher percentile point gains on standardized English Language Arts (ELA) assessments, with particularly pronounced academic growth observed among Hispanic/Latino student populations (Henschel, 2024; Hurwitz, 2025). Furthermore, by providing built-in, standards-aligned comprehension quizzes and interactive annotation features, the platform lowers resource barriers for educators across all content areas—including science and social studies—making integrated, data-driven Tier 2 multi-tiered system of supports (MTSS) literacy intervention seamless and scalable schoolwide (Hurwitz, 2025; Jáuregui, 2025). Metrics being used to monitor this action: Metrics 3.1, 3.2, and 3.8 LREBG Funds supporting this action: $10,933.09 in 26-27 school year		
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.	$1,360,984.00	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: $86,801.16	$822,779.00	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, and our ELD teacher. This action is partially funded with Title I and Title III 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 targeted interventions, especially in literacy, can lead to positive gains in student attainment.	$194,621.00	Yes

		Metrics to monitor this action: 3.6 and 3.7 LREBG funds supporting this action: $43,414.88		
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 action is supported by Student Support and Professional Development Block Grant (SSPDBG) funds.	$1,715,586.00	No
6	Strong After-School & Summer Program	LREBG Action 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. LREBG funds will be used to provide stipends for after-school tutoring by credentialed teachers, support summer school instruction, and invest in a math tutoring program. High school students frequently struggle with foundational skill gaps—particularly in mathematics, which acts as a primary gatekeeper to graduation and college enrollment. Providing stipends to ensure these programs are staffed by the school's own credentialed educators directly aligns with research on "high-dosage tutoring," which shows that using certified, school-affiliated teachers yields the highest academic gains because they can seamlessly align interventions with daily classroom curriculum and student data (Guryan et al., 2021; Robinson et al., 2021). Furthermore, expanding instructional time through structured after-school math programs and summer bridge sessions effectively mitigates cumulative learning loss, offering struggling students the targeted, small-group remediation required to master rigorous secondary standards without falling behind in their credit accumulation (Allensworth & Easton, 2007; Lynch & Kim, 2017). Metrics used to monitor this action: 3.1-3.9 LREBG Funds supporting this action: $107,210 in the 26-27 school year	$354,085.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,492,212.00	$292,437.00

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
39.88%	0.00%	$0.00	39.88%

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. 2024-25 Absenteeism: EL absenteeism increased by 3.9 points to 28.9%, 5.9 points above the schoolwide rate. Suspension Rate: EL suspension rate went down to 0%.	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	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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

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 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.

2024-25
- CAASPP ELA: 100.4 point difference by DFS; 47.6 point difference by % proficient
- CAASPP Math: 83.1 point difference by DFS; 15.5 point difference by % proficient
- College/Career Readiness: 17.2% of ELs were considered "Prepared" vs. 47.5% overall

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.

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. 2024-25 ELPI: increased to 52% EL Reclassification Rate: increased to 17%	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

2026-2027 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 %)
2026-2027	$6,248,650.00	$2,492,212.00	39.88%	0.00%	39.88%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,510,887.00	$2,284,954.00	$0.00	$470,052.64	$10,265,893.64	$6,433,231.00	$3,832,662.64

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	$259,781	$766,330	$956,986	$36,750	$0	$32,375	$1,026,111	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$192,692	$267,634	$406,776	$0	$0	$53,550	$460,326	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$517,602	$330,429	$562,450	$205,274	$0	$80,307	$848,031	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$80,850	$56,850	$15,000	$0	$9,000	$80,850	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$2,901,888	$87,186	$2,576,123	$183,230	$0	$229,721	$2,989,074	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		$0	$413,447	$351,514	$34,933	$0	$27,000	$413,447	0.00%
3	2	Professional Development	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	$0	$1,360,984	$1,345,984	$0	$0	$15,000	$1,360,984	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$822,779	$0	$735,978	$86,801	$0	$0	$822,779	0.00%
3	4	ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$177,635	$16,986	$128,106	$43,415	$0	$23,100	$194,621	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,495,455	$220,131	$319,745	$1,395,841	$0	$0	$1,715,586	0.00%
3	6	Strong After-School & Summer Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$65,399	$288,686	$70,375	$283,710	$0	$0	$354,085	0.00%

2026-2027 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
$6,248,650.00	$2,492,212.00	39.88%	0.00% - No Carryover	39.88%	$3,194,407.00	0.00%	51.12%	**Total:**	$3,194,407.00
								LEA-wide Total:	
								Limited Total:	$128,106.00
								Schoolwide Total:	$3,066,301.00

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	$562,450.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$351,514.00	0.00%
3	2	Professional Development	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$1,345,984.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$735,978.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$128,106.00	0.00%
3	6	Strong After-School & Summer Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$70,375.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$9,716,477.00	$9,128,647.00

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	$675,989.00	$982,926.00
1	2	Safe and Compliant Facility	No	$411,715.00	$394,318.00
1	3	Student & Family Supports for Strong Community	Yes	$964,652.00	$831,581.00
2	1	Standards-Aligned Instructional Materials	No	$58,350.00	$103,180.00
2	2	High-Quality Teachers and School Leadership	No	$2,885,581.00	$2,706,398.00
3	1	Differentiated Instructional Supports	Yes	$455,332.00	$365,208.00
3	2	Professional Development	Yes	$1,338,604.00	$1,294,277.00
3	3	Instructional Leadership and Support Staffing	Yes	$897,417.00	$749,363.00
3	4	ELD Program	Yes	$201,073.00	$201,304.00
3	5	Special Education Program	No	$1,630,284.00	$1,262,200.00
3	6	Strong After-School & Summer Program	Yes	$197,480.00	$237,892.00

2025-2026 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)
$2,353,225.00	$3,538,199.00	$3,305,275.00	$232,924.00	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	$906,923.00	$725,333.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$310,832.00	$332,493.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,312,098.00	$1,252,788.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$816,842.00	$749,363.00	0.00%	0.00%
3	4	ELD Program	Yes	$146,891.00	$126,886.00	0.00%	0.00%
3	6	Strong After-School & Summer Program	Yes	$44,613.00	$118,412.00	0.00%	0.00%

2025-2026 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)
$5,884,828.00	$2,353,225.00	0.00%	39.99%	$3,305,275.00	0.00%	56.17%	$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:	$288,153.64	$40,506.00	$14,468.00	$41,000.00	$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	$1,026,111.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$460,326.00
1	3	Student & Family Supports for Strong Community	$75,307.00	$0.00	$0.00	$5,000.00	$0.00	$0.00	$848,031.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$9,000.00	$0.00	$0.00	$80,850.00
2	2	High-Quality Teachers and School Leadership	$201,802.64	$25,506.00	$2,412.00	$0.00	$0.00	$0.00	$2,989,073.64
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$27,000.00	$0.00	$0.00	$413,447.00

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3	2	Professional Development	$0.00	$15,000.00	$0.00	$0.00	$0.00	$0.00	$1,360,984.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$822,779.00
3	4	ELD Program	$11,044.00	$0.00	$12,056.00	$0.00	$0.00	$0.00	$194,621.00
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,715,586.00
3	6	Strong After-School & Summer Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$354,085.00

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

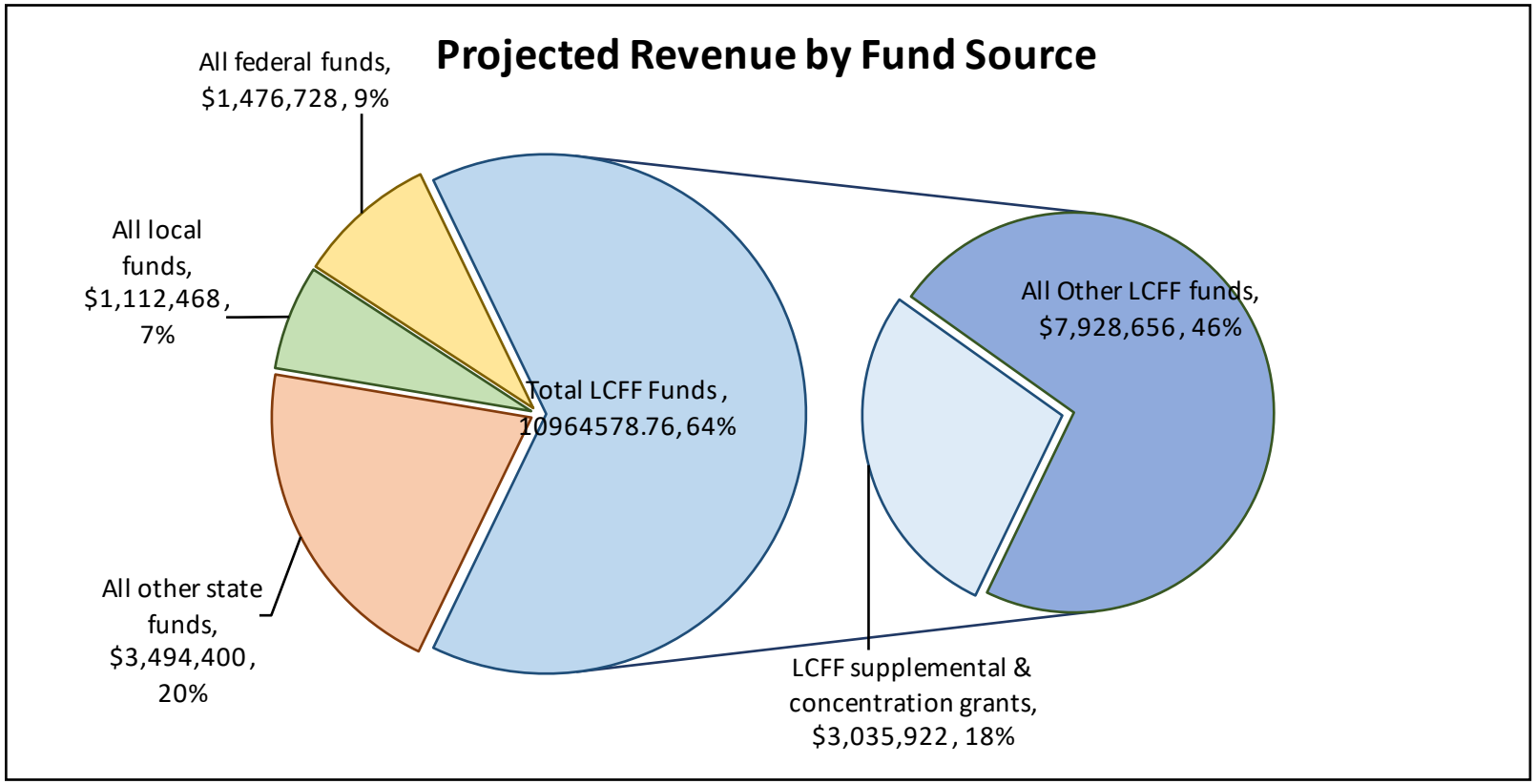
CDS Code: 19-64733-0122564

School Year: 2026-27

LEA contact information: Suzette Torres, Principal, (323) 730-7160 suzette.torres@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 2026-27 School Year



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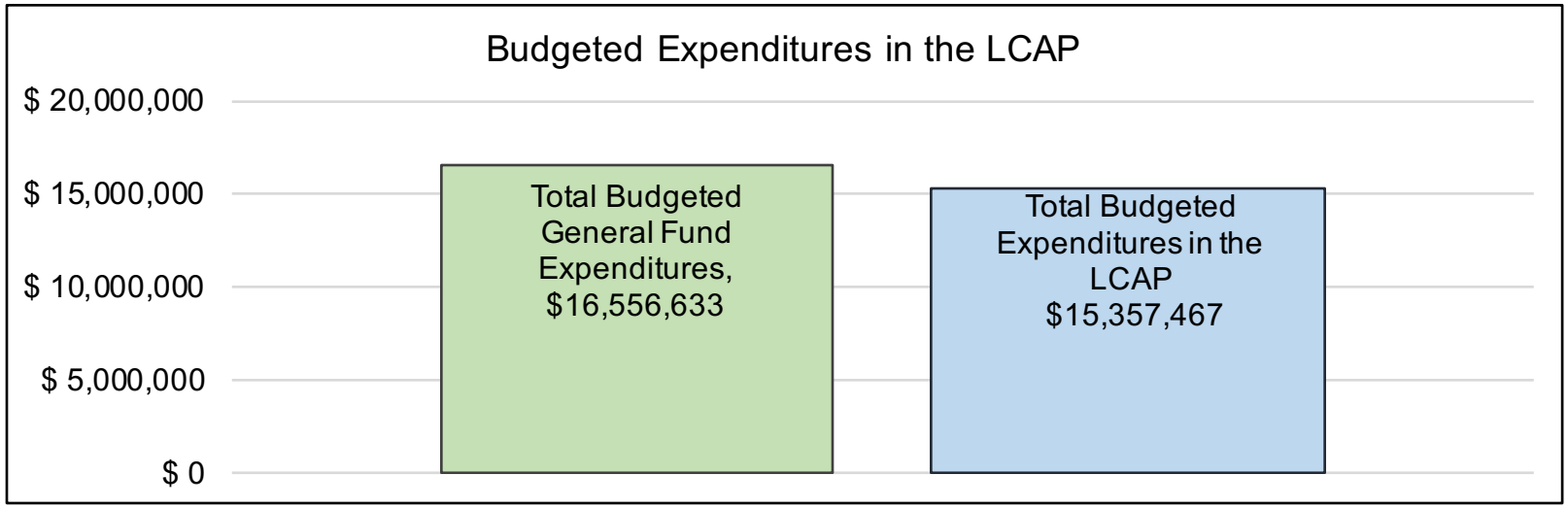
LCFF Budget Overview for Parents

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 $17,048,175.45, of which $10,964,578.76 is Local Control Funding Formula (LCFF), $3,494,399.88 is other state funds, $1,112,468.36 is local funds, and $1,476,728.44 is federal funds. Of the $10,964,578.76 in LCFF Funds, $3,035,922.35 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 2026-27. 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 $16,556,633.36 for the 2026-27 school year. Of that amount, $15,357,467.37 is tied to actions/services in the LCAP and $1,199,165.99 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

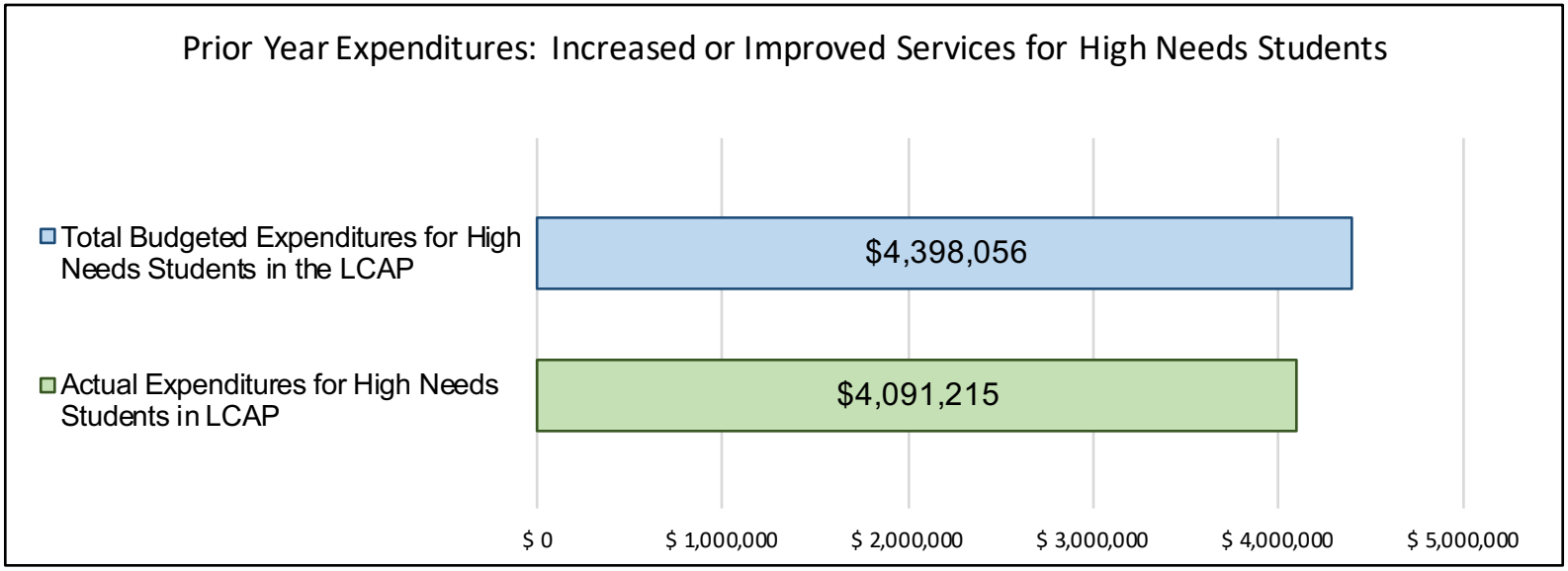
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary 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 2026-27 School Year

In 2026-27, Camino Nuevo Elementary #3 is projecting it will receive $3,035,922.35 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 $4,071,378.55 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 2025-26



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 2025-26, Camino Nuevo Elementary #3's LCAP budgeted $4,398,055.53 for planned actions to increase or improve services for high needs students. Camino Nuevo Elementary #3 actually spent $4,091,214.66 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $306,840.87 had the following impact on Camino Nuevo Elementary #3's ability to increase or improve services for high needs students:

There were no significant differences in the actions and services provided for high needs students.

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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	Suzette Torres Principal	suzette.torres@caminonuevo.org 323-730-7160

Plan Summary 2026-2027

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 743 students in grades TK-8, of which 47.4% are English Learners (EL), and 11.8% are students with disabilities (SWD). 85.7% of our students are socioeconomically disadvantaged, and 1.3% are homeless.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded $7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

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 2025 California School Dashboard shows a small improvement in Chronic Absenteeism (Orange), an improvement in Suspension Rate (Green), a small decline in English Learner Progress (Orange), a small increase in English Language Arts performance (Orange), and a small decline in Mathematics performance (Orange). All local indicators were met.

Chronic Absenteeism declined by 1.7 points to 28.9% chronically absent, above the state average of 17.1%. SED student progress was similar, declining by 1.7 points to 28.6% absentee; Hispanic student absenteeism declined by 2.1 points to 28.6%. SWD improved by 1.6 points to 38%. ELs declined by 2.9 points to 28.6%, paralleling the schoolwide rate. Long-Term English Learners (LTELs) saw an even more rapid rate of improvement, improving by 4.7 points to 29.8%. All subgroups were in the Orange Performance Level. The attendance rate also improved slightly to 91.56%.

The overall suspension rate declined by 0.3 points to 1.4%, remaining below the state average. The suspension rate for Hispanic and SED students paralleled the schoolwide rate and also declined by 0.3 points each; both were in the Green Performance Level. The suspension rate for SWD went down by 0.1 points to 3% and was in the Yellow Performance Level. The suspension rate for ELs increased by 0.5 points to 1.9% and was in the Orange Performance Level. The LTEL suspension rate also increased, going up by 2.9 points to 6.4%; it was in the Red Performance Level.

School climate survey results remained largely unchanged for students, but parent satisfaction with school safety and school belonging increased. Teacher and staff satisfaction also increased at both the elementary and middle school level.

English Learner Progress declined by 3.9 points to 44.9%, just below the state average. Progress for LTELs increased, however, by 4.5 points to 54.5% making progress, above the state average. The decrease was due in part to an increase in the percentage of ELs who decreased at least one ELPI level from 11.5% to 19.4%. The EL reclassification rate also decreased slightly to 10%.

English Language Arts progress improved by 1.7 points to -38.4 points below standard, as measured by Distance from Standard (DFS). SED student performance improved by 1 point to -39.6 DFS, and Hispanic student performance improved by 0.7 points to -38.5 DFS; both were classified in the Orange Performance Level. Performance for ELs declined by 1.1 points to -65 DFS and was also in the Orange Performance Level. SWD achievement declined by 4 points to -143.8 DFS; LTEL performance declined by 41.7 points to -138.3 DFS; both were in the Red Performance Level. Overall, English Language Arts growth was classified as "Average," and 70.9% of students improved their score from the prior year.

Mathematics progress declined by 2.7 points to -69.1 DFS. Performance for Hispanic students, SED students, and ELs all declined by 3-4 points, achieving average scores of -69.7, -70.3, and -85.6 DFS respectively, and were all classified in the Orange Performance Level. Performance for SWD increased by 1 point to -136.8 DFS and was in the Red Performance Level. LTELs saw a significant decline of 36.9 points to -173 DFS and were also in the Red Performance Level. Overall, Mathematics growth was classified as "Average," and 64.5% of students improved their score from the prior year.

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 $591,968.27 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. Funds will be spent to support Goal 1, Action 3; Goal 2, Action 2; 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 2, Action 2, LREBG funds will support two full-time intervention teachers, a research-supported approach that can significantly accelerate learning recovery in both foundational literacy and mathematics.

For Goal 3, Action 3, LREBG funds will be used to provide teacher assistants in five 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.

CNES3 is not planning to use any Student Support & Professional Development Block Grant (SSPDBG) funds during the 26-27 year.

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)	CNES 3'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, CNES 3 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	CNES 3 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.

Students expressed appreciation for Fantastic Friday, Merit Day, student behavior incentives, clubs, field days, and other student celebrations, which continue to be a priority as part of Goal 1, Action 3.

Students also appreciated the investments in PE and play area, also a focus of Goal 1, Action 3 and Goal 2, Action 1.

Students also expressed the desire for additional field trips, a continued priority as part of Goal 3, Action 1.

Teachers expressed that stronger curriculum choices and effective professional development are critical supports; these continue to be priorities in Goal 2, Action 1 and Goal 3, Action 2.

Teachers and staff also valued effective campus aide training and cultural celebrations on campus, a continued focus of Goal 3, Action 1.

All educational partners valued the addition of Student Council, a continued priority 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.

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)	91.56% (24-25)	95%	+3.31 points
2	Chronic Absenteeism	All: 41.3% EL: 41.7% SWD: 54.5% Two or More Races: 34.4% Hispanic: 41% (2023 Dashboard)	All: 30.6% EL: 31.5% LTEL: 34.5% SWD: 39.6% 2+ Races: n/a Hispanic: 30.7% (2024 Dashboard)	All: 28.9% Hispanic: 28.6% EL: 28.6% LTEL: 29.8% SWD: 38.0% Homeless: 41.7% (2025 Dashboard)	At or below state average	All: -12.4 points EL: -13.1 points SWD: -16.5 points Hispanic: -12.4 points
3	Middle School Dropout Rate	0.25% (22-23)	0.13% (23-24)	0% (24-25)	0%	Decreased by 0.25 points
4	Suspension Rate	All: 0.5% EL: 0.2% SWD: 0% Two or More Races: 0% Hispanic: 0.5% (22-23)	All: 1.7% EL: 1.4% LTEL: 3.4% SWD: 3% 2+ Races: n/a Hispanic: 1.7% (23-24)	All: 1.4% EL: 1.9% LTEL: 6.4% SWD: 3.0% Hispanic: 1.4% (2024-25)	<1%	All: +0.9 points EL: +1.7 points SWD: +3 points Hispanic: +0.9 points
5	Expulsion Rate	0% (22-23)	0% (23-24)	0% (24-25)	<1%	Maintained 0%
6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)	Good (2023-24)	Good (2024-25)	Good or better	Maintained Good rating

7	Student Climate Survey: Sense of Safety	CAS: 43% EIS: 60% (Spring 2023, Panorama survey)	CAS: 48% EIS: 56% (Spring 2024, Panorama survey)	CAS: 45% EIS: 55% (Spring 2025, Panorama survey)	75%+	CAS: +2 points EIS: -5 points
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: 53% EIS: 32% (Spring 2025, Panorama survey)	CAS: 75%+ EIS: 50%+	CAS: -11 points EIS: +2 points
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)	CAS: 96% EIS: 81% (Winter 2025)	90%+	CAS: +13 points EIS: -2 points
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)	CAS: 93% EIS: 83% (Winter 2025)	75%+	CAS: +15 points EIS: +13 points

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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 0% dropout rate, helped continue to improve school attendance and 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 teachers, staff and families.

Action 3, Student & Family Supports for Strong Community, has been the primary driver of our attendance rate, reduced absenteeism rate, and lower suspension rate. While CNCA has not yet achieved the desired growth in survey responses about school safety and connectedness, we are continuing to invest in comprehensive approaches and critical supports for 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.

There are no significant changes planned.

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.	$1,556,293.00	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.	$836,772.00	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 is supported through Title IV funds. 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	$547,006.00	Yes

		LREBG Funds supporting this action: $118,693.60		

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 (Spring 2025, determined by LAUSD Oversight Visit Report)	Met	Maintained Met status
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% (2025 Dashboard)	0%	Maintained 0%

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2024 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	History-Social Science and NGSS improved to a 4 rating; the other standards maintained a 5.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	Maintained 100%
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama survey)	CAS Teachers: 53% Staff: 54% Leaders: 40% EIS Teachers: 89% Staff: 80% (Spring 2023)	CAS Teachers: 45% Staff: 38% Leaders: 30% EIS Teachers: 75% Staff: 59% (Spring 2024)	CAS Teachers: 75% Staff: 61% EIS Teachers: 82% Staff: 75% Leaders: 38%	All 75%+	CAS Teachers: +22 points Staff: +7 points EIS Teachers: -7 points Staff: -5 points
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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 CNCA was able to maintain its Standards Implementation 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 maintaining improved 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 planned.

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.	$56,434.00	No

		This action is supported through Title IV funds.		
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 partly funded through Title I and Title II funding. LREBG funds will be used to invest in a full-time, credentialed intervention teacher. Extensive empirical research demonstrates that high-dosage, multi-tiered interventions—particularly when led by certified specialists rather than paraprofessionals—significantly accelerate learning recovery in both foundational literacy and mathematics (Gersten et al., 2020; National Center on Intensive Intervention, 2021). By continuously analyzing student data, a dedicated interventionist can identify specific learning gaps early and deliver systematic, small-group instruction tailored to diverse student needs, including those of English Learners and students with learning disabilities (Vaughn et al., 2012). This targeted approach addresses the primary barrier of instructional pacing, preventing struggling students from falling permanently behind their peers in general education classrooms. Metrics being used to monitor this action: Metrics 3.1, 3.2, 3.3, 3.4, 3.8, and 3.9 LREBG Funds supporting this action: $150,311.51 in the 26-27 school year	$4,262,436.44	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.

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)	All: -38.4 DFS EL: -65.0 DFS LTEL: -138.3 DFS SWD: -143.8 DFS Hispanic: -38.5 DFS (2025 Dashboard)	Meet or exceed state average	All: +13.2 points EL: +16.4 points SWD: +1.3 points Hispanic: +11.2 points
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 30.1% EL: 4.1% LTEL: 0% SWD: 1.5% (2022-23)	All: 39.6% EL: 14.4% LTEL: 3.1% SWD: 9.5% (2023-24)	All: 38.9% EL: 13.5% LTEL: 0.0% SWD: 2.9% (2024-25)	Meet or exceed state average	All: +8.8 points EL: +9.4 points LTEL: no change SWD: +1.4 points

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)	All: -69.1 DFS EL: -85.6 DFS LTEL: -173.0 DFS SWD: -136.8 DFS Hispanic: -69.7 DFS (2025 Dashboard)	Meet or exceed state average	All: +13.5 points EL: +16 points SWD: +10.5 points Hispanic: +12.2 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 18.5% EL: 7.1% LTEL: 0% SWD: 1.5% (2022-23)	All: 25.1% EL: 11.1% LTEL: 3.1% SWD: 1.6% (2023-24)	All: 26.2% EL: 12.3% LTEL: 0.0% SWD: 4.4% (2024-25)	Meet or exceed state average	All: +7.7 points EL: +5.2 points LTEL: no change SWD: +2.9 points
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 21.3% EL: 1.9% LTEL: N/A SWD: 0% (2022-23)	All: 24.12% EL: 4.29% SWD: 9.09% (2023-24)	All: 25.2% EL: 1.8% LTEL: N/A SWD: 0.0% (2024-25)	Meet or exceed state average	All: +3.9 points EL: -0.1 points SWD: no change
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	49.1% (2023 Dashboard)	48.7% (2024 Dashboard)	44.9% (2025 Dashboard)	Meet or exceed state average	-4.2 points
7	EL Reclassification Rate	CAS: 6.6% EIS: 33.3% (2022-23)	13.5% (2023-24)	10% (2024-25)	Meet or exceed state average	n/a

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)	CAS All: 54% EL: 49% SWD: 38% EIS All: 55% EL: 44% SWD: 42% (2024-25 i-Ready: % of students meeting growth expectations)	55%+	CAS All: -1 points EL: -4 points SWD: -19 points EIS All: -13 points EL: -21 points SWD: -36 points
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)	CAS All: 53% EL: 54% SWD: 42% EIS All: 46% EL: 32% SWD: 29% (2024-25 i-Ready % of students meeting growth expectations)	55%+	CAS: All: -6 points EL: -4 points SWD: -16 points EIS All: -15 points EL: -38 points SWD: -38 points

Goal Analysis for 2025-2026

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.

These actions were generally effective, although progress was mixed and lagged in certain areas.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing; contributed to improved student achievement on CAASPP in ELA and on the California Science Test (CAST).

Action 4, the ELD Dual Language Program, supported the progress of ELs in CAASPP mathematics (based on proficiency rates). LTELs saw improved ELPI progress, but a decline in academic results on CAASPP ELA and mathematics. Simultaneously, ELPI progress and EL reclassification rates also declined slightly.

Action 5, the Special Education Program, showed more mixed results. While the program was effective in ensuring all required services were provided, academic results for SWD declined in CAASPP ELA and CAST, but improved slightly in mathematics.

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.

There are no significant changes planned.

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.	$470,564.00	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 for English Learners and	$1,653,260.50	Yes

		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: $201,693.11	$1,405,974.00	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 action is partially funded with Title III funds. 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: $121,270.05	$313,128.76	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	$2,173,596.00	No

		CAASPP ELA performance on the 2023 Dashboard.		
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.	$2,082,006.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,035,922.00	$361,131.00

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
38.29%	0.00%	$0.00	38.29%

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. 2024-25 The EL absenteeism rate improved beyond the scholwide rate; LTELs also improved at a more rapid rate, but remained slightly worse than the overall rate. The suspension rate, however, increased for both ELs and LTELs.	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.	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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

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
- 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.

2024-25
- CAASPP ELA: 26.6 point difference between ELs and overall; 99.9 point difference between LTELs and overall

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 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.

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	- CAASPP Math: 16.5 point difference between ELs and overall; 103.9 point difference between LTELs and overall - CAST: 23.4 point difference between ELs and overall in proficiency rate		

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. 2024-25 ELPI: decreased to 44.9% EL Reclassification Rate: decreased to 10%	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

2026-2027 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 %)
2026-2027	$7,928,656.00	$3,035,922.00	38.29%	0.00%	38.29%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$9,870,587.00	$4,928,967.00	$0.00	$557,916.70	$15,357,470.70	$9,208,699.00	$6,148,771.70

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Effective Operations Management	All	No				ongoing	$473,741	$1,082,552	$1,474,754	$0	$0	$81,539	$1,556,293	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$292,260	$544,512	$501,027	$335,745	$0	$0	$836,772	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$279,918	$267,088	$336,411	$161,707	$0	$48,888	$547,006	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$56,434	$30,963	$8,971	$0	$16,500	$56,434	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$4,142,493	$119,943	$3,677,685	$257,291	$0	$327,460	$4,262,436	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$470,564	$440,564	$30,000	$0	$0	$470,564	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$0	$1,653,261	$1,644,658	$0	$0	$8,603	$1,653,261	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$1,405,974	$0	$1,120,251	$253,348	$0	$32,375	$1,405,974	0.00%
3	4	ELD Program	English learner (EL), All	Yes	Limited	English learner (EL)	All Schools	ongoing	$203,864	$109,265	$149,307	$121,270	$0	$42,552	$313,129	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,801,152	$372,444	$114,778	$2,058,818	$0	$0	$2,173,596	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$609,297	$1,472,709	$380,189	$1,701,817	$0	$0	$2,082,006	0.00%

2026-2027 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
$7,928,656.00	$3,035,922.00	38.29%	0.00% - No Carryover	38.29%	$4,071,380.00	0.00%	51.35%	**Total:**	$4,071,380.00
								LEA-wide Total:	
								Limited Total:	$149,307.00
								Schoolwide Total:	$3,922,073.00

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	$336,411.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$440,564.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,644,658.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,120,251.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$149,307.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$380,189.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$14,994,630.00	$14,466,380.00

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	$1,028,110.00	$1,246,435.00
1	2	Safe and Compliant Facility	No	$442,726.00	$457,092.00
1	3	Student & Family Supports for Strong Community	Yes	$832,630.00	$616,329.00
2	1	Standards-Aligned Instructional Materials	No	$54,766.00	$156,776.00
2	2	High-Quality Teachers and School Leadership	No	$3,853,709.00	$3,925,847.00
3	1	Differentiated Instructional Supports	Yes	$272,068.00	$371,868.00
3	2	Professional Development	Yes	$1,694,571.00	$1,514,775.00
3	3	Instructional Leadership and Support Staffing	Yes	$1,911,477.00	$1,493,390.00
3	4	ELD Program	Yes	$357,487.00	$255,185.00
3	5	Special Education Program	No	$2,060,010.00	$1,851,459.00
3	6	Strong After-School Program	Yes	$2,487,076.00	$2,577,224.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,797,070.00	$4,398,054.00	$4,091,213.00	$306,841.00	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	$627,585.00	$534,780.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$211,968.00	$351,868.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,662,004.00	$1,498,508.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$1,500,726.00	$1,430,054.00	0.00%	0.00%
3	4	ELD Program	Yes	$192,288.00	$88,426.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$187,577.00	0.00%	0.00%

2025-2026 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)
$7,291,286.00	$2,797,070.00	0.00%	38.36%	$4,091,213.00	0.00%	56.11%	$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:	$323,835.44	$44,602.50	$42,551.76	$24,000.00	$0.00	$41,388.00

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	$1,556,293.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$836,772.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$7,500.00	$0.00	$41,388.00	$547,006.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$16,500.00	$0.00	$0.00	$56,434.00
2	2	High-Quality Teachers and School Leadership	$291,460.44	$36,000.00	$0.00	$0.00	$0.00	$0.00	$4,262,436.44
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$470,564.00

3	2	Professional Development	$0.00	$8,602.50	$0.00	$0.00	$0.00	$0.00	$1,653,260.50
3	3	Instructional Leadership and Support Staffing	$32,375.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,405,974.00
3	4	ELD Program	$0.00	$0.00	$42,551.76	$0.00	$0.00	$0.00	$313,128.76
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,173,596.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,082,006.00

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).

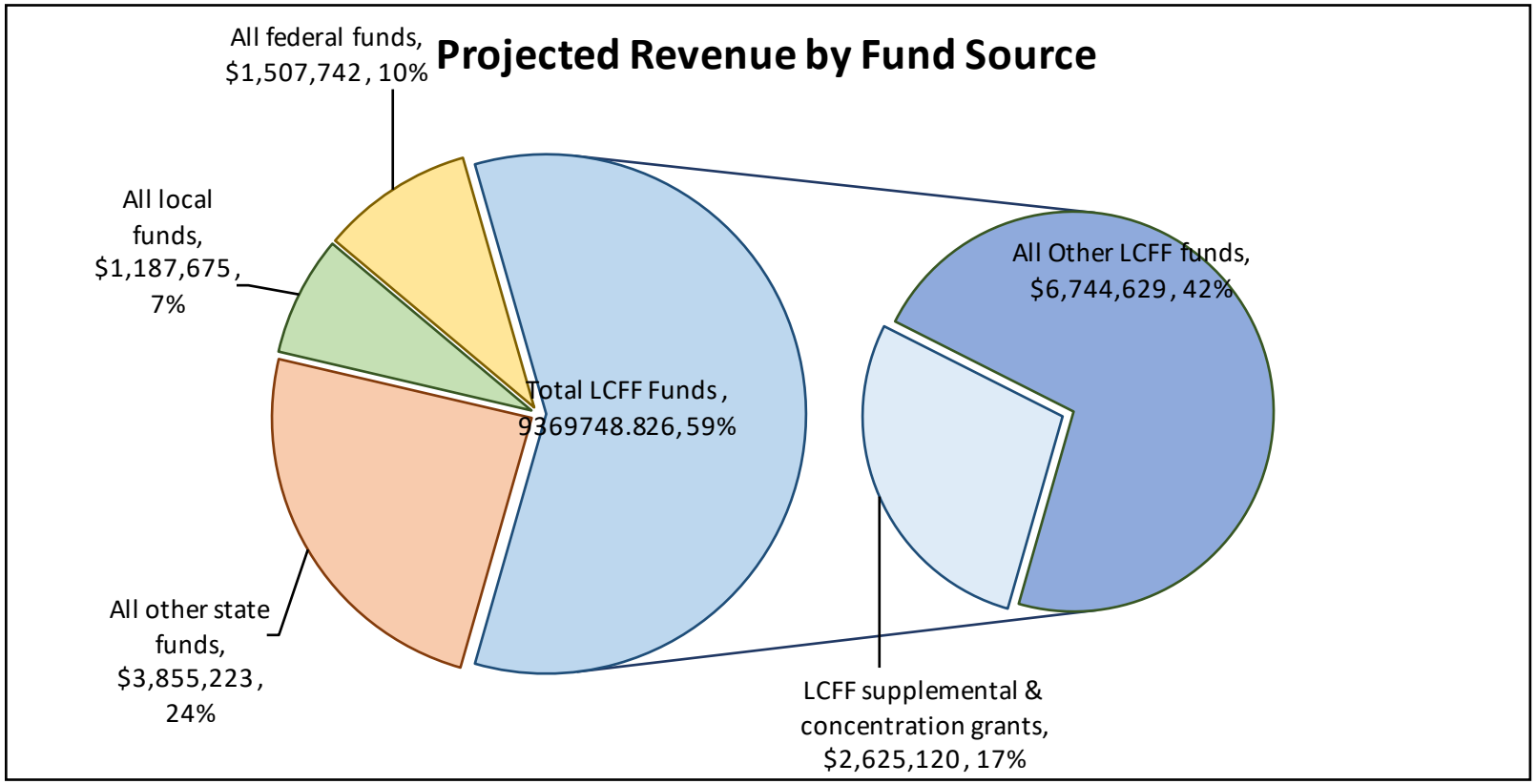
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy
CDS Code: 19-64733-6117667
School Year: 2026-27
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 2026-27 School Year

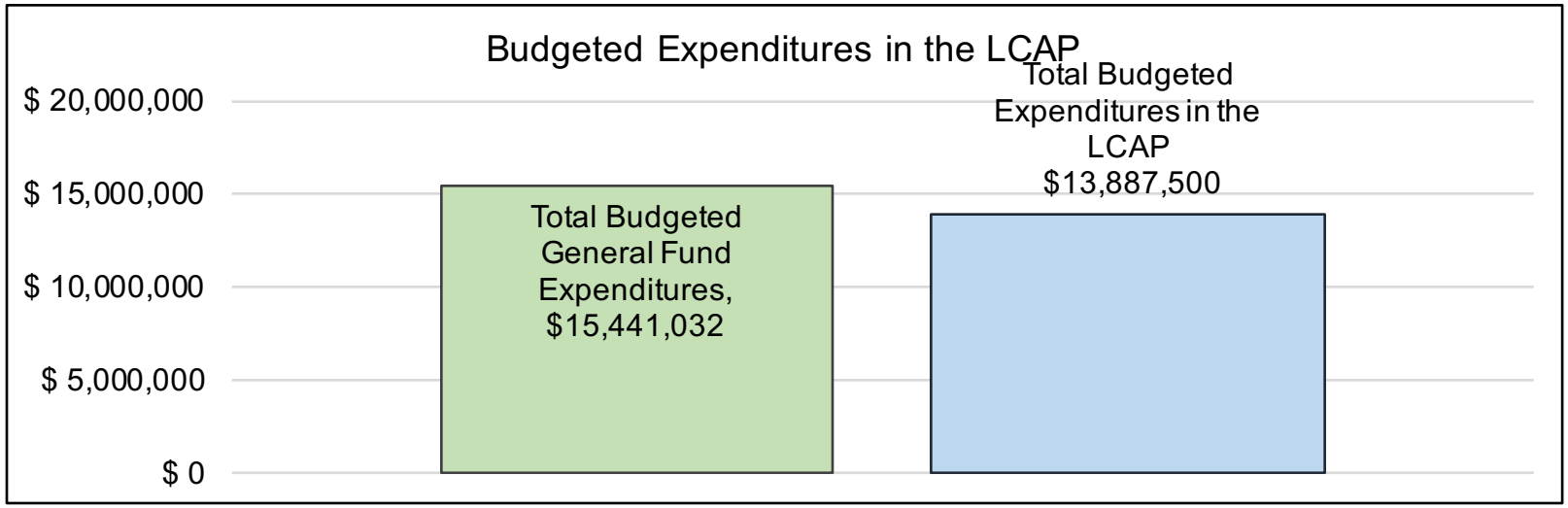


LCFF Budget Overview for Parents

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 $15,920,388.50, of which $9,369,748.83 is Local Control Funding Formula (LCFF), $3,855,222.71 is other state funds, $1,187,675.29 is local funds, and $1,507,741.67 is federal funds. Of the $9,369,748.83 in LCFF Funds, $2,625,120.28 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 2026-27. 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 $15,441,031.75 for the 2026-27 school year. Of that amount, $13,887,499.93 is tied to actions/services in the LCAP and $1,553,531.82 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

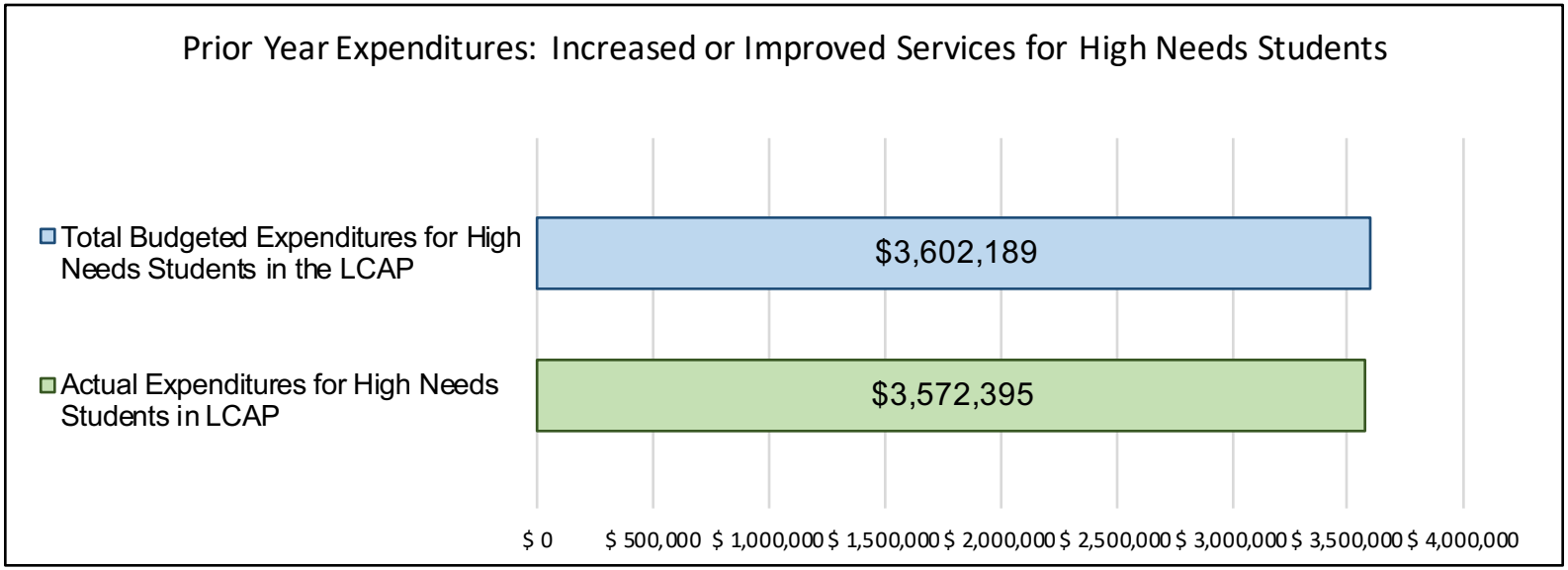
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, 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 2026-27 School Year

In 2026-27, Camino Nuevo Charter Academy is projecting it will receive $2,625,120.28 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 $3,617,717.83 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Camino Nuevo Charter Academy's LCAP budgeted $3,602,189.47 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy actually spent $3,572,395.39 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $29,794.08 had the following impact on Camino Nuevo Charter Academy's ability to increase or improve services for high needs students:

This difference did not have a meaningful impact on the planned actions and 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	Juliana Santos Principal	juliana.santos@caminonuevo.org 213-413-4245

Plan Summary 2026-2027

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 603 students in grades TK-8, of which 59.5% are English Learners (EL), and 12.9% are students with disabilities (SWD). 99.7% of our students are socioeconomically disadvantaged, and 4.8% 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 2025 California School Dashboard shows improvement in Chronic Absenteeism (Yellow), maintenance of progress in Suspension Rate (Yellow), some improvement in English Language Arts (Orange), larger growth in Mathematics (Yellow), and a small decline in English Learner Progress (Orange). All standards were met for Local Indicators, and parent and teacher climate survey results improved, while student survey results declined somewhat.

For Chronic Absenteeism, we achieved a 3.3% decrease schoolwide, bringing overall absenteeism down to 11%. Both this absenteeism rate and the rate of decrease outpaced the state average. There were no student groups in the Red performance category, but we did see a 6.4% increase in absenteeism for Long-Term English Learners (LTEL) to 16.7%; however, this rate was still lower than the state average for LTELs. English Learners (ELs) had a slightly higher absenteeism rate at 12.1%, while Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD) had slightly lower rates, at 10.9% and 10.1% respectively. Homeless students had the lowest absenteeism rate, at 6.9%--a remarkable achievement.

The schoolwide suspension rate declined by 0.2 points to 1.2%, less than half the state average. There were no student groups in the Red or Orange performance category. Suspension rates for Hispanic students, SED, and SWD, all paralleled the schoolwide rate. ELs had a suspension rate of 0.3%, a 0.5 point decline, and LTELs had a 0% suspension rate, a decline of 5.1 points. Homeless students maintained a 0% suspension rate.

In English Language Arts, overall performance increased by 1.6 points to -39.5 points below standard. LTELs and SWD were both classified in the Red performance level. LTEL performance declined by 15 points to -102.1 DFS, just above the state average. SWD declined by 4.3 points to -109.2 DFS, 20 points below the state average. Performance for Hispanic and SED students paralleled the schoolwide average. ELs saw faster growth, improving by 7.8 points to -48.7 DFS, more than 10 points above the state average. Homeless students performance declined but remained well above the state average at -25.5 DFS. CNCA's ELA growth was classified as "Average."

In Mathematics, overall performance increased by 5.9 points to -35 DFS, beating the state average. SWD were classified in the Red performance level due to a decline of 10.5 points and an average of -125 DFS. LTEL performance increased by 11.2 points to -95.3 DFS, more than 60 points above the state average. ELs overall increased 8.6 points to -43.8 DFS, more than 40 points above the state average. Performance for Hispanic and SED students paralleled the schoolwide results. Results for Homeless students declined to -21.8 DFS but remained more than 80 points above the state average. CNCA's Mathematics Growth was classified as "Accelerated," the second-highest tier.

English Learner Performance declined by 3.2 points to 45.6% making progress, just below the state average. This was due in part to significant declines in LTELs making progress; while our rate of 53.3% of LTELs making progress exceeds the state average, it was a 20.9 point decline from the previous year. Our rate of ELs who decreased at least one ELPI level, however, declined from the previous year; this progress led to growth in the percentage of students who maintained their ELPI level, but we did not see an increase in the percentage of students progressing at least one ELPI level.

Climate surveys showed mixed results. Teacher sense of safety and connectedness improved to 74%, and parent results held fairly steady with 86% feeling a sense of safety and 74% feeling a sense of connectedness to the school community. Student sense of belonging also stayed largely the same, with 70% of 3rd-5th grade students and 38% of 6th-8th grade students saying they feel they belong at school. Student sense of safety declined by 6 points for both grade bands, however, going down to 44% for 3rd through 5th grade and 50% for grades 6-8.

CNCA has $441,303 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. This funding will be used to support academic achievement for students as described in Goal 2, Action 2: High-Quality Teachers and School Leadership and Goal 3, Action 3: Instructional Leadership and Support Staffing. LREBG funds will be used to provide a full-time credentialed intervention teacher, teacher assistants in five classrooms, as well as partially funding two intervention teachers. 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.

In addition, $75,000 of LREBG funding will go towards Goal 1, Action 3: Student & Family Supports for a Strong Community in order to support our mental health program. This is an allowable use of funds that addresses barriers to learning by providing mental health services to address pupil trauma and social-emotional learning, as well as referrals for support for family or pupil needs.

CNCA is not planning to use any Student Support and Professional Development Discretionary Block Grant (SSPDBG) funds in the 26-27 school year.

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.

Parents expressed interest in adult classes; both these kinds of workshops and the staff who build partnerships with outside resources for our families continue to be funded as part of Goal 1, Action 3.

Parents also want the school to continue to put pressure on the city to follow through on commitments to the streetscape around the school. This is a priority for our operations team, funded through Goal 1, Action 1.

Parents also expressed that supporting reading is an important priority; funding for classroom libraries and enticing books for our readers is part of Goal 3, Action 1.

The combined SBC reviewed and approved a retention policy to help encourage attendance and positive school culture, supported by Goal 1, Action 3.

Families and teachers expressed appreciation for the SART approach to absenteeism, which continues to be supported through 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.

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)	94.45%	94%+	Increase of 1.45 points
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)	All: 11% EL: 12.1% LTEL: 16.7% SWD: 10.1%	5% or less	All: 6.2 point increase EL: 9.2 point increase LTEL: n/a, baseline data was not available SWD: 4.5 point increase
3	Middle School Dropout Rate	0% (2022-23)	0% (2023-24)	0% (2024-25)	0%	Maintained 0%
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)	All: 1.2% EL: 0.3% LTEL: 0% SWD: 1.1%	<1%	All: 0.2 point increase EL: 1.1 point decrease SWD: 2.2 point decrease
5	Expulsion Rate	0% (2022-23)	0% (2023-24)	0% (2024-25)	0%	Maintained 0%
6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)	Good (2023-24)	Good (2024-25)	Good or better	Maintained Good rating
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)	Grades 3-5: 44% Grades 6-8: 56% (Spring 2025, Panorama survey)	75%+	Grades 3-5: 6 point decrease Grades 6-8: maintained

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: 62% Grades 6-8: 33% (Spring 2025, Panorama survey)	Grades 3-5: 75%+ Grades 6-8: 50%+	Grades 3-5: 10 point decrease Grades 5-8: 4 point decrease
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	89% (Winter 2023)	86% (Winter 2024)	95% (Winter 2025)	90%+	6 point increase
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	75% (Winter 2023)	74% (Winter 2024)	92% (Winter 2025)	75%+	17 point increase
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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 0% dropout rate, helped maintain strong school attendance, improve our dropout rate, 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 attendance rate, reduced absenteeism rate, and lower suspension rate. While CNCA has not yet achieved the desired growth in survey responses about school safety and connectedness, we are continuing to invest in comprehensive approaches and critical supports for 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.

In response to feedback from our educational partners, we have worked to maintain critical programming, even as funding options have changed. For 2026-27, LREBG funds will help support Goal 1, Action 3, enabling our mental health program to address student absenteeism and belonging.

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 robust school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	$1,371,887.00	No
2	Safe and Compliant Facility	We will continue investments to maintain a safe and compliant facility, including rent, utilities,	$637,192.00	No

		housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.		
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 and registrar provide direct programming, stronger communication, social-emotional support and positive role models. Programs like mental health programming, 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 is partially supported with Title IV funds. LREBG funds will go towards supporting a mental health program. Extensive research demonstrates that unmet mental health needs in children and adolescents severely compromise cognitive development, undermine school engagement, and act as a primary driver of academic decline (Climie, n.d.). By integrating these services directly into the school environment, the program eliminates traditional cost and accessibility barriers, providing crucial early intervention during pivotal developmental years (Golberstein et al., 2023; Iachini et al., 2015). Empirical studies confirm that comprehensive school-based mental health initiatives yield significant dividends beyond psychological well-being, directly translating to improved academic performance, enhanced math achievement scores, and measurable reductions in chronic absenteeism, suspensions, and classroom disciplinary referrals (Cipriano & Maurice, 2024; Swanson, n.d.). Ultimately, this funding creates a supportive and stable school climate, clearing the emotional and behavioral obstacles that prevent students from successfully engaging with the curriculum and fulfilling their academic potential. Metrics being used to monitor this action: Metric 1.1, 1.2, 1.4, 1.7, and 1.8 LREBG Funds supporting this action: $75,000 in 2026-27	$1,320,603.00	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 (Spring 2025, determined by LAUSD Oversight Visit Report)	Met	Maintained Met status
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% (2025 Dashboard)	0%	Maintained 0%

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2024 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	History-Social Science and NGSS improved to a 4 rating; the other standards maintained a 5.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	Maintained 100%
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Teachers: 60% Staff: 68% Leaders: 83% (Spring 2023, Panorama Survey)	Teachers: 74% Staff: 57% Leaders: 100% (Spring 2024, Panorama Survey)	Teachers: 78% Staff: 57% Leaders: 92% (Spring 2025, Panorama Survey)	All 75%+	All: +18 points Staff: -11 points Leaders: +9 points
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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 CNCA was able to maintain its Standards Implementation 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 maintaining improved 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.

LREBG funds were used to support Goal 2, Action 2, ensuring that a full-time credentialed intervention teacher would be maintained.

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.	$47,764.00	No

		This action is partially supported with Title III and Title IV funds.		
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, as well as supporting teacher induction expenses. 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. LREBG funds will be used to invest in a full-time, credentialed intervention teacher. Extensive empirical research demonstrates that high-dosage, multi-tiered interventions—particularly when led by certified specialists rather than paraprofessionals—significantly accelerate learning recovery in both foundational literacy and mathematics (Gersten et al., 2020; National Center on Intensive Intervention, 2021). By continuously analyzing student data, a dedicated interventionist can identify specific learning gaps early and deliver systematic, small-group instruction tailored to diverse student needs, including those of English Learners and students with learning disabilities (Vaughn et al., 2012). This targeted approach addresses the primary barrier of instructional pacing, preventing struggling students from falling permanently behind their peers in general education classrooms. Metrics being used to monitor this action: Metrics 3.1, 3.2, 3.3, 3.4, 3.8, and 3.9 LREBG Funds supporting this action: $87,768.66 in the 26-27 school year	$3,309,892.84	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.

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)	All: -39.5 DFS EL: -48.7 DFS LTEL: -102.1 DFS SWD: -109.2 DFS (2025 Dashboard)	Meet or exceed state average	All: -4 points EL: +3.2 points SWD: -23.9 points
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 34.5% EL: 7.5% LTEL: 15.4% SWD: 16.1% (2022-23)	All: 37.2% EL: 16.3% LTEL: 8.8% SWD: 10.2% (2023-24)	All: 34.9% EL: 13.8% LTEL: 0% SWD: 8.8% (2024-25)	Meet or exceed state average	All: +0.4 points EL: +6.3 points LTEL: -15.4 points SWD: -7.3 points

3	CAASPP Performance in Math, measured by DFS	All: -47.1 DFS EL: -57.8 DFS SWD: -108 DFS (2022-23)	All: -40.9 DFS EL: -52.4 DFS LTEL: -106.5 DFS SWD: -114.5 DFS (2024 CA Dashboard)	All: -35.0 DFS EL: -43.8 DFS LTEL: -95.3 DFS SWD: -125.0 DFS (2025 CA Dashboard)	Meet or exceed state average	All: +12.1 points EL: +14 points SWD: -17 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 31% EL: 12.5% LTEL: 11.5% SWD: 12.9% (2022-23)	All: 33.3% EL: 14.7% LTEL: 11.8% SWD: 11.9% (2024 CAASPP Results)	All: 36.3% EL: 19.2% LTEL: 9.1% SWD: 8.8% (2025 CAASPP Results)	Meet or exceed state average	All: +5.3 points EL: +6.7 points LTEL: -2.4 points SWD: -4.1 points
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 19.8% EL: 2.4% LTEL: N/A SWD: 5.9% (2022-23)	All: 14.2% EL: 0% LTEL: N/A SWD: 5.3% (2024 CAST Results)	All: 19.0% EL: 2.3% LTEL: N/A SWD: 4.8% (2025 CAST Results)	Meet or exceed state average	All: +0.8 points EL: -0.1 points SWD: -1.1 points
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	52.5% (2023 Dashboard)	48.8% (2024 Dashboard)	46% (2025 Dashboard)	Meet or exceed state average	Decrease of 6.5 points
7	EL Reclassification Rate	9.7% (2022-23)	12.4% (2023-24)	10% (2024-25)	Meet or exceed state average	Increase of 0.3 points
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% (2023-24 i-Ready: % of students meeting growth expectations)	All: 56% EL: 51% SWD: 44% (2024-25 i-Ready: % of students meeting growth expectations)	55%+	All: -9 points EL: -11 points SWD: -26 points

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% (2023-24 i-Ready % of students meeting growth expectations)	All: 58% EL: 52% SWD: 55% (2024-25 i-Ready % of students meeting growth expectations)	55%+	All: -5 points EL: -6 points SWD: -5 points

Goal Analysis for 2025-2026

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.

These actions were generally effective, although progress lagged in certain areas.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing; contributed to improved student achievement on CAASPP in both ELA and mathematics, as well as progress overall and for ELs on CAST.

Action 4, the ELD Dual Language Program, supported the progress of ELs in CAASPP ELA and mathematics, as well as science. LTELs also saw strong growth in math, but declined slightly in ELA. Simultaneously, ELPI progress and EL reclassification rates also declined slightly.

Action 5, the Special Education Program, showed more mixed results. While the program was effective in ensuring all required services were provided, academic results for SWD declined across the board.

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.

Educational partners expressed support for continuing our current investments, particularly focusing on literacy and books for classroom libraries, supported through Action 1.

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.	$326,727.00	Yes
2	Professional Development	This includes investments in external professional development, coaching, and professional development support from HSO staff, as well as related PD expenses including food and materials. 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 and Title IV funds.	$1,465,793.00	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, intervention coordinator, campus aides, 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: $278,534.39 in the 26-27 school year	$1,351,033.89	Yes
4	ELD Dual Language Program	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	$283,981.68	Yes

		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. This action is partially supported by Title III funds.		
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.	$1,878,139.00	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.	$1,894,487.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,625,120.00	$305,505.00

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
38.92%	0.00%	$0.00	38.92%

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. For 24-25, EL chronic absenteeism declined by 2.5 points to 12.1%; however, LTEL absenteeism increased to 16.7%. 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. In 24-25, this continued, with 10.9% of SED students chronically absent vs 11% 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 24-25, it returned to 50%. For our middle school students, only 37% reported a sense of school belonging; this dropped to 33% in 24-25. 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	2022-23: 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	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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

3 Goal 3, Action 6	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 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 2023-24 - 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. 2024-25 - CAASPP ELA: 9.2 point difference by DFS; 21.1 point difference by % meets/exceeds - CAASPP Math: 8.8 point difference by DFS; 17.1 point difference by % meets/exceeds - CAST: 16.7 point difference in proficiency 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 and 24-25, 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	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 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.	

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	- 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		
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%. In 24-25, the ELPI rate declined slightly again, to 46%, and the EL reclassification rate dipped to 10%. While progress is being made in academic results, 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

2026-2027 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 %)
2026-2027	$6,744,629.00	$2,625,120.00	38.92%	0.00%	38.92%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,407,210.00	$4,896,587.00	$0.00	$583,703.41	$13,887,500.41	$7,907,019.89	$5,980,480.52

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	$312,735	$1,059,152	$1,084,306	$217,283	$0	$70,298	$1,371,887	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$312,222	$324,970	$637,192	$0	$0	$0	$637,192	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$257,527	$1,063,076	$362,906	$857,826	$0	$99,871	$1,320,603	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$47,764	$35,264	$0	$0	$12,500	$47,764	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$3,249,617	$60,276	$2,947,622	$87,769	$0	$274,502	$3,309,893	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$0	$326,727	$296,727	$30,000	$0	$0	$326,727	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$0	$1,465,793	$1,444,693	$0	$0	$21,100	$1,465,793	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$1,351,034	$0	$889,196	$396,380	$0	$65,458	$1,351,034	0.00%
3	4	ELD Dual Language Program	All, English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	ongoing	$200,474	$83,508	$244,007	$0	$0	$39,975	$283,982	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,679,997	$198,142	$85,108	$1,793,031	$0	$0	$1,878,139	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$543,414	$1,351,073	$380,189	$1,514,298	$0	$0	$1,894,487	0.00%

2026-2027 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
$6,744,629.00	$2,625,120.00	38.92%	0.00% - No Carryover	38.92%	$3,617,718.00	0.00%	53.64%	**Total:**	$3,617,718.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	$3,617,718.00

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	$362,906.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$296,727.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,444,693.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$889,196.00	0.00%
3	4	ELD Dual Language Program	Yes	Schoolwide	English learner (EL)	All Schools	$244,007.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$380,189.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$14,111,691.00	$13,330,165.00

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	$1,558,695.00	$1,282,437.00
1	2	Safe and Compliant Facility	No	$553,981.00	$513,882.00
1	3	Student & Family Supports for Strong Community	Yes	$1,454,714.00	$1,284,658.00
2	1	Standards-Aligned Instructional Materials	No	$67,655.00	$69,413.00
2	2	High-Quality Teachers and School Leadership	No	$3,227,217.00	$3,046,346.00
3	1	Differentiated Instructional Supports	Yes	$268,218.00	$268,534.00
3	2	Professional Development	Yes	$1,459,962.00	$1,418,336.00
3	3	Instructional Leadership and Support Staffing	Yes	$1,308,671.00	$1,290,583.00
3	4	ELD Dual Language Program	Yes	$306,344.00	$387,863.00
3	5	Special Education Program	No	$1,797,548.00	$1,611,527.00
3	6	Strong After-School Program	Yes	$2,108,686.00	$2,156,586.00

2025-2026 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)
$2,495,175.00	$3,602,189.00	$3,572,395.00	$29,794.00	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	$677,840.00	$490,810.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$168,218.00	$168,534.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,447,337.00	$1,357,994.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$960,773.00	$1,182,701.00	0.00%	0.00%
3	4	ELD Dual Language Program	Yes	$144,538.00	$184,102.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$188,254.00	0.00%	0.00%

2025-2026 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)
$6,409,464.00	$2,495,175.00	0.00%	38.93%	$3,572,395.00	0.00%	55.74%	$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:	$328,959.73	$31,000.00	$44,974.68	$20,600.00	$0.00	$87,871.00

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	$1,371,887.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$637,192.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$12,000.00	$0.00	$87,871.00	$1,320,603.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$5,000.00	$7,500.00	$0.00	$0.00	$47,764.00
2	2	High-Quality Teachers and School Leadership	$263,501.84	$11,000.00	$0.00	$0.00	$0.00	$0.00	$3,309,892.84
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$326,727.00

3	2	Professional Development	$0.00	$20,000.00	$0.00	$1,100.00	$0.00	$0.00	$1,465,793.00
3	3	Instructional Leadership and Support Staffing	$65,457.89	$0.00	$0.00	$0.00	$0.00	$0.00	$1,351,033.89
3	4	ELD Dual Language Program	$0.00	$0.00	$39,974.68	$0.00	$0.00	$0.00	$283,981.68
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,878,139.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,894,487.00

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.

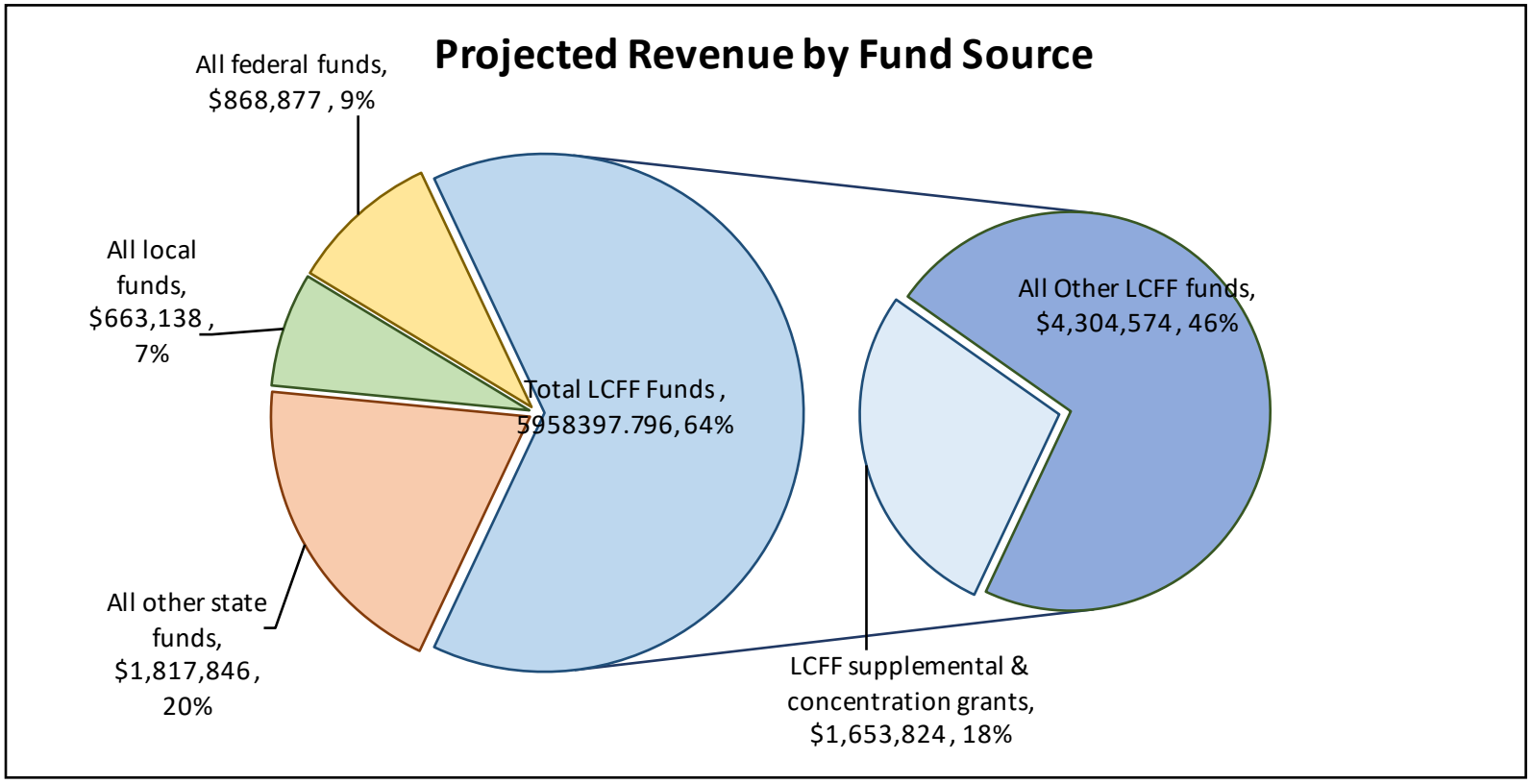
    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds 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

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4
CDS Code: 19-64733-0124826
School Year: 2026-27
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).

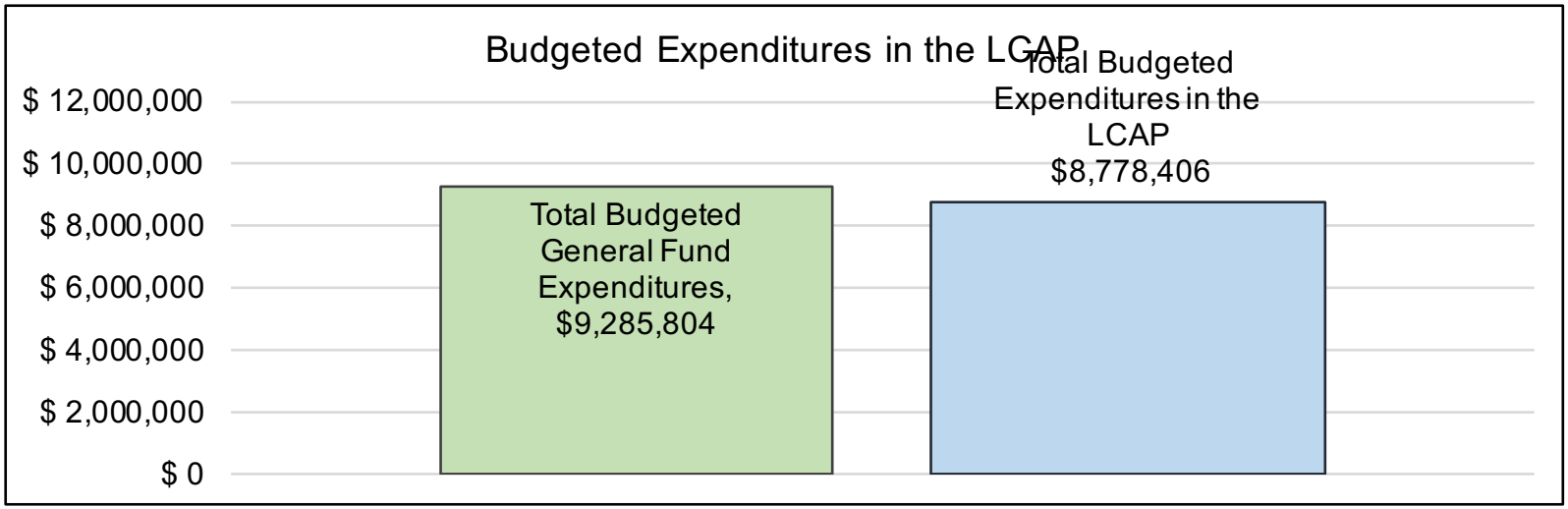
Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue Camino Nuevo Charter Academy #4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Camino Nuevo Charter Academy #4 is $9,308,259.39, of which $5,958,397.80 is Local Control Funding Formula (LCFF), $1,817,846.05 is other state funds, $663,138.50 is local funds, and $868,877.06 is federal funds. Of the $5,958,397.80 in LCFF Funds, $1,653,824.16 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

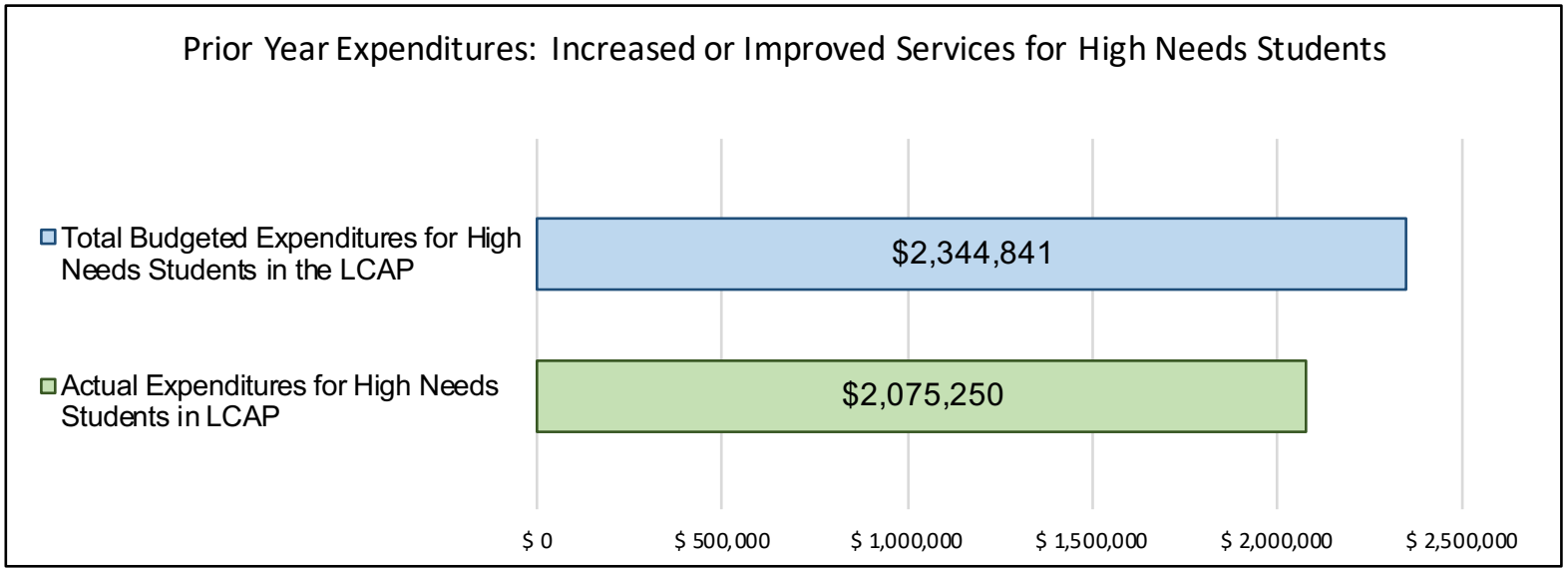
The text description of the above chart is as follows: Camino Nuevo Charter Academy #4 plans to spend $9,285,803.52 for the 2026-27 school year. Of that amount, $8,778,405.93 is tied to actions/services in the LCAP and $507,397.59 is not included in the LCAP. The budgeted expenditures that are not included 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 2026-27 School Year

In 2026-27, Camino Nuevo Charter Academy #4 is projecting it will receive $1,653,824.16 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 $2,115,846.03 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Camino Nuevo Charter Academy #4's LCAP budgeted $2,344,841.33 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #4 actually spent $2,075,249.89 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $269,591.44 had the following impact on Camino Nuevo Charter Academy #4's ability to increase or improve services for high needs students:

There was no significant difference in the actions and services for high needs students.

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 2026-2027

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 475 students in grades TK-8, of which 35.6% are English Learners (EL), and 16% are students with disabilities (SWD). 92.4% of our students are socioeconomically disadvantaged, and 8.2% are homeless.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

In acknowledgment of CNCA's commitment to the community schools model, the network was recently awarded $7.125 million in grant funds from the California Department of Education's Community Schools Partnership Program. This funding will further accelerate and formalize the community schools approach that allows CNCA to serve as a hub of transformation for historically marginalized communities.

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 2025 California School Dashboard shows a small increase in Chronic Absenteeism (Red) and Suspension Rate (Orange), a decline in English Learner Progress (Red), a small decline in English Language Arts (ELA) performance (Orange), and an increase in Mathematics performance (Yellow).

Chronic absenteeism increased by 0.7 points to 31.9%, well above the state average. Hispanic student absenteeism and socioeconomically disadvantaged (SED) student absenteeism closely matched this rate, at 31% and 32.9% respectively, and were classified in the Red Performance Level. Absenteeism for Homeless students improved, however, declining 15.5 points to 45% chronically absent. SWD absenteeism declined by 5.4 points to 31.5% absentee. Both were classified in the Orange Performance Level. EL absenteeism also improved by 6.3 points to 25.4%, in the Yellow Performance Level.

The schoolwide suspension rate increased by 0.3 points to 2.1%, less than the state average. SED students had the same suspension rate, up 0.1 points from the previous year. The rate for Hispanic students declined by 0.2 points to 1.6%. Both were in the Yellow Performance Level. The EL suspension rate increased by 0.8 points to 2.1%, and the rate for Homeless students increased 2.5 points from last year's 0% rate. Both were in the Orange Performance Level. The suspension rate for SWD increased by 5.4 points to 6.5%, putting it in the Red Performance Level.

Climate survey results remained largely unchanged for students, although student sense of belonging did improve from 56% to 61% for elementary students. Parent results improved more significantly, with 91% of parents satisfied with school safety and 93% feeling a sense of belonging. Teacher satisfaction also improved to 85%.

English Learner Progress declined 9.3 points to 34.4%. LTEL progress, however, improved by 27 points to 55.6%, above the state average. The EL reclassification rate improved to 14.7%.

ELA performance declined by 0.9 points to -55 Distance from Standard (DFS). EL performance saw a similar decline of 1.2 points to -86.7 DFS, in the Red Performance Level. Hispanic students declined by 0.5 points to -57.3 DFS, and SED students declined by 2.5 points to -58.2 DFS. SWD saw an increase of 10.5 points to -109.2 DFS. All three were in the Orange Performance Level. ELA growth was classified as "Moderate."

Mathematics performance increased by 4.8 points to -71.3 DFS. Hispanic student growth was slightly higher, increasing 5.5 points to -71.5 DFS; SED students increased by 3.5 points to -73.3 DFS. Both were in the Yellow Performance Level. EL performance was largely static, increasing 0.4 points to -88.8 DFS in the Orange Performance Level. SWD saw a 7.4 point decline to -131.1 DFS, classified in the Red Performance Level. Mathematics growth was classified as "Average."

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 $196,806.83 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. Funds will be spent to support Goal 1, Action 3; Goal 2, Action 1; 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 1, LREBG funds will be used to fund personalized intervention instruction through i-Ready; rigorous, high-quality curriculum; and robust classroom libraries. By blending diagnostic precision, top-tier instructional materials, and immediate print access, this multi-faceted investment uses research-based strategies to close achievement gaps.

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.

Student Support and Professional Development Block Grant (SSPDBG) funds will be used to support Goal 2, Action 2; Goal 3, Action 2; Goal 3, Action 3; and Goal 3, Action 5.

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 4'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, CNCA4 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 4 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.

Teachers appreciated the school's investment in new, more effective literacy curriculum, a continued priority in Goal 2, Action 1 and Goal 3, Action 1.

Teachers also valued the literacy coach and intervention teacher, investments in Goal 3, Action 3.

Students and families expressed appreciation for the school's sports programming and student special events, a continued investment as part of Goal 1, Action 3.

Parents and students also appreciated the instructional approaches of their teachers, supported by Goal 2, Action 2 and Goal 3, Action 2.

Students also expressed gratitude for the campus aides, a continued investment in Goal 1, Action 3.

Students and families also emphasized the impact of elective programming, a continued priority in Goal 2, 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 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)	88.6% (2024-25)	95%	+0.04 points
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)	All: 31.9% Hispanic: 31.0% EL: 25.4% LTEL: 11.5% SWD: 31.5% SED: 32.9% Homeless: 45.0% (2025 Dashboard)	At or below state average	All: -11.5 points Hispanic: -12.2 points EL: -17.8 points SWD: -16.1 points SED: -10.9 points Homeless: -6.3 points
3	Middle School Dropout Rate	0% (2022-23)	0% (2023-24)	0% (2024-25)	0%	Maintained 0%
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)	All: 2.1% EL: 2.1% LTEL: 3.2% SWD: 6.5% Homeless: 2.5% Hispanic: 1.4% SED: 1.4% (2025 Dashboard)	<1%	All: -1 points EL: -0.8 points SWD: +5.6 points Homeless: -2.6 points Hispanic: -2 points SED: -1.7 points
5	Expulsion Rate	0% (2022-23)	0% (2023-24)	0% (2024-25)	0%	Maintained 0%
6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)	Good (2023-24)	Good (2024-25)	Good or better	Maintained Good rating

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)	3-5: 49% 6-8: 59% (Spring 2025, Panorama survey)	75%+	Grades 3-5: +2 points Grades 6-8: +8 points
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)	3-5: 61% 6-8: 36% (Spring 2025, Panorama survey)	Grades 3-5: 75%+ Grades 6-8: 50%+	3-5: -6 points 6-8: -2 points
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	75% (Winter 2023)	79% (Winter 2024)	91% (Winter 2025)	75%+	+16 points
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	73% (Winter 2023)	76% (Winter 2024)	93% (Winter 2025)	75%+	+20 points

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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 somewhat effective in making progress toward our goal. Action 1, Effective Operations Management, has allowed us to maintain a 0% dropout rate 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 shown inconsistent progress in supporting our attendance rate, chronic absenteeism, and suspension rate, none of which improved this year. CNCA4 did see increases in climate survey results, however, with parents significantly more satisfied with safety and belonging, paired with a smaller increase for students. While CNCA4 has not yet achieved the desired improvement in attendance and absenteeism, we are continuing to invest in comprehensive approaches and critical supports for 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.

There are currently no significant changes planned; however, school leadership is exploring additional strategic investments to support this goal.

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.	$626,010.00	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.	$542,543.00	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, registrar, 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, SWD, and SED students for Chronic Absenteeism on the 2023 Dashboard. This action is partly supported through Title IV funds. 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.	$353,897.00	Yes

		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: $105,218.63		

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 (Spring 2025, determined by LAUSD Oversight Visit Report)	Met	Maintained Met status
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% (2025 Dashboard)	0%	Maintained 0%

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2024 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	History-Social Science and NGSS improved to a 4 rating; the other standards maintained a 5.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	Maintained 100%
5	Teacher Climate Survey: Sense of Safety and School Connectedness (measured by "School Climate" section of Panorama Survey)	Staff: 43% Teachers: 30% (Spring 2023)	Staff: 55% Teachers: 79% (Spring 2024)	Teachers: 85% Staff: 69% (Spring 2025)	60%+	Teachers: +55 points Staff: +26 points
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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 CNCA was able to maintain its Standards Implementation 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 maintaining improved teacher and staff 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 currently no significant changes planned; however, school leadership is exploring additional strategic investments to support this goal.

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.	$0.00	No

		This action is partly supported through Title IV funds. LREBG funds will be used to fund i-Ready software, high-quality curriculum, and books for classroom libraries. Large-scale, Every Student Succeeds Act (ESSA)-aligned efficacy studies demonstrate that utilizing i-Ready's personalized instruction as intended leads to roughly 40% greater academic growth in reading and mathematics, particularly for striving learners, by leveraging computer-assisted adaptive logic to pinpoint and remediate micro-skill deficits (Curriculum Associates, 2026). However, because digital intervention is most effective when paired with best-practice classroom instruction, pairing this software with a rigorous, high-quality core curriculum ensures that daily tier-one teaching remains standards-aligned, coherent, and equitable across all grade levels (Johns, 2024). Finally, investing in physical books to build robust classroom libraries directly addresses the resource barriers that fuel the "word gap," dramatically increasing daily independent reading volume, cultivating text-rich environments, and accelerating vocabulary acquisition and reading fluency (Krashen, 2004; Wright, 2019). Metrics being used to monitor this action: 2.3 and 3.1-3.5, 3.8, and 3.9 LREBG Funds supporting this action: $33,841.25 in the 26-27 school year		
2	High-Quality Teachers and School Leadership	Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and the CAO Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core classroom teachers and the school principal. This action is partially funded by Student Support and Professional Development Discretionary Block Grant (SSPDBG), Title I, Title II, and Title IV funds.	$2,482,357.98	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.

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)	All: -55.0 DFS Hispanic: -57.3 DFS EL: -86.7 DFS LTEL: -98.0 DFS SWD: -109.2 DFS SED: -58.2 DFS Homeless: -125.5 DFS (2025 Dashboard)	At or above state average	All: -1.3 points Hispanic: -0.2 points EL: -5.2 points SWD: +1 point SED: -4 points Homeless: -7.9 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)	All: 28.6% EL: 5.4% LTEL: 4.6% SWD: 11.3% (2024-25)	Meet or exceed state average	All: -2.1 points EL: +1.4 points LTEL: -1 point SWD: +2.4 points

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)	All: -71.3 DFS Hispanic: -71.5 DFS EL: -88.8 DFS LTEL: -132.0 DFS SWD: -131.1 DFS SED: -73.3 DFS Homeless: -140.5 DFS (2025 Dashboard)	Meet or exceed state standard	All: +14.1 points Hispanic: +15.7 points EL: +9.6 points SWD: +3.7 points SED: +13.4 points Homeless: +3 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 17.4% EL: 7.6% LTEL: 0% SWD: 7.5% (2022-23)	All: 18.47% EL: 6.03% LTEL: 6.67% SWD: 3.28% (2023-24)	All: 21.4% EL: 8.2% LTEL: 0.0% SWD: 7.6% (2024-25)	Meet or exceed state average	All: +4 points EL: +0.7 points LTEL: no change SWD: +0.1 points
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)	All: 14.2% EL: 0.0% LTEL: N/A SWD: 6.7% (2024-25)	Meet or exceed state average	All: -3.7 points EL: -3 points SWD: -4.9 points
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	49% (2023 Dashboard)	43.6% (2024 Dashboard)	34.4% (2025 Dashboard)	Meet or exceed state average	-14.6 points
7	EL Reclassification Rate	11.3% (2022-23)	10.9% (2023-24)	14.7% (2024-25)	Meet or exceed state average	+3.4 points
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)	All: 56% EL: 57% SWD: 56% (2024-25 i-Ready: % of students meeting growth expectations)	55%+	All: +5 points EL: +10 points SWD: +18 points

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)	All: 57% EL: 60% SWD: 43% (2024-25 i-Ready % of students meeting growth expectations)	55%+	All: +12 points EL: +15 points SWD: +8 points

Goal Analysis for 2025-2026

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.

These actions were generally effective, although progress lagged in certain areas.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing; contributed to improved overall student achievement on CAASPP in mathematics and maintained progress in ELA.

Action 4, the ELD Dual Language Program, supported the progress of ELs in CAASPP mathematics. While ELPI progress declined to 34.4%, EL reclassification rates improved to 14.7%.

Action 5, the Special Education Program, showed solid results. The program was both effective in ensuring all required services were provided, and academic results for SWD improved in ELA, mathematics, and science.

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.

There are currently no significant changes planned; however, school leadership is exploring additional strategic investments to support this goal.

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: $12,971.91	$175,864.00	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 SSPDBG and Title III 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.	$914,297.00	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	$690,495.00	Yes

		CAASPP performance on the 2023 Dashboard. This action is partially supported through SSPDBG funds. 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. Metrics being used to monitor this action: Metrics 3.1 - 3.9 LREBG funds supporting this action: $44,775.04		
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 and a Director of Biliteracy. 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. This action is partially supported by Title III funds.	$25,807.78	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. This action is partially supported through SSPDBG funds.	$1,671,601.00	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.	$1,222,062.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,653,824.00	$198,459.00

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
38.42%	0.00%	$0.00	38.42%

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. 2024-25 Chronic absenteeism for ELs improved to 25.4%, below the schoolwide rate of 31.9%. SED absenteeism grew to 32.9%, higher than the schoolwide rate.	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	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.

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 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.

2024-25
- CAASPP ELA Performance: EL and LTEL performance remained well below schoolwide performance; SED performance declined slightly.
- CAASPP Math Performance: EL and LTEL

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.

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	performance remained well below schoolwide achievement; LTEL performance declined. SED performance improved, but more slowly than the overall rate.		

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. 2024-25 ELPI decreased to 34.4%, while the EL reclassification rate improved to 14.7%.	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 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

2026-2027 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 %)
2026-2027	$4,304,574.00	$1,653,824.00	38.42%	0.00%	38.42%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$5,188,924.00	$3,178,447.00	$0.00	$337,563.76	$8,704,934.76	$5,147,825.00	$3,557,109.76

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	$103,552	$522,458	$593,479	$0	$0	$32,531	$626,010	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$164,384	$378,159	$542,543	$0	$0	$0	$542,543	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$208,873	$145,024	$191,453	$128,430	$0	$34,014	$353,897	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$2,423,766	$58,592	$1,935,524	$298,699	$0	$248,135	$2,482,358	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$175,864	$130,716	$42,972	$0	$2,176	$175,864	0.00%
3	2	Professional Development	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	$0	$914,297	$908,897	$2,500	$0	$2,900	$914,297	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$690,495	$0	$595,936	$94,559	$0	$0	$690,495	0.00%
3	4	ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$17,808	$8,000	$8,000	$0	$0	$17,808	$25,808	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$1,234,367	$437,234	$1,532	$1,670,069	$0	$0	$1,671,601	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$304,580	$917,482	$280,844	$941,218	$0	$0	$1,222,062	0.00%

2026-2027 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
$4,304,574.00	$1,653,824.00	38.42%	0.00% - No Carryover	38.42%	$2,115,846.00	0.00%	49.15%	**Total:**	$2,115,846.00
								LEA-wide Total:	
								Limited Total:	$8,000.00
								Schoolwide Total:	$2,107,846.00

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	$191,453.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$130,716.00	0.00%
3	2	Professional Development	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$908,897.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$595,936.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$8,000.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$280,844.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$9,098,169.00	$8,708,628.00

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	$707,003.00	$831,520.00
1	2	Safe and Compliant Facility	No	$325,106.00	$282,594.00
1	3	Student & Family Supports for Strong Community	Yes	$404,348.00	$350,679.00
2	1	Standards-Aligned Instructional Materials	No	$42,933.00	$64,755.00
2	2	High-Quality Teachers and School Leadership	No	$2,392,495.00	$2,514,045.00
3	1	Differentiated Instructional Supports	Yes	$193,116.00	$155,060.00
3	2	Professional Development	Yes	$1,021,654.00	$915,270.00
3	3	Instructional Leadership and Support Staffing	Yes	$941,547.00	$707,464.00
3	4	ELD Program	Yes	$21,390.00	$37,825.00
3	5	Special Education Program	No	$1,743,356.00	$1,592,740.00
3	6	Strong After-School Program	Yes	$1,305,221.00	$1,256,676.00

2025-2026 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)
$1,706,284.00	$2,344,841.00	$2,075,249.00	$269,592.00	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	$278,950.00	$275,865.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$84,016.00	$83,738.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,002,279.00	$904,286.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$756,870.00	$604,228.00	0.00%	0.00%
3	4	ELD Program	Yes	$19,243.00	$14,607.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$192,525.00	0.00%	0.00%

2025-2026 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)
$4,420,645.00	$1,706,284.00	0.00%	38.60%	$2,075,249.00	0.00%	46.94%	$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:	$213,699.98	$28,375.00	$20,707.78	$11,736.00	$0.00	$30,514.00

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	$626,010.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$542,543.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$3,500.00	$0.00	$30,514.00	$353,897.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2	High-Quality Teachers and School Leadership	$211,523.98	$28,375.00	$0.00	$8,236.00	$0.00	$0.00	$2,482,357.98
3	1	Differentiated Instructional Supports	$2,176.00	$0.00	$0.00	$0.00	$0.00	$0.00	$175,864.00

3	2	Professional Development	$0.00	$0.00	$2,900.00	$0.00	$0.00	$0.00	$914,297.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$690,495.00
3	4	ELD Program	$0.00	$0.00	$17,807.78		$0.00	$0.00	$25,807.78
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,671,601.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,222,062.00

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

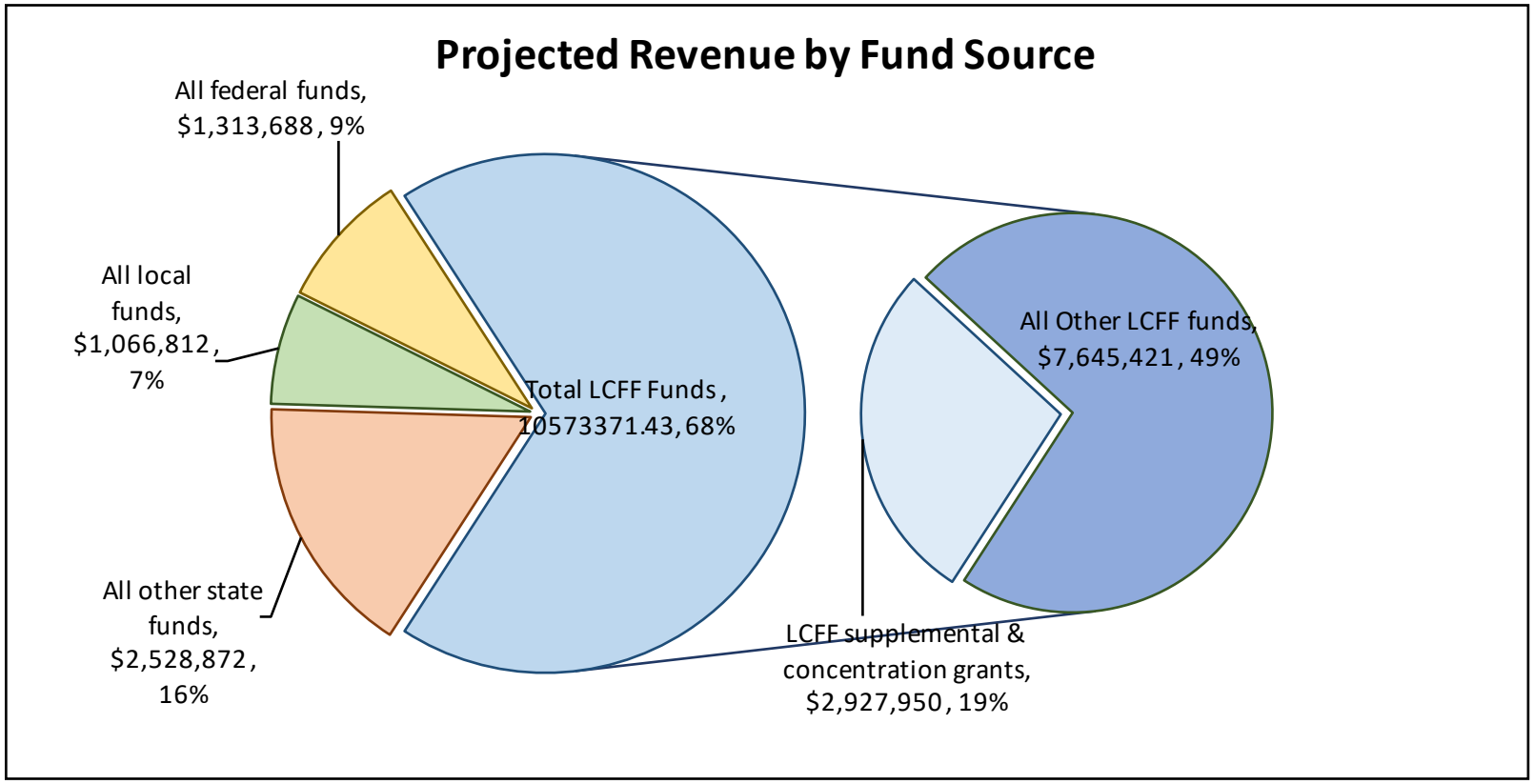
CDS Code: 19-64733-0122861

School Year: 2026-27

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 2026-27 School Year



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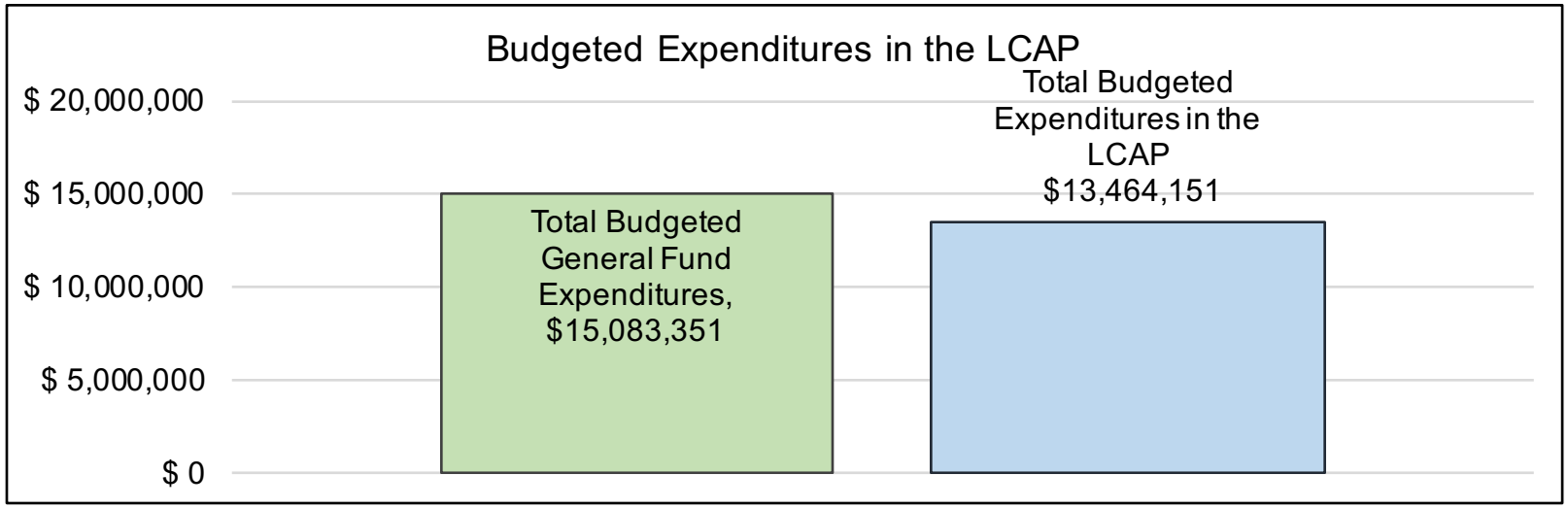
LCFF Budget Overview for Parents

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 $15,482,744.08, of which $10,573,371.43 is Local Control Funding Formula (LCFF), $2,528,872.37 is other state funds, $1,066,812.40 is local funds, and $1,313,687.88 is federal funds. Of the $10,573,371.43 in LCFF Funds, $2,927,950.24 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 #2 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Camino Nuevo Charter Academy #2 plans to spend $15,083,350.79 for the 2026-27 school year. Of that amount, $13,464,151.30 is tied to actions/services in the LCAP and $1,619,199.49 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

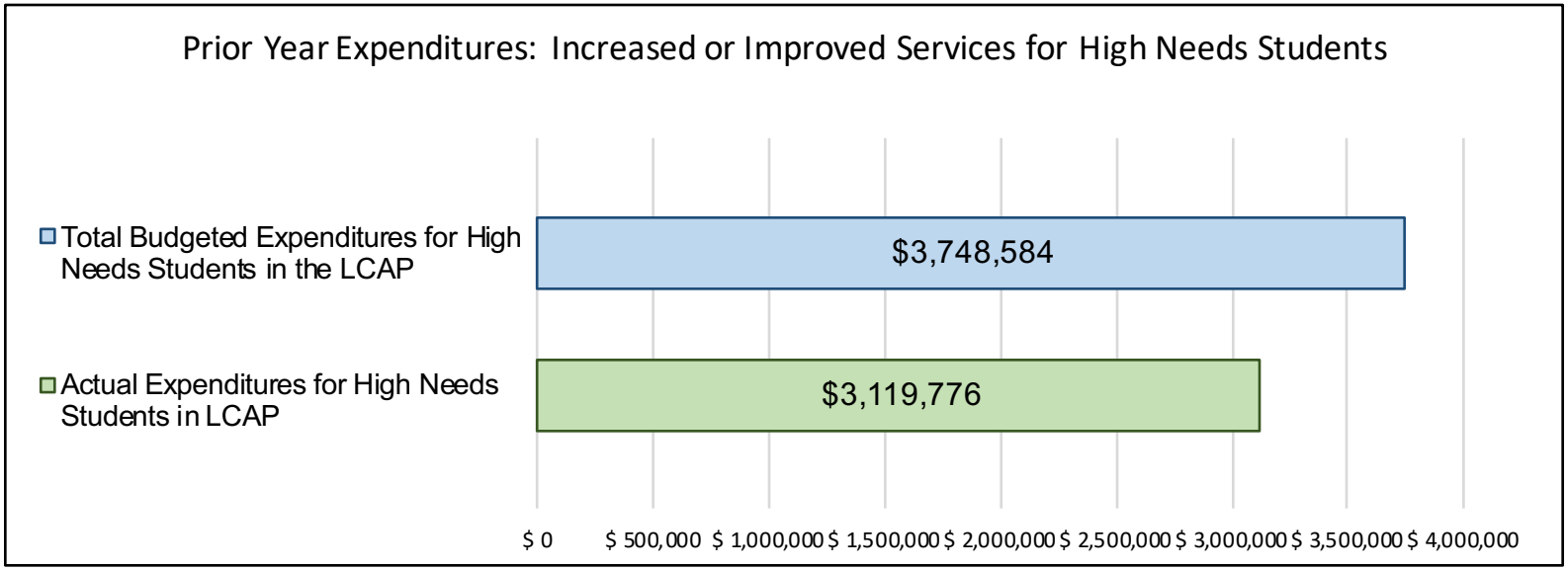
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary 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 2026-27 School Year

In 2026-27, Camino Nuevo Charter Academy #2 is projecting it will receive $2,927,950.24 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 $3,291,681.18 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 2025-26



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 2025-26, Camino Nuevo Charter Academy #2's LCAP budgeted $3,748,584.25 for planned actions to increase or improve services for high needs students. Camino Nuevo Charter Academy #2 actually spent $3,119,775.66 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $628,808.59 had the following impact on Camino Nuevo Charter Academy #2's ability to increase or improve services for high needs students:

This difference did not significantly impact the actions and services provided to high needs students.

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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 2026-2027

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 711 students in grades TK-8, of which 46.4% are English Learners (EL), and 17.3% are students with disabilities (SWD). 94.8% of our students are socioeconomically disadvantaged, and 1.5% 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 2025 California School Dashboard shows a small increase in Chronic Absenteeism (Red), improvement in Suspension Rate (Green), a decline in English Learner Progress (Orange), strong progress in English Language Arts (Yellow), and more limited progress in Mathematics (Orange).

Absenteeism increased by 0.4 points to 27.7% chronically absentee school-wide, above the state average. Hispanic student performance paralleled the schoolwide rate, with 27.2% of students chronically absent, classified in the Red Performance Level. SED student absenteeism was similar at 27.3%, classified in the Orange Performance Level, as were Students with Disabilities (SWD) at 32.1%. All three groups declined less than 1 full point. English Learner absenteeism declined a more substantial 3.6 points to 29.7% absentee. Long-Term English Learners (LTELs) had a lower absenteeism rate of 18.4%, showing a 0.6 point decline. Both groups were in the Yellow Performance Level. All subgroups had higher absenteeism rates than the state average except for LTELs.

The schoolwide suspension rate declined by 0.3 points to 1.8%, remaining below the state average. The EL suspension rate declined by 0.5 points to 1.2% and was classified Green, as was the Hispanic student suspension rate, which paralleled the schoolwide rate. The SED student suspension rate was also 1.8%, a decline of 0.2 points, in the Yellow Performance Level. The suspension rate increased for SWD by 1.8 points to 3.8%, below the state average but in the Orange Performance Level. LTELs also saw an increase of 0.9 points to 7.7%, classified in the Red Performance Level.

Climate survey results for students remained largely static, with 46% of elementary students and 55% of middle school students saying they feel safe at school, and 46% of elementary students and 32% of middle school students saying they feel a sense of belonging at school. Family satisfaction improved, however, with 90% of parents satisfied with school safety and 85% feeling a sense of belonging.

English Learner Progress declined by 7.3 points to 41.3% making progress; however, progress for LTELs improved dramatically, increasing by 19.2 points to 69.2% making progress. The EL reclassification rate also declined to 11.2%.

English Language Arts (ELA) achievement increased by 17 points to -52.6 Distance From Standard (DFS). Performance for Hispanic and SED students closely paralleled the schoolwide performance. EL performance increased by 20.2 points to -76.7 DFS, and LTEL performance saw an even more dramatic increase of 35.5 points to -90.4 DFS, above the state average. Both were classified in the Orange Performance Level. SWD also saw strong growth, improving by 22.7 points to -106.6 DFS. CNCA2's ELA growth was classified as "Accelerated," the second highest tier.

Mathematics performance increased by 2.9 points to -90.9 DFS, below the state average. Hispanic students increased by 3.5 points to -91.9 DFS, achieving the Yellow Performance Level. SED students increased by 1.9 points to -90.9 DFS, in the Orange Performance Level. SWD performance increased by 2.9 points to -143.4 DFS, in the Red Performance Level. EL performance remained fairly static at -105.5 DFS, also Red. LTELs saw a dramatic 51.2 point increase to -139.2 DFS, above the state average and in the Orange Performance Level. CNCA2's Math growth was classified as "Average."

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 $397,236.88 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. Funds will be spent in part towards Goal 1, Action 3, 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.

LREBG funds will also provide additional support for academic success through Goal 2, Action 2 and Goal 3, Action 3. These funds support a full-time literacy coach, additional TAs and 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. Extensive empirical research demonstrates that teacher training and targeted professional development explain the largest variance in student reading achievement, which a literacy coach can provide. Research has also 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.

CNCA2 is also using Student Support and Professional Development Block Grant (SSPDBG) funds to help support Goal 2, Action 1 and Goal 3, Action 4.

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 2'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 2 now uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document. In addition to input at meetings throughout the year where progress on metrics were discussed, the final draft of the LCAP was presented at a public meeting of the SBC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors. 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 2 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.

Parents suggested that the school develop a plan to engage parents in more volunteer opportunities, including morning valet, classroom support, classroom projects, etc. These efforts are supported through Goal 1, Action 3.

Students expressed appreciation for the support staff beyond the classroom, including therapists and campus aides. These priorities continue to be funded as part of Goal 1, Action 3.

Parents and students emphasized the importance of classroom teachers and support for their work, a focus of Goal 2, Action 2.

Teachers emphasized the importance of professional development and instructional coaching, a continued focus of Goal 3, Action 2.

Teachers and parents expressed appreciation for an increased emphasis on Ethnic Studies and cultural awareness, a continued area of focus in Goal 2, Action 1 and 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)	92.4% (24-25)	94%	Increase of 3.4 points
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% (2023 Dashboard)	All: 27.4% SED: 28% EL: 33.3% LTEL: 19% SWD: 32.9% Homeless: 36% Hispanic: 27.5% 2+ Races: n/a (2024 Dashboard)	All: 27.7% SED: 27.3% Hispanic: 27.2% EL: 29.7% LTEL: 18.4% SWD: 32.1% Homeless: N/A Hispanic: 27.2% 2+ Races: N/A (2025 Dashboard)	At or below state average	All: -9.3 points SED: -10 points EL: -15.2 points SWD: -11.8 points Hispanic: -19 points
3	Middle School Dropout Rate	1.65% (22-23)	0.41% (23-24)	0% (24-25)	0%	Decrease of 1.65 points
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)	All: 1.8% EL: 1.2% LTEL: 7.7% SWD: 3.8% Homeless: N/A Hispanic: 1.8% Two or More Races: N/A (2025 Dashboard)	<1%	All: +1.2 points EL: +0.6 points SWD: +2.4 points Hispanic: +1.8 points
5	Expulsion Rate	0% (22-23)	0% (23-24)	0% (24-25)	<1%	Maintained 0%
6	Facility Inspection Toolkit (FIT) Score	Good (2022-23)	Good (2023-24)	Good (2024-25)	Good or better	Maintained Good rating

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)	3-5: 46% 6-8: 55% (Spring 2025, Panorama survey)	75%+	Grades 3-5: -7 points Grades 6-8: -1 point
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)	3-5: 46% 6-8: 32% (Spring 2025, Panorama survey)	Grades 3-5: 75%+ Grades 6-8: 50%+	3-5: -15 points 6-8: +6 points
9	Family Climate Survey: School Safety (measured by "School Climate" section of Panorama survey)	77% (Winter 2023)	79% (Winter 2024)	90% (Winter 2025)	80%+	+13 points
10	Family Climate Survey: Sense of School Connectedness (measured by "Family Engagement" section of Panorama survey)	75% (Winter 2023)	77% (Winter 2024)	85% (Winter 2025)	75%+	+10 points

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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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.

The actions for this goal were fairly effective in making progress towards our goal, although significant gaps remain.

Action 1, Effective Operations Management, has allowed CNCA2 to maintain a 0% dropout rate, as well as maintain improvement in attendance and absenteeism and sustain parent engagement.

Action 2, Safe and Compliant Facility, has allowed us to maintain a "Good" FIT score and supported the increased sense of safety from parents and middle school students.

Action 3, Student & Family Supports for Strong Community, has been the primary driver of our improvements in attendance, absenteeism, and suspension rate. Student climate survey results are a continued challenge, as is the rate of improvement for absenteeism, but our educational partners agree that sustaining our comprehensive approach best meets the needs of our community.

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 planned.

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.	$1,096,663.00	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.	$354,263.00	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 provide direct programming, 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 for Hispanic students for Chronic Absenteeism on the 2023 Dashboard. This action is partially supported by Title IV funds. 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	$473,279.00	Yes

		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: $146,527.22		

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 (Spring 2025, determined by LAUSD Oversight Visit Report)	Met	Maintained Met status
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% (2025 Dashboard)	0%	Maintained 0%

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2023 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2024 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	History-Social Science and NGSS improved to a 4 rating; the other standards maintained a 5.
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	Maintained 100%
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)	Teachers: 54% Staff: 78% Leaders: 50% (Spring 2025, Panorama Survey)	75%+	Teachers: -3 points Staff: +28 points
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 (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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 maintain its Standards Implementation 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 maintaining improved 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.

SSPDBG funds will be used to support Action 1, and LREBG funds will be used to support Action 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. This action is partially supported by Student Support and Professional Development Discretionary Block Grant (SSPDBG) and Title IV funds.	$106,628.00	No

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. LREBG funds will be used to invest in a full-time literacy coach. Extensive empirical research demonstrates that teacher training and targeted professional development explain the largest variance in student reading achievement, even when controlling for socioeconomic factors (Al Otaiba et al., 2008). Rather than removing students from the room, an instructional coach works directly with teachers—collaborating on data analysis, modeling lessons, and structuring explicit classroom interventions (Al Otaiba et al., 2008; White-Wallace, n.d.). This directly targets foundational "instructional barriers," providing teachers with the specialized expertise needed to implement heavy-duty, evidence-based methods like the Science of Reading (Brieske-Ulenski & Kelley, 2021). Furthermore, robust implementation of a literacy coaching model has been shown to significantly accelerate first- through third-grade reading achievement growth and elevate student writing gains (Ferguson, n.d.; O'Neil-Brown, 2018). By elevating teacher self-efficacy and ensuring consistent, data-driven reading instruction, a dedicated literacy coach stabilizes early intervention efforts and drives long-term academic progress across all developmental benchmarks from transitional kindergarten through middle school. Metrics being used to monitor this action: Metrics 3.1, 3.2, 3.3, 3.4, 3.8, and 3.9 LREBG Funds supporting this action: $90,920.56 in the 26-27 school year This action is partially funded with Title I, Title II, and Title IV funding.	$3,745,061.59	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.

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)	All: -52.6 DFS EL: -76.7 DFS LTEL: -90.4 DFS SWD: -106.6 DFS Hispanic: -53.3 DFS (2025 Dashboard)	Meet or exceed state standard	All: -1.7 points EL: +5.8 points SWD: +2.8 points Hispanic: +5.5 points
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 28.7% EL: 4.1% LTEL: 2.4% SWD: 8.8% (2022-23)	All: 22.1% EL: 1.8% LTEL: 0% SWD: 4.4% (2023-24)	All: 29.3% EL: 7.3% LTEL: 3.9% SWD: 8.1% (2024-25)	Meet or exceed state standard	All: +0.6 points EL: +3.2 points LTEL: +1.5 points SWD: -0.7 points

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)	All: -90.9 DFS EL: -105.5 DFS LTEL: -139.2 DFS SWD: -143.4 DFS Hispanic: -91.9 DFS (2025 Dashboard)	Meet or exceed state average	All: -1.1 points EL: -2.9 points SWD: +4 points Hispanic: +3.1 points
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 15% EL: 3% LTEL: 0% SWD: 5% (2022-23)	All: 15.61% EL: 9.09% LTEL: 0% SWD: 6.52% (2023-24)	All: 18.0% EL: 10.3% LTEL: 0.0% SWD: 7.0% (2024-25)	Meet or exceed state average	All: +3 points EL: +7.3 points LTEL: no change SWD: +2 points
5	Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard	All: 14.7% EL: 3.0% LTEL: N/A SWD: 4.8% (2022-23)	All: 12.34% EL: 2.17% LTEL: N/A SWD: 5.88% (2023-24)	All: 14.9% EL: 2.2% LTEL: N/A SWD: 0.0% (2024-25)	Meet or exceed state average	All: +0.2 points EL: -0.8 points SWD: -4.8 points
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	50.2% (2023 Dashboard)	46.8% (2024 Dashboard)	41.3% (2025 Dashboard)	Meet or exceed state average	-8.9 points
7	EL Reclassification Rate	18.4% (2022-23)	14.5% (2023-24)	11.2% (2024-25)	Meet or exceed state average	-7.2 points
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)	All: 53% EL: 47% SWD: 41% (2024-25 i-Ready: % of students meeting growth expectations)	55%+ meeting growth expectations	All: +3 points EL: +6 points SWD: -3 points

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)	All: 37% EL: 36% SWD: 34% (2024-25 i-Ready % of students meeting growth expectations)	55%+ meeting growth expectations	All: -13 points EL: -16 points SWD: -25 points

Goal Analysis for 2025-2026

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.

These actions were generally effective, although progress lagged in certain areas.

Action 1, Differentiated Instructional Supports; Action 2, Professional Development; and Action 3, Instructional Leadership and Support Staffing; contributed to improved student achievement on CAASPP in both ELA and mathematics, as well CAST performance.

Action 4, the ELD Program, supported the incremental progress of ELs in CAASPP ELA and mathematics, along with dramatic increases for LTELs in both subjects. Simultaneously, ELPI progress and EL reclassification rates also declined slightly.

Action 5, the Special Education Program, also had strong results. The program was effective in ensuring all required services were provided and supported improved academic results for SWD across the board.

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.

SSPDBG funds will be used to support Action 4.

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.	$375,591.00	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.	$1,547,251.00	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 three 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 LREBG Funds supporting this action: $159,789.10 in the 26-27 school year	$1,020,039.00	Yes

4	ELD Program	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, and a Literacy Specialist focused on TK-2 foundational literacy. This action is partially funded with Title III and SSPDBG 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.	$128,246.68	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.	$2,858,922.00	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.	$1,758,206.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,927,950.00	$327,818.00

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
38.30%	0.00%	$0.00	38.30%

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. 2024-25 EL absenteeism remained above the schoolwide rate, but improved at a significantly faster rate. SED absenteeism also improved slightly faster than the schoolwide rate, and is now slightly lower. (27.3% vs. 27.7%). Similarly, suspension rates declined overall, but EL rates decreased by 0.4 points compared to a 0.2 point decline overall.	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	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	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	CAASPP performance in English Language Arts and mathematics, CAST performance, and growth on internal state-verified data assessments in reading and math.

Goal 3, Action 6	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 - 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. 2024-25 While EL (and particularly LTEL) performance	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 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.	

	improved, often at a faster rate than schoolwide performance, it remained below the overall rate of performance. - CAASPP ELA: 24.1 point difference by DFS; 22 point difference by % proficiency - CAASPP Math: 14.6 point difference by DFS; 7.7 point difference by % proficiency - CAST: 12.7 point difference by DFS		

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. 2024-25 ELPI decreased to 41.3%; EL reclassification rate decreased to 11.2%.	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

2026-2027 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 %)
2026-2027	$7,645,421.00	$2,927,950.00	38.30%	0.00%	38.30%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,090,971.00	$4,787,532.00	$0.00	$585,647.27	$13,464,150.27	$8,247,345.00	$5,216,805.27

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	$242,793	$853,870	$1,032,352	$0	$0	$64,311	$1,096,663	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$207,570	$146,693	$354,263	$0	$0	$0	$354,263	0.00%
1	3	Student & Family Supports for Strong Community	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$149,887	$323,392	$211,427	$200,056	$0	$61,796	$473,279	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$106,628	$49,358	$48,770	$0	$8,500	$106,628	0.00%
2	2	High-Quality Teachers and School Leadership	All	No				ongoing	$3,671,876	$73,186	$3,250,722	$90,921	$0	$403,419	$3,745,062	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$375,591	$328,100	$47,491	$0	$0	$375,591	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$0	$1,547,251	$1,540,659	$0	$0	$6,592	$1,547,251	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$1,020,039	$0	$860,250	$159,789	$0	$0	$1,020,039	0.00%
3	4	ELD Program	English learner (EL), All	Yes	Limited	English learner (EL)	All Schools	ongoing	$73,419	$54,828	$51,217	$36,000	$0	$41,030	$128,247	0.00%
3	5	Special Education Program	Student with Disabilities (SWD)	No				ongoing	$2,327,753	$531,169	$112,596	$2,746,326	$0	$0	$2,858,922	0.00%
3	6	Strong After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$554,008	$1,204,198	$300,027	$1,458,179	$0	$0	$1,758,206	0.00%

2026-2027 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
$7,645,421.00	$2,927,950.00	38.30%	0.00% - No Carryover	38.30%	$3,291,680.00	0.00%	43.05%	**Total:**	$3,291,680.00
								LEA-wide Total:	
								Limited Total:	$51,217.00
								Schoolwide Total:	$3,240,463.00

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	$211,427.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$328,100.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,540,659.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$860,250.00	0.00%
3	4	ELD Program	Yes	Limited	English learner (EL)	All Schools	$51,217.00	0.00%
3	6	Strong After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$300,027.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$13,288,043.00	$13,079,130.00

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	$824,961.00	$1,042,586.00
1	2	Safe and Compliant Facility	No	$321,935.00	$324,292.00
1	3	Student & Family Supports for Strong Community	Yes	$686,066.00	$539,535.00
2	1	Standards-Aligned Instructional Materials	No	$54,108.00	$114,438.00
2	2	High-Quality Teachers and School Leadership	No	$3,219,567.00	$3,420,661.00
3	1	Differentiated Instructional Supports	Yes	$346,420.00	$344,748.00
3	2	Professional Development	Yes	$1,590,232.00	$1,467,146.00
3	3	Instructional Leadership and Support Staffing	Yes	$1,309,249.00	$990,393.00
3	4	ELD Program	Yes	$276,922.00	$188,498.00
3	5	Special Education Program	No	$2,671,337.00	$2,631,552.00
3	6	Strong After-School Program	Yes	$1,987,246.00	$2,015,281.00

2025-2026 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)
$2,760,673.00	$3,748,585.00	$3,119,776.00	$628,809.00	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	$562,470.00	$400,271.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$154,520.00	$232,848.00	0.00%	0.00%
3	2	Professional Development	Yes	$1,578,515.00	$1,432,146.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$1,047,681.00	$795,965.00	0.00%	0.00%
3	4	ELD Program	Yes	$201,916.00	$72,775.00	0.00%	0.00%
3	6	Strong After-School Program	Yes	$203,483.00	$185,771.00	0.00%	0.00%

2025-2026 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)
$7,195,620.00	$2,760,673.00	0.00%	38.37%	$3,119,776.00	0.00%	43.36%	$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:	$363,469.59	$41,717.00	$41,029.68	$23,324.00	$0.00	$51,796.00

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	$1,096,663.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$354,263.00
1	3	Student & Family Supports for Strong Community	$0.00	$0.00	$0.00	$10,000.00	$0.00	$51,796.00	$473,279.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$8,500.00	$0.00	$0.00	$106,628.00
2	2	High-Quality Teachers and School Leadership	$363,469.59	$35,125.00	$0.00	$4,824.00	$0.00	$0.00	$3,745,061.59
3	1	Differentiated Instructional Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$375,591.00

3	2	Professional Development	$0.00	$6,592.00	$0.00	$0.00	$0.00	$0.00	$1,547,251.00
3	3	Instructional Leadership and Support Staffing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,020,039.00
3	4	ELD Program	$0.00	$0.00	$41,029.68	$0.00	$0.00	$0.00	$128,246.68
3	5	Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,858,922.00
3	6	Strong After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,758,206.00

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: XII. 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_06.16.2026.pdf

Camino Nuevo Charter Academy
Sandra Cisneros Campus

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 Academy #4 Renewal Petition to The Los Angeles Unified School District. The vote took place on June 16, 2026.

A. **Lead Petitioner:** Adriana Abich, CEO
B. **Executive Director or Equivalent:** Adriana Abich, CEO
C. **Principal or Equivalent:** Shannon Leonard, Principal
D. **Finance Manager:** Brent Lowry

_____ _____

Gil Flores, Board Secretary **Date**

Coversheet

CNCA LAUSD Oversight Documents

Section: XIII. CNCA LAUSD Oversight Documents
Item: A. CNCA LAUSD Oversight Documents
Purpose: Vote
Submitted by:
Related Material:
2025-2026 LAUSD Oversight Recap.pdf
CNCA1 2017 Annual Performance Based Oversight Visit Report 2025-2026.pdf
CNCA2 5987 Annual Performance Based Oversight Visit Report 2025-2026.pdf
CNCA3 2157 Annual Performance Based Oversight Visit Report 2025-2026.pdf
CNCA4 2251 Annual Performance Based Oversight Visit Report 2025-2026.pdf
CNCHS2 7624 Annual Performance Based Oversight Visit Report 2025-2026.pdf

LAUSD Oversight Visit Scores
2025-2026

School Site	Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
Burlington • Report	3, Proficient	3, Proficient	3, Proficient	4, Accomplished
Kayne • Report	3, Proficient	2, Developing	3, Proficient	4, Accomplished
CAS-EIS • Report	3, Proficient	2, Developing	3, Proficient	4, Accomplished
Cisneros • Report	3, Proficient	2, Developing	3, Proficient	4, Accomplished
Dalzell • Report	3, Proficient	3, Proficient	3, Proficient	4, Accomplished

Burlington Campus

School Site	Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
Burlington	3, Proficient	3, Proficient	3, Proficient	4, Accomplished

Governance

Areas for Further Growth

None.

Corrective Action

None.

Notes: None

Student Achievement and Educational Performance

Areas for Further Growth

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-39.5 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school adopted the American Reading Company (ARC) Core, a dual-language program as well as a plan that focuses on "text-first lens," to ensure that instruction is directly aligned with the Common Core State Standards (CCSS) for ELA.
  - Teachers use a "Teacher Tracker" to input data every week, monitoring student growth on specific, high-leverage ELA standards
  - The school provides targeted small-group instruction across all grade levels focusing on vocabulary acquisition, phonics, and reading comprehension.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The 2025 average DFS in ELA for the school's:
  - English Learner student group (-48.7 DFS) is higher than the state average (-59.9 DFS).
  - Latino student group (-39.5 DFS) is lower than the state average (-33.7 DFS).
  - Long-Term English Learners student group (-102.1 DFS) is higher than the state average (-104.5 DFS)
  - Students with Disabilities student group (-109.2 DFS) is lower than the state average (-89.4 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (45.6%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school integrates language development into all curricula, embedding vocabulary-building and structured academic discussions into daily instruction to support English Learners at risk of becoming Long-Term English Learners (LTELs).
  - School staff implements both Designated ELD as well as Integrated ELD models as well as prioritizing explicit academic language instruction.
  - The school also emphasizes strengthening Spanish foundational literacy skills in the primary grades, in order to support multilingual learners as they transfer those skills to their second language, English.

Corrective Action

None.

Progress on LAUSD BOE Benchmarks and/or MOU

Charter School has one (1) LAUSD Board of Education Benchmarks related to Student Achievement and Educational Performance:

1. The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.
    - **2025 Status:** No update available as 2022-2023, 2023-2024 and 2024-2025 reclassification data have not yet been published by the state.

Notes:

Notes:
The Indicator information below is provided for informational purposes only and will not be scored.

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS - The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (53.3%) is higher than the state average (49.1%).

ALL STUDENTS SCIENCE INDICATOR - The school's schoolwide Dashboard Science Indicator is at 45.5 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 15.7% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 4.4% as compared to the state percent of 10.4%

Organizational Management and Operations

Areas for Further Growth

None.

Corrective Action

None.

Notes: None

Fiscal

Areas for Further Growth

No significant items noted.

Corrective Action

None.

Other Observations:

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice

12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Kayne Siart Campus

School Site	Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
Kayne	3, Proficient	2, Developing	3, Proficient	4, Accomplished

Governance

Areas for Further Growth

None.

Corrective Action

None.

Notes: None

Student Achievement and Educational Performance

Areas for Further Growth

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Yellow. The school's 2025 schoolwide ELA DFS (-52.6 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - School staff prioritized "Belonging" and "Intellectual Engagement" routines, including "Everybody Writes," "Turn and Talk," and "Cold Call", to foster active participation and higher order thinking for all students.
  - Teachers, school leaders, and instructional coaches implement a student data strategy by utilizing multiple academic and engagement measures to identify target groups for in-class interventions, conducting quarterly data meetings to analyze individual student performance against SBAC goals, and employing strategic real-time monitoring during lessons to address misconceptions and provide immediate feedback to students.
  - Instructional staff work on strengthening foundational literacy instruction and increasing opportunities for writing across all content areas to close skill gaps for all students by implementing cross subject collaboration.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

  The 2025 average DFS in ELA for the school's:
  - English Learner student group (-76.7 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-53.3 DFS) is lower than the state average (-33.7 DFS).

- Long-Term English Learners student group (-90.4 DFS) is higher than the state average (-104.5 DFS)
- Socioeconomically Disadvantaged student group (-53.7 DFS) is lower than the state average (-35.3 DFS)
- Students with Disabilities student group (-106.6 DFS) is lower than the state average (-89.4 DFS)

- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2025 schoolwide Math DFS (-90.9 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Teachers implemented the i-Ready Classroom Mathematics (K–8) program to provide math practice opportunities and build conceptual understanding for all students.
  - K–5 teachers embedded 30 minutes of additional time in their daily schedules to provide small-group differentiated math instruction for students requiring extra support.
  - Middle school staff offer math labs during elective periods to provide additional instructional time and support for students in grades 6–8.
  - Teachers, instructional leaders, and school staff utilize biweekly data meetings to analyze student performance and provide additional instructional time through after-school programming and Saturday academies to address unfinished learning and key math standards for all students.

A4: STUDENT GROUP MATH INDICATOR -

- Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  The 2025 average DFS in Math for the school's:
  - English Learner student group (-105.5 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-91.9 DFS) is lower than the state average (-73.6 DFS).
  - Long-Term English Learner student group (-139.2 DFS) is higher than the state average (-158.9 DFS).
  - Socioeconomically Disadvantaged students (-90.9 DFS) is lower than the state average (-72.9 DFS)
  - Students with Disabilities student group (-143.4 DFS) is lower than the state average (-120.7 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A3.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (41.3%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - All teachers embed integrated ELD supports, such as sentence frames and academic discourse routines, within ELA instruction to develop language proficiency alongside content mastery for English Learners.
  - Staff prioritize socio-academic language instruction for English Learners to ensure they can effectively interact, clarify thinking, and collaborate with peers and adults.
  - School leaders and instructional coaches facilitate ongoing professional development for teachers focused on scaffolding grade-level content, increasing structured discourse, and utilizing ELPAC data to monitor student growth.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red. The school's 2025 percentage of chronically absent students (27.7%) is higher than the state average (17.1%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - School staff implement a tiered system of attendance supports that include schoolwide incentive programs, daily monitoring, and direct outreach for all students.
  - School leadership and attendance teams provide individualized interventions, such as attendance contracts and case management, to address the specific needs of students with persistent absences.
  - Staff prioritize family engagement by maintaining clear and frequent communication regarding the importance of regular attendance for all families.

Corrective Action

None

Notes:

A11: ALL STUDENTS SCIENCE INDICATOR -

- The school's schoolwide Dashboard Science Indicator is at 42.5 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 12.2% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 6.2% as compared to the state percent of 10.4%

Benchmarks/MOU:

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):
☐ Not Applicable

Charter School has three (3) LAUSD Board of Education Benchmarks related to Student Achievement and Educational Performance:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA as measured by the CAASPP (SBAC) Assessment for the "English Learner" subgroup at a rate equal to or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.
   2025 Status: Charter School's English Learner's (EL) ELA performance color of Orange in 2025 is the same as its 2024 color of Orange. Additionally, Charter School's EL 2025 Distance from Standard (DFS) of -76.7 is lower than the RSM (-72.7).

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA, as measured by CAASPP (SBAC) Assessment for the "Students with Disabilities" subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.
   2025 Status: Charter School's Students with Disabilities (SWD) ELA performance color of Orange in 2025 is the same as its 2024 color of Orange. However, Charter School's SWD 2025 Distance from Standard (DFS) of -106.6 is higher than the RSM (-106.8).

3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for Mathematics, as measured by CAASPP (SBAC) Assessment for the "English Learner" subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.
   2025 Status: Charter School's EL Math performance color of Orange in 2025 is an increase from its 2024 color of Red. However, Charter School's EL 2025 Distance from Standard (DFS) of -105.5 is lower than the RSM (-88.7).

Organizational Management and Operations

Areas for Further Growth

None.

Corrective Action

None.

Fiscal

Areas for Further Growth

No significant items noted.

Corrective Action

None.

Other Observations:

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
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2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

Camino Nuevo Charter Academy

Fiscal

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
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8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice

Camino Nuevo Charter Academy

Fiscal

12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Castellanos-Eisner Campus

School Site	Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
CAS-EIS	3, Proficient	2, Developing	3, Proficient	4, Accomplished

Governance

Areas for Further Growth

None

Corrective Action

Corrective Action Required
None.

Notes:
None.

Student Achievement and Educational Performance

Areas for Further Growth

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-38.4 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Professional Learning Communities (PLCs) have a focus on standards mastery, for example, teams review multiple data points (formative assessments, benchmarks, and subgroup performance) to plan ongoing instructional adjustments.
  - Intellectual engagement routines include, implementation of structured routines such as "Everybody Writes," "Turn and Talk," and "Cold Call" to ensure all students are actively participating and thinking critically.
  - Professional development and coaching focus on questioning and discussion techniques to increase student voice and depth of knowledge

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in ELA for the school's:
  - English Learner student group (-65.0 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-38.5 DFS) is lower than the state average (-33.7 DFS).
  - Long-Term English Learners student group (-138.3 DFS) is lower than the state average (-104.5 DFS).
  - Socioeconomically Disadvantaged student group (-39.6 DFS) is lower than the state average (-35.3 DFS).
  - Students with Disabilities student group (-143.8 DFS) is lower than the state average (-89.4 DFS).
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2025 schoolwide Math DFS (-69.1 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Camino Nuevo #3 has increased support for math teachers through targeted professional development and increased coaching in partnership with the Home Support Office (HSO).
  - The school administers i-Ready assessments three times per year to gather data on individual student performance, which informs student placement in intervention and determines the level of tailored support required for students.
  - During PLC meetings, coaches and teachers review student data aligned to Learning Objectives and Success Criteria (LOSC) to discuss the progress of student groups and determine immediate next steps.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (44.9%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school incorporates integrated ELD strategies across all content areas, teachers embed academic vocabulary, utilize language-rich texts, and provide structured opportunities for academic discourse; some examples of such classroom routines include "Everybody Writes," "Turn and Talk," and "Cold Call" which are used to increase student voice and engagement.
  - Based on diagnostic data, EL students receive interventions within their ELD classes, in small-group settings, or through after-school tutoring.
  - The school specifically monitors and supports students at risk of becoming Long-Term English Learners (LTELs) through the intervention programs and targeted small-group groupings.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Orange. The school's 2025 percentage of chronically absent students (28.9%) is higher than the state average (17.1%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school utilizes attendance incentives, monthly spirit weeks, "Shout Out Fridays", and monthly rewards to motivate students to attend regularly.
  - Teachers use a daily 30-minute Advisory period to establish positive relationships with their student cohorts by doing well being check ins and using tools to measure students' sense of belonging. The school's goal is to ensure every student has a relationship with at least one caring adult.
  - School leadership and the Governing Board regularly review and discuss attendance data to monitor progress and inform decision-making regarding action plans and resources.

Corrective Action

None

Notes:

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) -

- The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (54.5%) is higher than the state average (49.1%).

A11: ALL STUDENTS SCIENCE INDICATOR -

- The school's schoolwide Dashboard Science Indicator is at 52 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 12.9% as compared to the state's percent of 6.8%
The school's percent of "LTELs" is 6.9% as compared to the state percent of 10.6%

Benchmarks/MOU:

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):
☐ Not Applicable

Charter School has two (2) LAUSD Board of Education Benchmarks related to Student Achievement and Educational Performance:

Note: California no longer uses any form of similar school rankings either for assessment or accountability.

1. The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.
   - **2025 Status:** No update available as 2022-2023, 2023-2024 and 2024-2025 reclassification data have not yet been published by the state.

2. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in ELA schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.
   - **2025 Status**: The Charter School's current Performance Color on the 2025 California School Dashboard for All Students in ELA is Orange as compared to the 2024 Performance Color of Yellow. Additionally, although the school increased its ELA DFS from the prior year, its 2025 All Students ELA DFS (-38.4) remains lower than the Resident Schools Median DFS (-34.3).

Organizational Management and Operations

Areas for Further Growth

None.

Corrective Action

None.

Fiscal

Areas for Further Growth

No significant items noted.

Corrective Action

None.

Other Observations:

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

Camino Nuevo Charter Academy

Fiscal

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice

Camino Nuevo Charter Academy

Fiscal

12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Cisneros Campus

School Site	Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
Cisneros	3, Proficient	2, Developing	3, Proficient	3, Proficient

Governance

Areas for Further Growth

None.

Corrective Action

None.

Notes:

Student Achievement and Educational Performance

Areas for Further Growth

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-55.0 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - All students in grades 1–5, and students who need it in grades 6–8, have a dedicated intervention block during the instructional day; the focus is on strengthening foundational skills such as, phonemic awareness, phonics, and fluency to help students move from "learning to read" to "reading to learn".
  - The principal leads quarterly data meetings with teachers to analyze individual student data profiles and set goals for individual growth and monitor progress across the school year, particularly for English Learners and Students with Disabilities.
  - Through Professional Learning Communities (PLCs) and coaching meetings, teachers analyze data on at least a monthly or biweekly basis where they review overall, student skill-level proficiency to plan responsive instruction, such as strategic student grouping for intervention.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  - The 2025 average DFS in ELA for the school's:
  - English Learner student group (-86.7 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-57.3 DFS) is lower than the state average (-33.7 DFS).
  - Socioeconomically Disadvantaged student group (-58.2 DFS) is lower than the state average (-35.3 DFS)

- Students with Disabilities student group (-109.2 DFS) is lower than the state average (-89.4 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Yellow. The school's 2025 schoolwide Math DFS (-71.3 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Math teachers and instructional coaches implemented bi-weekly PLCs to backwards plan learning objectives and success criteria based on formative assessments for all students.
  - Teachers utilized data analysis results to craft targeted reteach lessons focusing on high-leverage concepts and procedures that identified students had not yet mastered.
  - Teachers engaged in professional learning cycles that focus on math instruction, professional text studies, professional development as well as coaching debriefs in order to improve their practice.

A4: STUDENT GROUP MATH INDICATOR -

- Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  - The 2025 average DFS in Math for the school's:
  - English Learner student group (-88.8 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-71.5 DFS) is higher than the state average (-73.6 DFS).
  - Socioeconomically Disadvantaged students (-73.3 DFS) is lower than the state average (-72.9 DFS)
  - Students with Disabilities student group (-131.1 DFS) is lower than the state average (-120.7 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A3.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Red. The school's 2025 percentage of English Learner students making progress towards English language proficiency (34.4%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - All teachers participate in professional learning focused on ELPAC expectations and ELD standards to deepen their instructional support for English Learners.
  - School leaders utilized disaggregated subgroup data to provide teachers with targeted coaching on recommended instructional strategies and interventions for English Learners.
  - Teachers supplement the ELD curriculum with ELPAC-aligned resources to strengthen academic reading and writing skills for English Learners.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red. The school's 2025 percentage of chronically absent students (31.9%) is higher than the state average (17.1%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The Attendance Support Team provides attendance interventions that include family outreach such as "Know Your Rights" campaigns and the "Camino Seguro" safety campaign to reassure families of student safety in the face of immigration enforcement.
  - School staff also conduct phone calls and teacher outreach via Parent Square to establish immediate communication with families of absent students.
  - School leadership facilitates attendance support meetings and the SART (School Attendance Review Team) process to provide formal interventions for students with persistent attendance challenges.

Corrective Action

None.

Notes:

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 12.5% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 9.0% as compared to the state percent of 10.4%

Organizational Management and Operations
Areas for Further Growth
None.
Corrective Action
None.

Fiscal
Areas for Further Growth
No significant items noted.
Corrective Action
None.
Other Observations:

Camino Nuevo Charter Academy

Fiscal

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

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   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice

Camino Nuevo Charter Academy

Fiscal

12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Dalzell Lance Campus

School Site	Governance	Student Achievement and Educational Performance	Organizational Management, Programs and Operations	Fiscal Operations
Dalzell Lance	3, Proficient	3, Proficient	3, Proficient	4, Accomplished

Governance

Areas for Further Growth

None.

Corrective Action

None.

Student Achievement and Educational Programs

Areas for Further Growth

Areas Noted for Further Growth and/or Improvement

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Yellow. The school's 2025 schoolwide Math DFS (-77.7 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Teachers facilitate lessons through questioning and guided support and instruction is designed so that students engage in problem-solving, reasoning, and mathematical discourse.
  - Classrooms are structured to support risk-taking and academic discourse and errors are used as part of the learning process, and instructional practices emphasize equitable access and inclusion.
  - Students receive daily instruction aligned to grade-level standards and any academic skill gaps are addressed through targeted interventions that include the implementation of:
    - Math Yogis which provide tutoring support for students performing below grade level in Algebra 2 courses
    - Algebra 2 classes including 3–4 trained adults providing small-group and in-class support
    - Student participation in at least 30 minutes of iReady Math practice during Advisory Period each Tuesday

A4: STUDENT GROUP MATH INDICATOR -

- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in Math for the school's:
  - English Learner student group (-160.8 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-76.8 DFS) is lower than the state average (-73.6 DFS).
  - Socioeconomically Disadvantaged students (-77.0 DFS) is lower than the state average (-72.9 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A3.

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR -

- The schoolwide Dashboard College/Career Indicator performance color is Orange. The school's 2025 percentage of students prepared for college or a career (47.5%) is lower than the state average (51.7%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school provides specialized professional learning for AP teachers to increase college-level success and exam passage rates for students enrolled in AP courses.
  - The college counseling team monitors A-G course passage and collaborates with families to assign intersession credit recovery for students in need of units.
  - Teachers implement standards-based grading, which focuses on mastery of standards, to identify specific skill gaps early and provide targeted interventions in A-G courses for all students.

Corrective Action

None.

Notes:

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) -The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (55.0%) is higher than the state average (49.1%).

ALL STUDENTS SCIENCE INDICATOR -The school's schoolwide Dashboard Science Indicator is at 51.0 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 1.2% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 9.9% as compared to the state percent of 10.4%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):
☒ Not Applicable

Note: Dalzell Lance does have a benchmark beginning in the 2026-2027 school year as part of its Renewal from LAUSD.

Organizational Management and Operations

Areas for Further Growth

None.

Corrective Action

None.

Fiscal

Areas for Further Growth

No significant items noted.

Corrective Action

None.

Other Observations:

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

CAMINO NUEVO CHARTER ACADEMY (2017)

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

Charter School Name:	**Camino Nuevo Charter Academy**			**Location Code:**	**2017**
Current Address:	**City:**		**ZIP Code:**	**Phone:**	**Fax:**
1. 697 S. Burlington Ave. 2. 653 S. Burlington Ave.	**Los Angeles**		**90057**	**(213) 413-4245**	**(213) 413-8553**
Current Term of Charter[1]:	**LAUSD Board District:**			**LAUSD Region:**	
July 1, 2020 to June 30, 2025	**2**			**East**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Above by 43**
598	**555**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Above by 7.7%**
TK-8	**TK-8**				
Norm Enrollment Number:	**600**				
Total Number of Staff Members:	**26**	**Certificated:**	**14**	**Classified:**	**12**
Charter School's Leadership Team Members:	**Juliana Santos, Principal; Adriana Abich, Chief Executive Officer; Rachel Hazlehurst, Chief Academic Officer; Natasha Barriga-Siperstein, Vice President of Strategy and Operations**				
Charter School's Contact for Special Education:	**Jessica Hsieh, Director of Special Education; Bryan Fuentes, Special Education Coordinator**		**SELPA & Option:**		**LAUSD Option 3**
CSD Assigned Administrator:	**Brenda Martinez**		**CSD Fiscal Oversight Manager:**		**Andrea Ines**
Other CSD Team Members:	**NA**				
Oversight Visit Date(s):	**February 26, 2026**		**Fiscal Review Date (if different):**		**NA**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**		**NA**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**3, Proficient**	**3, Proficient**	**4, Accomplished**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

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

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

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

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)

- Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of nine directors, which is aligned with the organization's most recent Bylaws requiring between five and eighteen directors.
- Evidence submitted by the school and the school's website included documentation that meetings of the school's governing board occur on a monthly basis and are conducted openly and provide opportunity for public participation. Agendas and minutes of meetings of the school's governing board are maintained and posted to the school website and governing board agendas include notice of reasonable accommodations for individuals with disabilities.
- Documentation provided as well as the school's website include evidence that the Advisory Compensation Committee, the Finance committee, and the Audit Committee, have held and are scheduled to hold multiple meetings for the 2025-2026 school year.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates and reports regarding student achievement and other key aspects of school performance and operations, from the organization's Chief Executive Officer, Vice President of Student and Family Supports, Chief Academic Officer, and Vice President of Strategy and Operations among other members of the Camino Nuevo leadership and school staff.
- For example, review of agendas and minutes included evidence that the board reviewed, discussed, and received presentations on multiple topics that included but were not limited to student achievement data, LAUSD Annual Performance-Based Oversight Visit reports, attendance and chronic absenteeism updates and data analysis, and financial reports.
- Board agendas and minutes also included documentation of the Annual Board Retreat, which occurred on September 26, 2025, that covered topics such as, "key trends that will shape the educational landscape and our community in the next 25 years," "how we can best prepare our schools and our students for the future," and "a living timeline, highlighting Camino Nuevo's first 25 years."

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Areas Noted for Further Growth and/or Improvement
None noted at this time.

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):
☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☐ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☒ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☐ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G2: DUE PROCESS

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☐ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☒ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☒ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

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

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Yellow. The school's 2025 schoolwide Math DFS (-35.0 DFS) is higher than the state average (-42.4 DFS).

A4: STUDENT GROUP MATH INDICATOR -

A majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The 2025 average DFS in Math for the school's:
  - English Learner student group (-43.8 DFS) is higher than the state average (-86.1 DFS).
  - Latino student group (-35.0 DFS) is higher than the state average (-73.6 DFS).
  - Long-Term English Learner student group (-95.3 DFS) is higher than the state average (-158.9 DFS).
  - Socioeconomically Disadvantaged students (-35.1 DFS) is higher than the state average (-72.9 DFS)
  - Students with Disabilities student group (-125.0 DFS) is lower than the state average (-120.7 DFS)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Yellow. The school's 2025 percentage of chronically absent students (11%) is lower than the state average (17.1%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR -

- The schoolwide Dashboard Suspension Rate Indicator performance color is Yellow. The school's 2025 percentage of students suspended at least one day (1.2%) is lower than the state average (2.9%).

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

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Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-39.5 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school adopted the American Reading Company (ARC) Core, a dual-language program as well as a plan that focuses on "text-first lens," to ensure that instruction is directly aligned with the Common Core State Standards (CCSS) for ELA.
  - Teachers use a "Teacher Tracker" to input data every week, monitoring student growth on specific, high-leverage ELA standards
  - The school provides targeted small-group instruction across all grade levels focusing on vocabulary acquisition, phonics, and reading comprehension.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The 2025 average DFS in ELA for the school's:
  - English Learner student group (-48.7 DFS) is higher than the state average (-59.9 DFS).
  - Latino student group (-39.5 DFS) is lower than the state average (-33.7 DFS).
  - Long-Term English Learners student group (-102.1 DFS) is higher than the state average (-104.5 DFS)
  - Students with Disabilities student group (-109.2 DFS) is lower than the state average (-89.4 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (45.6%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school integrates language development into all curricula, embedding vocabulary-building and structured academic discussions into daily instruction to support English Learners at risk of becoming Long-Term English Learners (LTELs).
  - School staff implements both Designated ELD as well as Integrated ELD models as well as prioritizing explicit academic language instruction.
  - The school also emphasizes strengthening Spanish foundational literacy skills in the primary grades, in order to support multilingual learners as they transfer those skills to their second language, English.

Corrective Action Required

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

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Notes:
The Indicator information below is provided for informational purposes only and will not be scored.

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS - The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (53.3%) is higher than the state average (49.1%).

ALL STUDENTS SCIENCE INDICATOR - The school's schoolwide Dashboard Science Indicator is at 45.5 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 15.7% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 4.4% as compared to the state percent of 10.4%

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

☐ Not Applicable

Charter School has one (1) LAUSD Board of Education Benchmarks related to Student Achievement and Educational Performance:

1. The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.
    - **2025 Status:** No update available as 2022-2023, 2023-2024 and 2024-2025 reclassification data have not yet been published by the state.

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Math Indicator color is Blue ☒ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence

☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☒ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels	☒ California School Dashboard (CDE) ☐ Other: (Specify)

assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report

- Evidence submitted by the school as well as discussions with school leadership and observations during the oversight visit demonstrate that lesson plans, unit plans, and student work samples that the school's courses are aligned to the California Content Standards
- The school also provided professional development materials related to the school's key features (e.g., "Teacher Growth Tool 3B, 3C", "Continuing to Connecting the Dots Math Comp Checks & Daily Lessons" and "Student Discourse") and a description of the school's process for determining professional development needs, which includes areas of fucus such as fostering a culture of growth and calibration and coaching.
- A core feature of the school is the development of biliteracy in Spanish and English, using strategies like "bridging" to foster metalinguistic awareness.
- The school utilizes a structured MTSS framework where data are disaggregated by subgroup (EL, SWD, etc.) to pinpoint skill gaps and design instructional responses.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District.

- Based on the evidence provided, Camino Nuevo Charter Academy (Burlington) addresses school climate and student discipline through a restorative justice framework anchored in its Social Vision, "We are a community of empathy and respect for all".
- The School implements a tiered MTSS behavior intervention system that includes universal Tier 1 SEL instruction via Advisory Period, Tier 2 restorative conferences, and Tier 3 individualized behavior support plans for all students based on need.
- School Leadership and Staff monitor behavior trends, referrals, and locations of incidents to identify patterns and ensure alignment with the school's equity commitments.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

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Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):
☒ Not Applicable

RATING NOTES:

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence

☒ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☐ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence

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☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

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

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with School Leadership ☐ Other: (Specify)

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☒ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☐ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☐	☐
	☒ Not applicable	

Notes:
None

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B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☐	☐
	☒ Not applicable	

Notes:
None

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C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	

Notes:
None

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

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2017	2021-2022					2022-2023					2023-2024				
Camino Nuevo Charter Academy (Burlington)	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents		2,998,958	3,268,007	4,134,754	4,046,299		3,368,628	4,227,657	8,087,846	8,087,844		6,394,502	5,319,201	7,049,321	7,049,321
Accounts Receivable		1,341,917	1,116,171	0	1,639,355		1,960,834	2,074,609	1,093,573	1,231,147		1,576,327	1,961,550	2,112,657	1,883,371
Other Current Assets		239,032	238,194	1,204,614	60,932		244,224	245,831	165,020	27,447		177,609	176,484	48,774	120,649
Total Current Assets		**4,579,907**	**4,622,372**	**5,339,369**	**5,746,586**		**5,573,685**	**6,548,098**	**9,346,439**	**9,346,438**		**8,148,438**	**7,457,235**	**9,210,751**	**9,053,341**
Fixed and Other Assets		1,263,715	1,328,191	1,376,940	1,376,940		1,578,832	1,557,372	11,944,113	11,944,113		12,159,595	12,416,368	12,346,581	12,346,582
Total Assets		**5,843,622**	**5,950,563**	**6,716,308**	**7,123,526**		**7,152,517**	**8,105,469**	**21,290,553**	**21,290,551**		**20,308,033**	**19,873,602**	**21,557,332**	**21,399,923**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		522,587	610,955	1,342,363	1,755,910		1,597,669	2,487,550	5,133,876	5,738,328		4,337,553	3,471,339	4,761,162	5,216,590
Other Long Term Liabilities		35,142	35,142	49,085	0		49,085	49,085	10,470,885	9,866,430		10,235,099	10,235,099	10,243,482	9,630,644
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**557,729**	**646,097**	**1,391,448**	**1,755,910**		**1,646,754**	**2,536,635**	**15,604,761**	**15,604,758**		**14,572,652**	**13,706,438**	**15,004,644**	**14,847,234**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**5,285,893**	**5,304,466**	**5,324,860**	**5,367,616**		**5,505,764**	**5,568,834**	**5,685,792**	**5,685,793**		**5,735,381**	**6,167,165**	**6,552,688**	**6,552,689**
Total Revenues	9,125,239	10,685,945	10,371,174	10,432,707	10,563,918	11,124,349	11,735,384	11,959,641	12,071,207	12,120,096	12,119,023	14,633,254	14,872,708	14,805,252	14,550,277
Total Expenditures	8,909,089	10,762,427	10,429,083	10,470,222	10,558,677	11,023,764	11,597,237	11,758,423	11,801,919	11,801,919	12,063,452	14,583,664	14,391,335	13,938,356	13,683,381
Net Income / (Loss)	**216,150**	**(76,482)**	**(57,909)**	**(37,515)**	**5,241**	**100,584**	**138,147**	**201,218**	**269,289**	**318,177**	**55,572**	**49,590**	**481,373**	**866,897**	**866,896**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**216,150**	**(76,482)**	**(57,909)**	**(37,515)**	**5,241**	**100,584**	**138,147**	**201,218**	**269,289**	**318,177**	**55,572**	**49,590**	**481,373**	**866,897**	**866,896**
Net Assets, Beginning	4,934,934	5,362,375	5,362,375	5,362,375	5,362,375	5,304,465	5,324,860	5,324,860	5,324,860	5,367,616	5,568,834	5,685,792	5,685,792	5,685,792	5,685,793
Adj. for restatement / Prior Yr Adj	324,941	0	0	(0)	0	(64,395)	42,756	42,756	91,643	0	2,452	0	0	0	0
Net Assets, Beginning, Adjusted	**5,259,875**	**5,362,375**	**5,362,375**	**5,362,375**	**5,362,375**	**5,240,070**	**5,367,616**	**5,367,616**	**5,416,503**	**5,367,616**	5,571,286	5,685,792	5,685,792	5,685,792	5,685,793
Net Assets, End	**5,476,025**	**5,285,893**	**5,304,466**	**5,324,860**	**5,367,616**	**5,340,654**	**5,505,764**	**5,568,834**	**5,685,792**	**5,685,793**	**5,626,858**	**5,735,381**	**6,167,165**	**6,552,688**	**6,552,689**
Unrestricted Net Assets		5,285,893	3,930,045	5,178,582	5,221,338		3,865,522	5,403,192	5,441,710	5,441,712		5,640,197	5,947,367	6,282,305	6,282,306
Restricted Net Assets		0	1,374,421	146,278	146,278		1,640,241	165,642	244,081	244,081		95,184	219,798	270,383	270,383

2017	Audited Financials					2024-2025					2025-2026				
Camino Nuevo Charter Academy (Burlington)	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	4,046,299	8,087,844	7,049,321	7,291,372	0		6,253,986	5,142,297	7,291,373	7,291,372		8,210,396	7,112,936	0	0
Accounts Receivable	1,639,355	1,231,147	1,883,371	1,458,645	0		1,273,837	1,649,095	1,370,517	1,458,645		0	2,160,806	0	0
Other Current Assets	60,932	27,447	120,649	85,915	0		55,355	70,427	39,397	85,915		1,985,788	60,989	0	0
Total Current Assets	**5,746,586**	**9,346,438**	9,053,341	8,835,932	0		**7,583,178**	**6,861,819**	**8,701,286**	**8,835,932**		**10,196,184**	**9,334,730**	**0**	**0**
Fixed and Other Assets	1,376,940	11,944,113	12,346,582	12,982,651	0		12,833,308	12,867,602	12,982,651	12,982,651		13,021,504	12,967,977	0	0
Total Assets	**7,123,526**	**21,290,551**	**21,399,923**	**21,818,583**	**0**		**20,416,486**	**19,729,421**	**21,683,938**	**21,818,583**		**23,217,689**	**22,302,707**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	1,755,910	5,738,328	5,216,590	4,643,506	0		3,521,316	2,958,670	4,178,365	4,643,506		5,511,083	4,473,703	0	0
Other Long Term Liabilities	0	9,866,430	9,630,644	9,386,332	0		9,999,170	9,999,170	10,008,884	9,386,332		9,773,907	9,767,579	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**1,755,910**	**15,604,758**	**14,847,234**	**14,029,838**	**0**		**13,520,486**	**12,957,839**	**14,187,249**	**14,029,838**		**15,284,990**	**14,241,282**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**5,367,616**	**5,685,793**	**6,552,689**	**7,788,745**	**0**		**6,896,000**	**6,771,582**	**7,496,689**	**7,788,745**		**7,932,698**	**8,061,425**	**325,591**	**0**
Total Revenues	10,563,918	12,120,096	14,550,277	16,810,476	0	14,429,545	14,753,628	15,455,628	16,617,423	16,810,476	15,144,659	15,282,947	15,551,578	0	0
Total Expenditures	10,558,677	11,801,919	13,683,381	15,574,420	0	14,286,206	14,410,317	15,236,734	15,673,422	15,574,420	15,063,863	15,138,995	15,278,899	0	0
Net Income / (Loss)	**5,241**	**318,177**	**866,896**	**1,236,056**	**0**	**143,338**	**343,312**	**218,893**	**944,000**	**1,236,056**	**80,796**	**143,952**	**272,679**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**5,241**	**318,177**	**866,896**	**1,236,056**	**0**	143,338	**343,312**	**218,893**	**944,000**	**1,236,056**	80,796	143,952	272,679	0	0
Net Assets, Beginning	5,362,375	5,367,616	5,685,793	6,552,689	0	6,167,165	6,552,688	6,552,688	6,552,688	6,552,689	6,771,582	7,496,689	7,788,746	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	185,716	0	0	(0)	0	0	292,057	292,057	0	0
Net Assets, Beginning, Adjusted	5,362,375	5,367,616	5,685,793	6,552,689	0	6,352,880	6,552,688	6,552,688	6,552,688	6,552,689	6,771,582	7,788,746	8,080,803	0	0
Net Assets, End	**5,367,616**	**5,685,793**	**6,552,689**	**7,788,745**	**0**	**6,496,219**	**6,896,000**	**6,771,582**	**7,496,689**	**7,788,745**	**6,852,378**	**7,932,698**	**8,353,483**	**0**	**0**
Unrestricted Net Assets	5,221,338	5,441,712	6,282,306	7,463,155	0		6,853,134	6,655,102	7,171,098	7,463,155		7,587,934	7,691,700	0	0
Restricted Net Assets	146,278	244,081	270,383	325,590	0		42,866	116,479	325,591	325,590		344,764	369,726	325,591	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Camino Nuevo Charter Academy (CNCA1)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$5,367,616	$5,685,793	$6,552,689	$7,788,745	$8,061,424
Net Income / (Loss)	$5,241	$318,177	$866,896	$1,236,056	$272,679
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$4,046,299	$8,087,844	$7,049,321	$7,291,372	$7,112,936
Unrestricted Net Assets	$5,221,338	$5,441,712	$6,282,306	$7,463,155	$7,691,700
Norm Enrollment Reported by the School	579	604	604	603	600
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	49.45%	46.11%	45.91%	47.92%	50.34%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	38.32%	68.53%	51.52%	46.82%	46.55%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	327.27%	162.88%	173.55%	190.29%	208.66%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	24.65%	73.29%	69.38%	64.30%	63.85%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Camino Nuevo Charter Academy (CNCA)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$52,808,660	$5,007,558	$0	$71,868

Management Fees: CNCA schools pay PN-EDG 12% of the operational funding for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," as projected by PN-EDG on or about July 1, 2025, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements is for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (TK), alumni services, development, home support office services and integrated community support services], to enable CNCA to focus on charter school operations.

Per the Tenth Amendment for Limited Services of July 1, 2025, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.2, the ELOP [Expanded Learning Opportunities Program] Compensation for the services described in Section 3.3, and the Mental Health Program Compensation for the services described in Section

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3.4. 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 $236,438.31 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."

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

CNCA1's Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
TK*		40	44	40	40
K*	86	66	67	66	64
1	63	69	61	66	66
2	62	62	68	63	63
3	63	62	62	64	63
4	61	63	60	62	64
5	64	60	61	62	60
6	60	62	60	60	60
7	59	61	60	60	62
8	61	59	61	60	58
Total Enrollment	**579**	**604**	**604**	**603**	**600**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**25**	**0**	**(1)**	**(3)**
Enrollment Growth/(Decrease) (%)	**N/A**	**4.3%**	**0.0%**	**(0.2%)**	**(0.5%)**

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated increase in student enrollment count	**21**
Accumulated increase in student enrollment percentage	**3.6%**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
Per Board-approved enrollment capacity in the school's operative charter	**555**
2025-2026 Norm Enrollment	**600**
Above Board-approved enrollment capacity in the school's operative charter	**45**
Above Board-approved enrollment capacity percentage in the school's operative charter	**8.1%**

CNCA1 is located on two (2) private sites. The CSD team has communicated with the school to remain below the approved enrollment capacity as approved in the school's operative charter, per LAUSD's Policy and Procedures for Charter Schools. The CSD will continue to monitor the school's student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive and have been upward trending since the 2021-2022 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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

Through conducting fiscal oversight, the CSD requests and receives fiscal documents from the charter operator operating multiple charter schools (including bank statements, bank reconciliations, credit card statements, and check registers) that are currently authorized by LAUSD. The CSD reviews these financial documents—along with a sample of checks/disbursements and credit card transactions, as applicable—across these charter schools, to assess the organization's overall compliance with the charter operator governing board-approved fiscal policies and procedures, applicable federal, state, and local laws and regulations, District and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place in alignment with best business practices. Any areas noted for further growth and/or improvement and/or other observations relating to the charter operator's and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, audit findings, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each

charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific charter school under the same charter network, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings applicable to individual schools, are reviewed and documented separately for each charter school.

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice

12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for

accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

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

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
	The status of audit findings from 2023-2024 (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Do not mirror each other; however, the charter school provided reasonable variance explanation/s.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Camino Nuevo Charter Academy and Camino Nuevo High 2
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, 403B, and Social Security

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	The CSD's observations were noted in the OO section above.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2024 to 9/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025

			Reviewed electronic credit/debit transactions for sample testing The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See the description below.

Pueblo Nuevo Education & Development (PN-EDG) Establishment and Financial Support to CNCA Schools:

- **Incorporated**: March 9, 2016, as CNCA's sole statutory member (adopted in 2017)
- **Support Services**: Began in 2017-2018, including home support services
- **One-Time Asset Transfer (2018)**:
  - **Amount**: $4 million transferred from CNCA charter schools to PN-EDG, approved by CNCA's Board on June 13, 2017
  - **Use**: Restricted for CNCA's educational purposes
  - **CNCA1's Share**: $1,341,601 based on pro-rata calculation
  - **Attorney General Approval**: "No objection" letter dated Oct 12, 2017
  - **Account Balance:** $4,062,275 as of February 28, 2026
- **Financial Support**: Per CNCA's 2024-2025 audit and supporting documentation provided by CNCA, PN-EDG awarded a $250,000 grant to Camino Nuevo Charter Academy 4

Proposition 55 Facility Funding (Camino Nuevo Charter Academy 2):

- **Agreement Date:** April 25, 2011
- **Purpose:** Purchase/construction of permanent school facility
- **State Apportionment:** $29,557,192 received from the state apportionment
- **Recorded Debt:** $12,493,596
- **Outstanding Debt:** $9,023,119 as of June 30, 2025

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

	Revolving Line of Credit: • **Agreement Date:** August 14, 2025 • **Amount:** up to $2,000,000 in aggregate • **Terms:** Bears an interest rate on the outstanding principal balance at a variable rate of the secured overnight financing rate plus an applicable margin of 2.25% per annum • **Maturity Date:** August 31, 2026 • **Recorded Debt and Outstanding Balance:** The account has not been utilized and maintains a zero balance as of the writing of this report		
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Per CNCA's 2024-2025 independent audit report and supporting documentation provided by CNCA: • Total amount received and recorded as revenue: $4,775,202 • CNCA1's amount: $1,035,965 • Additional amount pending: $104,957 has been received and recorded as deferred revenue out of the $557,498 filed
29.	Disclosure of Legal Issues with material fiscal impact	Yes	The charter operator disclosed a legal matter and indicated that the probable estimated fiscal impact on the organization is unknown at this time.

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*

New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/26/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

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

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

CAMINO NUEVO CHARTER ACADEMY 2 (5987)
Name and Location Code of Charter School

LAUSD Vision
Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

Charter School Name:	**Camino Nuevo Charter Academy 2**			**Location Code:**	**5987**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
3400 W. 3rd St.		**Los Angeles**	**90020**	**(213) 736-5542**	**(213) 633-3132**
Current Term of Charter[1]:		**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2020 to June 30, 2025		**2**		**East**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 1**
695	**696**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 0.1%**
TK-8	**TK-8**				
Norm Enrollment Number:	**692**				
Total Number of Staff Members:	**86**	**Certificated:**	**46**	**Classified:**	**40**
Charter School's Leadership Team Members:	**Maria Duarte, Principal; Adriana Abich, Chief Executive Officer; Rachel Hazlehurst, Chief Academic Officer; Natasha Barriga-Siperstein, Vice President of Strategy and Operations**				
Charter School's Contact for Special Education:	**Jessica Hsieh, Director of Special Education; Harah Milki, Special Education Coordinator**		**SELPA & Option:**		**LAUSD Option 3**
CSD Assigned Administrator:	**Brenda Martinez**		**CSD Fiscal Oversight Manager:**		**Andrea Ines**
Other CSD Team Members:	**NA**				
Oversight Visit Date(s):	**April 28, 2026**		**Fiscal Review Date (if different):**		**NA**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**NA**		**LAUSD Co-Location Campus(es) (if applicable):**		**NA**

SUMMARY OF RATINGS

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

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

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

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

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

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)

- Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of nine directors, which is aligned with the organization's most recent Bylaws requiring between five and eighteen directors.
- Evidence submitted by the school and the school's website included documentation that meetings of the school's governing board occur on a monthly basis and are conducted openly and provide opportunity for public participation. Agendas and minutes of meetings of the school's governing board are maintained and posted to the school website and governing board agendas include notice of reasonable accommodations for individuals with disabilities.
- Documentation provided as well as the school's website include evidence that the Advisory Compensation Committee, the Finance committee, and the Audit Committee, have held and are scheduled to hold multiple meetings for the 2025-2026 school year.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates and reports regarding student achievement and other key aspects of school performance and operations, from the organization's Chief Executive Officer, Vice President of Student and Family Supports, Chief Academic Officer, and Vice President of Strategy and Operations among other members of the Camino Nuevo leadership and school staff.
- For example, review of agendas and minutes included evidence that the board reviewed, discussed, and received presentations on multiple topics that included but were not limited to student achievement data, LAUSD Annual Performance-Based Oversight Visit reports, attendance and chronic absenteeism updates and data analysis, and financial reports.
- Board agendas and minutes also included documentation of the Annual Board Retreat, which occurred on September 26, 2025, that covered topics such as, "key trends that will shape the educational landscape and our community in the next 25 years," "how we can best prepare our schools and our students for the future," and "a living timeline, highlighting Camino Nuevo's first 25 years."

Areas Noted for Further Growth and/or Improvement

None noted at this time.

LAUSD CHARTER SCHOOLS DIVISION

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):
☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☐ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☒ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☐ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G2: DUE PROCESS

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☐ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☒ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☒ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

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

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A10: ALL STUDENTS SUSPENSION RATE INDICATOR -

- The schoolwide Dashboard Suspension Rate Indicator performance color is Green. The school's 2025 percentage of students suspended at least one day (1.8%) is lower than the state average (2.9%).

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Yellow. The school's 2025 schoolwide ELA DFS (-52.6 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - School staff prioritized "Belonging" and "Intellectual Engagement" routines, including "Everybody Writes," "Turn and Talk," and "Cold Call", to foster active participation and higher order thinking for all students.
  - Teachers, school leaders, and instructional coaches implement a student data strategy by utilizing multiple academic and engagement measures to identify target groups for in-class interventions, conducting quarterly data meetings to analyze individual student performance against SBAC goals, and employing strategic real-time monitoring during lessons to address misconceptions and provide immediate feedback to students.
  - Instructional staff work on strengthening foundational literacy instruction and increasing opportunities for writing across all content areas to close skill gaps for all students by implementing cross subject collaboration.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  The 2025 average DFS in ELA for the school's:
  - English Learner student group (-76.7 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-53.3 DFS) is lower than the state average (-33.7 DFS).

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

- Long-Term English Learners student group (-90.4 DFS) is higher than the state average (-104.5 DFS)
- Socioeconomically Disadvantaged student group (-53.7 DFS) is lower than the state average (-35.3 DFS)
- Students with Disabilities student group (-106.6 DFS) is lower than the state average (-89.4 DFS)

- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2025 schoolwide Math DFS (-90.9 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Teachers implemented the i-Ready Classroom Mathematics (K–8) program to provide math practice opportunities and build conceptual understanding for all students.
  - K–5 teachers embedded 30 minutes of additional time in their daily schedules to provide small-group differentiated math instruction for students requiring extra support.
  - Middle school staff offer math labs during elective periods to provide additional instructional time and support for students in grades 6–8.
  - Teachers, instructional leaders, and school staff utilize biweekly data meetings to analyze student performance and provide additional instructional time through after-school programming and Saturday academies to address unfinished learning and key math standards for all students.

A4: STUDENT GROUP MATH INDICATOR -

- Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  The 2025 average DFS in Math for the school's:
  - English Learner student group (-105.5 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-91.9 DFS) is lower than the state average (-73.6 DFS).
  - Long-Term English Learner student group (-139.2 DFS) is higher than the state average (-158.9 DFS).
  - Socioeconomically Disadvantaged students (-90.9 DFS) is lower than the state average (-72.9 DFS)
  - Students with Disabilities student group (-143.4 DFS) is lower than the state average (-120.7 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A3.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (41.3%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - All teachers embed integrated ELD supports, such as sentence frames and academic discourse routines, within ELA instruction to develop language proficiency alongside content mastery for English Learners.
  - Staff prioritize socio-academic language instruction for English Learners to ensure they can effectively interact, clarify thinking, and collaborate with peers and adults.

- School leaders and instructional coaches facilitate ongoing professional development for teachers focused on scaffolding grade-level content, increasing structured discourse, and utilizing ELPAC data to monitor student growth.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red. The school's 2025 percentage of chronically absent students (27.7%) is higher than the state average (17.1%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - School staff implement a tiered system of attendance supports that include schoolwide incentive programs, daily monitoring, and direct outreach for all students.
  - School leadership and attendance teams provide individualized interventions, such as attendance contracts and case management, to address the specific needs of students with persistent absences.
  - Staff prioritize family engagement by maintaining clear and frequent communication regarding the importance of regular attendance for all families.

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

Notes:
The Indicator information below is provided for informational purposes only and will not be scored.

A11: ALL STUDENTS SCIENCE INDICATOR -

- The school's schoolwide Dashboard Science Indicator is at 42.5 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

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2025 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies

☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:

The school's percent of "At Risk" ELs is 12.2% as compared to the state's percent of 6.0%

The school's percent of "LTELs" is 6.2% as compared to the state percent of 10.4%

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

☐ Not Applicable

Charter School has three (3) LAUSD Board of Education Benchmarks related to Student Achievement and Educational Performance:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA as measured by the CAASPP (SBAC) Assessment for the "English Learner" subgroup at a rate equal to or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.

   2025 Status: Charter School's English Learner's (EL) ELA performance color of Orange in 2025 is the same as its 2024 color of Orange. Additionally, Charter School's EL 2025 Distance from Standard (DFS) of -76.7 is lower than the RSM (-72.7).

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA, as measured by CAASPP (SBAC) Assessment for the "Students with Disabilities" subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.

   2025 Status: Charter School's Students with Disabilities (SWD) ELA performance color of Orange in 2025 is the same as its 2024 color of Orange. However, Charter School's SWD 2025 Distance from Standard (DFS) of -106.6 is higher than the RSM (-106.8).

3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for Mathematics, as measured by CAASPP (SBAC) Assessment for the "English Learner" subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the "Green" performance level or higher.

   2025 Status: Charter School's EL Math performance color of Orange in 2025 is an increase from its 2024 color of Red. However, Charter School's EL 2025 Distance from Standard (DFS) of -105.5 is lower than the RSM (-88.7).

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence

☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☒ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state	☒ California School Dashboard (CDE) ☐ Other: (Specify)

☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served

- Conversations with school leadership as well as observations on the day of the oversight visit, along with evidence provided indicate that instructional staff focus their practice on ethnic studies pedagogy and socio-emotional learning (SEL) with the goal of developing critical consciousness and agency in all students.
- Teachers implement Universally Designed Lessons (UDL) to provide multiple access points and modalities for all learners, assuming variability in every lesson.
- School leadership and teachers implement a vertically aligned curriculum for grades K–8 in ELA and Mathematics to ensure coherent instructional progression for all students.
- Staff utilize Stemscopes curriculum for science and a California state standards-aligned history curriculum that integrates culturally responsive content; for TK the school adopted a standards-based TK curriculum that integrates literacy, math, science, and the arts for transitional kindergarten students.

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis

- Review of evidence provided as well as observations at the school demonstrated that teachers incorporate culturally relevant texts and build on students' background knowledge to improve reading engagement and comprehension for students.
- The leadership team shared that they conduct observations and calibration walks to collect engagement data, which then informs professional development or targeted support for individual teachers and grade-level teams.
- Grade-level teams, instructional coaches, and the principal collaborate and conduct biweekly and quarterly meetings to analyze interim assessments as well as progress monitoring checks every 3–5 weeks, disaggregating data to monitor progress toward SBAC goals for English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.
- Teachers and instructional staff utilize collaborative data analysis to implement immediate modifications to lessons, targeted small-group instruction using the ARC toolkit and additional instructional time through math labs, after-school programming, and Saturday academies, to address identified student needs.

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Areas Noted for Further Growth and/or Improvement
None noted at this time.

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):
☒ Not Applicable

RATING NOTES:

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

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The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
☐ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

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

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with School Leadership ☐ Other: (Specify)

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☒ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
	☐	☐

All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☒ Not applicable
Notes: None	

B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐

For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☐	☐
	☒ Not applicable	
Notes:		

C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	

Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

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5987	2021-2022					2022-2023					2023-2024				
Camino Nuevo Charter Academy 2 (Kayne Siart)	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents		1,886,181	2,100,348	1,942,407	1,848,180		2,140,699	2,129,152	3,937,085	3,937,085		3,032,899	3,081,287	4,817,245	4,817,245
Accounts Receivable		1,056,087	891,744	0	1,669,823		1,420,494	2,434,161	1,519,332	1,520,175		1,802,087	1,852,564	577,179	398,776
Other Current Assets		15,510	14,553	1,419,252	17,864		19,018	19,989	24,964	24,121		39,248	39,406	75,441	144,259
Total Current Assets		**2,957,778**	**3,006,645**	**3,361,659**	**3,535,867**		**3,580,212**	**4,583,302**	**5,481,381**	**5,481,381**		**4,874,233**	**4,973,257**	**5,469,865**	**5,360,280**
Fixed and Other Assets		35,274,822	35,283,945	35,346,920	35,346,921		35,121,473	34,938,361	35,028,203	35,028,203		34,508,872	34,501,516	34,484,955	34,484,955
Total Assets		**38,232,600**	**38,290,590**	**38,708,579**	**38,882,788**		**38,701,684**	**39,521,663**	**40,509,583**	**40,509,584**		**39,383,105**	**39,474,772**	**39,954,821**	**39,845,235**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		1,021,901	1,132,387	1,636,087	1,686,918		1,859,754	2,683,410	3,647,639	3,684,684		3,119,190	3,098,603	3,478,760	3,423,629
Other Long Term Liabilities		9,870,242	9,870,242	9,881,214	9,840,445		9,476,617	9,476,617	9,494,879	9,457,834		9,070,979	9,070,979	9,088,910	9,034,456
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**10,892,143**	**11,002,629**	**11,517,302**	**11,527,363**		**11,336,371**	**12,160,026**	**13,142,518**	**13,142,518**		**12,190,169**	**12,169,582**	**12,567,670**	**12,458,085**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**27,340,457**	**27,287,961**	**27,191,278**	**27,355,425**		**27,365,313**	**27,361,637**	**27,367,065**	**27,367,066**		**27,192,936**	**27,305,190**	**27,387,151**	**27,387,150**
Total Revenues	10,035,559	11,596,472	11,514,521	11,464,596	11,722,970	11,140,549	11,693,606	11,777,990	12,676,219	12,676,219	12,721,212	14,783,993	14,850,644	13,755,646	13,729,784
Total Expenditures	9,964,346	11,962,464	11,933,010	11,979,768	12,073,993	11,074,207	11,683,713	11,771,775	12,664,574	12,664,578	12,704,754	14,958,122	14,912,519	13,735,560	13,709,700
Net Income / (Loss)	**71,213**	**(365,992)**	**(418,489)**	**(515,172)**	**(351,023)**	**66,341**	**9,893**	**6,216**	**11,645**	**11,641**	**16,458**	**(174,129)**	**(61,875)**	**20,085**	**20,084**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**71,213**	**(365,992)**	**(418,489)**	**(515,172)**	**(351,023)**	**66,341**	**9,893**	**6,216**	**11,645**	**11,641**	**16,458**	**(174,129)**	**(61,875)**	**20,085**	**20,084**
Net Assets, Beginning	27,470,230	27,706,449	27,706,450	27,706,450	27,706,448	27,287,961	27,191,278	27,191,278	27,191,278	27,355,425	27,361,637	27,367,065	27,367,065	27,367,065	27,367,066
Adj. for restatement / Prior Yr Adj	277,482	0	0	(0)	0	(76,520)	164,143	164,143	164,143	0	32,713	0	0	0	0
Net Assets, Beginning, Adjusted	**27,747,712**	**27,706,449**	**27,706,450**	**27,706,450**	**27,706,448**	**27,211,441**	**27,355,421**	**27,355,421**	**27,355,421**	**27,355,425**	27,394,350	27,367,065	27,367,065	27,367,065	27,367,066
Net Assets, End	**27,818,925**	**27,340,457**	**27,287,961**	**27,191,278**	**27,355,425**	**27,277,782**	**27,365,313**	**27,361,637**	**27,367,065**	**27,367,066**	**27,410,808**	**27,192,936**	**27,305,190**	**27,387,151**	**27,387,150**
Unrestricted Net Assets		27,340,457	2,241,086	27,184,003	27,348,150		2,084,286	27,361,637	27,367,065	27,367,066		27,192,936	27,305,190	27,387,151	27,387,150
Restricted Net Assets		0	25,046,875	7,275	7,275		25,281,027	0	0	0		0	0	0	0

5987	Audited Financials					2024-2025					2025-2026				
Camino Nuevo Charter Academy 2 (Kayne Siart)	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	1,848,180	3,937,085	4,817,245	5,759,507	0		3,708,797	3,336,545	5,709,507	5,759,507		5,608,157	4,517,096	0	0
Accounts Receivable	1,669,823	1,520,175	398,776	936,919	0		1,347,920	1,346,328	697,125	936,919		0	1,536,967	0	0
Other Current Assets	17,864	24,121	144,259	52,046	0		59,258	55,135	22,016	52,046		1,472,758	38,997	0	0
Total Current Assets	**3,535,867**	**5,481,381**	5,360,280	6,748,472	0		**5,115,974**	**4,738,008**	**6,428,648**	**6,748,472**		**7,080,915**	**6,093,060**	**0**	**0**
Fixed and Other Assets	35,346,921	35,028,203	34,484,955	33,816,153	0		33,838,096	33,841,444	33,816,154	33,816,153		33,260,361	33,271,298	0	0
Total Assets	**38,882,788**	**40,509,584**	**39,845,235**	**40,564,625**	**0**		**38,954,070**	**38,579,452**	**40,244,802**	**40,564,625**		**40,341,276**	**39,364,358**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	1,686,918	3,684,684	3,423,629	3,543,990	0		2,839,896	2,442,909	3,499,931	3,543,990		3,524,569	2,717,045	0	0
Other Long Term Liabilities	9,840,445	9,457,834	9,034,456	8,602,094	0		8,687,074	8,721,851	8,646,153	8,602,094		8,205,839	8,205,839	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**11,527,363**	**13,142,518**	**12,458,085**	**12,146,084**	**0**		**11,526,970**	**11,164,760**	**12,146,084**	**12,146,084**		**11,730,408**	**10,922,884**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**27,355,425**	**27,367,066**	**27,387,150**	**28,418,541**	**0**		**27,427,099**	**27,414,692**	**28,098,718**	**28,418,541**		**28,610,868**	**28,441,474**	**0**	**0**
Total Revenues	11,722,970	12,676,219	13,729,784	15,468,021	0	14,207,408	14,372,657	14,450,371	15,193,629	15,468,021	14,922,822	15,061,479	15,005,477	0	0
Total Expenditures	12,073,993	12,664,578	13,709,700	14,436,630	0	14,166,378	14,332,708	14,422,830	14,482,062	14,436,630	14,772,982	14,869,153	14,982,544	0	0
Net Income / (Loss)	**(351,023)**	**11,641**	**20,084**	**1,031,391**	**0**	**41,030**	**39,949**	**27,541**	**711,567**	**1,031,391**	**149,840**	**192,326**	**22,932**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**(351,023)**	**11,641**	**20,084**	**1,031,391**	**0**	41,030	**39,949**	**27,541**	**711,567**	**1,031,391**	149,840	192,326	22,932	0	0
Net Assets, Beginning	27,706,448	27,355,425	27,367,066	27,387,150	0	27,305,190	27,387,151	27,387,151	27,387,151	27,387,150	27,414,692	28,098,718	28,418,542	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	240,588	0	0	0	0	0	319,824	319,824	0	0
Net Assets, Beginning, Adjusted	27,706,448	27,355,425	27,367,066	27,387,150	0	27,545,779	27,387,151	27,387,151	27,387,151	27,387,150	27,414,692	28,418,542	28,738,366	0	0
Net Assets, End	**27,355,425**	**27,367,066**	**27,387,150**	**28,418,541**	**0**	**27,586,808**	**27,427,099**	**27,414,692**	**28,098,718**	**28,418,541**	**27,564,531**	**28,610,868**	**28,761,298**	**0**	**0**
Unrestricted Net Assets	27,348,150	27,367,066	27,387,150	28,418,541	0		27,427,099	27,414,692	28,098,718	28,418,541		28,610,868	28,441,474	0	0
Restricted Net Assets	7,275	0	0	0	0		0	0	0	0		0	0	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Camino Nuevo Charter Academy 2 (CNCA2)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$27,355,425	$27,367,066	$27,387,150	$28,418,541	$28,441,473
Net Income / (Loss)	($351,023) [1]	$11,641	$20,084	$1,031,391	$22,932
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$1,848,180	$3,937,085	$4,817,245	$5,759,507	$4,517,096
Unrestricted Net Assets	$27,348,150	$27,367,066	$27,387,150	$28,418,541	$28,441,473
Norm Enrollment Reported by the School	688	672	686	714	692
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	226.50%	216.09%	199.76%	196.85%	189.83%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	15.31%	31.09%	35.14%	39.90%	30.15%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	209.61%	148.76%	156.57%	190.42%	224.25%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	29.65%	32.44%	31.27%	29.94%	27.75%

[1] According to Camino Nuevo Charter Academy, the net loss of ($351,023) reported for Fiscal Year 2021-2022 was primarily attributed to the non-cash depreciation expense of $626K associated with CNCA2 ownership of its building.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Camino Nuevo Charter Academy (CNCA)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$52,808,660	$5,007,558	$0	$71,868

Management Fees: CNCA schools pay PN-EDG 12% of the operational funding for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," as projected by PN-EDG on or about July 1, 2025, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements is for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (TK), alumni services, development, home support office services and integrated community support services], to enable CNCA to focus on charter school operations.

Per the Tenth Amendment for Limited Services of July 1, 2025, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.2, the ELOP [Expanded Learning Opportunities Program] Compensation for the services described in Section 3.3, and the Mental Health Program Compensation for the services described in Section 3.4. 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 $236,438.31 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."

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

CNCA2's Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
TK*		17	23	29	37
K*	72	54	59	66	52
1	63	68	58	70	65
2	64	65	75	60	67
3	75	66	73	76	67
4	75	71	69	71	67
5	77	69	74	71	74
6	91	92	86	90	81
7	82	87	82	91	91
8	89	83	87	90	91
Total Enrollment	**688**	**672**	**686**	**714**	**692**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(16)**	**14**	**28**	**(22)**
Enrollment Growth/(Decrease) (%)	**N/A**	**(2.3%)**	**2.1%**	**4.1%**	**(3.1%)**

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated increase in student enrollment count	**4**
Accumulated increase in student enrollment percentage	**0.6%**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
Per Board-approved enrollment capacity in the school's operative charter	**696**
2025-2026 Norm Enrollment	**692**
Below Board-approved enrollment capacity in the school's operative charter	**(4)**
Below Board-approved enrollment capacity percentage in the school's operative charter	**(0.6%)**

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive and have been upward trending since the 2021-2022 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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

Through conducting fiscal oversight, the CSD requests and receives fiscal documents from the charter operator operating multiple charter schools (including bank statements, bank reconciliations, credit card statements, and check registers) that are currently authorized by LAUSD. The CSD reviews these financial documents—along with a sample of checks/disbursements and credit card transactions, as applicable—across these charter schools, to assess the organization's overall compliance with the charter operator governing board-approved fiscal policies and procedures, applicable federal, state, and local laws and regulations, District and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place in alignment with best business practices. Any areas noted for further growth and/or improvement and/or other observations relating to the charter operator's and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational

deficiencies, audit findings, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific charter school under the same charter network, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings applicable to individual schools, are reviewed and documented separately for each charter school.

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational

risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			

11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice
12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development

(ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

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

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
	The status of audit findings from 2023-2024 (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Do not mirror each other; however, the charter school provided reasonable variance explanation/s.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Camino Nuevo Charter Academy and Camino Nuevo High 2
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, 403B, and Social Security

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	The CSD's observations were noted in the OO section above.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2024 to 9/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025

			Reviewed electronic credit/debit transactions for sample testing The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See the description below.

Pueblo Nuevo Education & Development (PN-EDG) Establishment and Financial Support to CNCA Schools:

- **Incorporated**: March 9, 2016, as CNCA's sole statutory member (adopted in 2017)
- **Support Services**: Began in 2017-2018, including home support services
- **One-Time Asset Transfer (2018)**:
  - **Amount**: $4 million transferred from CNCA charter schools to PN-EDG, approved by CNCA's Board on June 13, 2017
  - **Use**: Restricted for CNCA's educational purposes
  - **CNCA2's Share**: $423,550 based on pro-rata calculation
  - **Attorney General Approval**: "No objection" letter dated Oct 12, 2017
  - **Account Balance:** $4,062,275 as of February 28, 2026
- **Financial Support**: Per CNCA's 2024-2025 audit and supporting documentation provided by CNCA, PN-EDG awarded a $250,000 grant to Camino Nuevo Charter Academy 4

Proposition 55 Facility Funding (CNCA2):

- **Agreement Date:** April 25, 2011
- **Purpose:** Purchase/construction of permanent school facility
- **State Apportionment:** $29,557,192 received from the state apportionment
- **Recorded Debt:** $12,493,596
- **Outstanding Debt:** $9,023,119 as of June 30, 2025

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

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	Revolving Line of Credit: • **Agreement Date:** August 14, 2025 • **Amount:** up to $2,000,000 in aggregate • **Terms:** Bears an interest rate on the outstanding principal balance at a variable rate of the secured overnight financing rate plus an applicable margin of 2.25% per annum • **Maturity Date:** August 31, 2026 • **Recorded Debt and Outstanding Balance:** The account has not been utilized and maintains a zero balance as of the writing of this report		
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Per CNCA's 2024-2025 independent audit report and supporting documentation provided by CNCA: • Total amount received and recorded as revenue: $4,775,202 • CNCA2's amount: $979,688 • Additional amount pending: $104,957 has been received and recorded as deferred revenue out of the $557,498 filed
29.	Disclosure of Legal Issues with material fiscal impact	Yes	The charter operator disclosed a legal matter and indicated that the probable estimated fiscal impact on the organization is unknown at this time.

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*

New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2026**

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

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

CAMINO NUEVO ELEMENTARY SCHOOL 3 (2157)
Name and Location Code of Charter School

LAUSD Vision
Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

Charter School Name:	**Camino Nuevo Elementary #3**			**Location Code:**	**2157**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
1. 1723 W. Cordova St. 2. 2755 W. 15th St.		**Los Angeles**	**90007 90006**	**(323) 358-2030**	**(323) 732-1439**
Current Term of Charter[1]:		**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2020 to June 30, 2025		**5 (site 1), 1 (site 2)**		**South (site 1), West (site 2)**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 173**
716	**889**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 19.5%**
TK-8	**TK-8**				
Norm Enrollment Number:	**709**				
Total Number of Staff Members:	**100**	**Certificated:**	**49**	**Classified:**	**51**
Charter School's Leadership Team Members:	**Suzette Torres, Principal; Adriana Abich, Chief Executive Officer; Rachel Hazlehurst, Chief Academic Officer; Natasha Barriga-Siperstein, Vice President of Strategy and Operations**				
Charter School's Contact for Special Education:	**Jessica Hsieh, Director of Special Education**		**SELPA & Option:**		**LAUSD Option 3**
CSD Assigned Administrator:	**Brenda Martinez**		**CSD Fiscal Oversight Manager:**		**Andrea Ines**
Other CSD Team Members:	**NA**				
Oversight Visit Date(s):	**March 6, 2026**		**Fiscal Review Date (if different):**		**NA**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):		**(site 2) PSC**	**LAUSD Co-Location Campus(es) (if applicable):**		**NA**

SUMMARY OF RATINGS

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

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

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

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

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

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)

- Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of nine directors, which is aligned with the organization's most recent Bylaws requiring between five and eighteen directors.
- Evidence submitted by the school and the school's website included documentation that meetings of the school's governing board occur on a monthly basis and are conducted openly and provide opportunity for public participation. Agendas and minutes of meetings of the school's governing board are maintained and posted to the school website and governing board agendas include notice of reasonable accommodations for individuals with disabilities.
- Documentation provided as well as the school's website include evidence that the Advisory Compensation Committee, the Finance committee, and the Audit Committee, have held and are scheduled to hold multiple meetings for the 2025-2026 school year.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates and reports regarding student achievement and other key aspects of school performance and operations, from the organization's Chief Executive Officer, Vice President of Student and Family Supports, Chief Academic Officer, and Vice President of Strategy and Operations among other members of the Camino Nuevo leadership and school staff.
- For example, review of agendas and minutes included evidence that the board reviewed, discussed, and received presentations on multiple topics that included but were not limited to student achievement data, LAUSD Annual Performance-Based Oversight Visit reports, attendance and chronic absenteeism updates and data analysis, and financial reports.
- Board agendas and minutes also included documentation of the Annual Board Retreat, which occurred on September 26, 2025, that covered topics such as, "key trends that will shape the educational landscape and our community in the next 25 years," "how we can best prepare our schools and our students for the future," and "a living timeline, highlighting Camino Nuevo's first 25 years."

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

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Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):
☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☐ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☒ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☐ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G2: DUE PROCESS

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☐ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☒ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☒ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

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

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A4: STUDENT GROUP MATH INDICATOR -

- A majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in Math for the school's:
  - English Learner student group (-85.6 DFS) is higher than the state average (-86.1 DFS).
  - Latino student group (-69.7 DFS) is higher than the state average (-73.6 DFS).
  - Long-Term English Learner student group (-173.0 DFS) is lower than the state average (-158.9 DFS).
  - Socioeconomically Disadvantaged students (-70.3 DFS) is higher than the state average (-72.9 DFS).
  - Students with Disabilities student group (-136.8 DFS) is lower than the state average (-120.7 DFS).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR -

- The schoolwide Dashboard Suspension Rate Indicator performance color is Green. The school's 2025 percentage of students suspended at least one day (1.4%) is lower than the state average (2.9%).

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-38.4 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Professional Learning Communities (PLCs) have a focus on standards mastery, for example, teams review multiple data points (formative assessments, benchmarks, and subgroup performance) to plan ongoing instructional adjustments.
  - Intellectual engagement routines include, implementation of structured routines such as "Everybody Writes," "Turn and Talk," and "Cold Call" to ensure all students are actively participating and thinking critically.
  - Professional development and coaching focus on questioning and discussion techniques to increase student voice and depth of knowledge

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in ELA for the school's:
  - English Learner student group (-65.0 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-38.5 DFS) is lower than the state average (-33.7 DFS).
  - Long-Term English Learners student group (-138.3 DFS) is lower than the state average (-104.5 DFS).
  - Socioeconomically Disadvantaged student group (-39.6 DFS) is lower than the state average (-35.3 DFS).
  - Students with Disabilities student group (-143.8 DFS) is lower than the state average (-89.4 DFS).
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2025 schoolwide Math DFS (-69.1 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Camino Nuevo #3 has increased support for math teachers through targeted professional development and increased coaching in partnership with the Home Support Office (HSO).
  - The school administers i-Ready assessments three times per year to gather data on individual student performance, which informs student placement in intervention and determines the level of tailored support required for students.
  - During PLC meetings, coaches and teachers review student data aligned to Learning Objectives and Success Criteria (LOSC) to discuss the progress of student groups and determine immediate next steps.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (44.9%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school incorporates integrated ELD strategies across all content areas, teachers embed academic vocabulary, utilize language-rich texts, and provide structured opportunities for academic discourse; some examples of such classroom routines include "Everybody Writes," "Turn and Talk," and "Cold Call" which are used to increase student voice and engagement.
  - Based on diagnostic data, EL students receive interventions within their ELD classes, in small-group settings, or through after-school tutoring.
  - The school specifically monitors and supports students at risk of becoming Long-Term English Learners (LTELs) through the intervention programs and targeted small-group groupings.

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A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Orange. The school's 2025 percentage of chronically absent students (28.9%) is higher than the state average (17.1%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school utilizes attendance incentives, monthly spirit weeks, "Shout Out Fridays", and monthly rewards to motivate students to attend regularly.
  - Teachers use a daily 30-minute Advisory period to establish positive relationships with their student cohorts by doing well being check ins and using tools to measure students' sense of belonging. The school's goal is to ensure every student has a relationship with at least one caring adult.
  - School leadership and the Governing Board regularly review and discuss attendance data to monitor progress and inform decision-making regarding action plans and resources.

Corrective Action Required

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

Notes:

The Indicator information below is provided for informational purposes only and will not be scored.

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) -

- The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (54.5%) is higher than the state average (49.1%).

A11: ALL STUDENTS SCIENCE INDICATOR -

- The school's schoolwide Dashboard Science Indicator is at 52 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025

Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

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2025 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies

☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:

The school's percent of "At Risk" ELs is 12.9% as compared to the state's percent of 6.8%

The school's percent of "LTELs" is 6.9% as compared to the state percent of 10.6%

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

☐ Not Applicable

Charter School has two (2) LAUSD Board of Education Benchmarks related to Student Achievement and Educational Performance:

Note: California no longer uses any form of similar school rankings either for assessment or accountability.

1. The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.
    - **2025 Status:** No update available as 2022-2023, 2023-2024 and 2024-2025 reclassification data have not yet been published by the state.

2. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in ELA schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.
    - **2025 Status**: The Charter School's current Performance Color on the 2025 California School Dashboard for All Students in ELA is Orange as compared to the 2024 Performance Color of Yellow. Additionally, although the school increased its ELA DFS from the prior year, its 2025 All Students ELA DFS (-38.4) remains lower than the Resident Schools Median DFS (-34.3).

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☒ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served

- School leaders determine PD priorities by analyzing and comparing data collected from instructional walkthroughs, teacher feedback, and schoolwide data (such as Panorama and DeansList) to ensure training is responsive and targeted toward improving student learning.
- School leadership and staff utilize professional development spaces to examine schoolwide trends and vertical alignment, while grade-level teams use PLCs to review classroom-specific data and plan instructional adjustments for all students and TK–8 Alignment.
- The school added three instructional coaching roles (TOSAs) to provide targeted support in core content areas, in order for instructional priorities to remain aligned schoolwide for all students.
- Two designated teachers serve on an Intervention Committee to provide training and practical support to colleagues, in an effort to strengthen Tier 1 and Tier 2 intervention practice.

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis

- RSP and general education teachers have established clear expectations for co-planning to improve the alignment of accommodations and access to grade-level instruction for students with IEPs.
- The school supports English Learners (ELs) by implementing Standards-Aligned Designated and Integrated ELD practices, which include embedding language development into the core curriculum and providing specialized interventions such as HMH Language Launch.
- Teachers across all content areas integrate language development by anchoring instruction in academic vocabulary, utilizing language-rich texts, and providing structured opportunities for academic discussion so that EL students achieve content mastery and language acquisition.
- The school prioritizes Spanish foundational literacy instruction to support skill transfer and accelerate English proficiency.
- The 6–8 ELD team maintains student work portfolios to measure progress toward standards mastery.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):
☒ Not Applicable

RATING NOTES:

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

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Performance Rubric	Sources of Evidence
☐ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

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

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with School Leadership ☐ Other: (Specify)

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☒ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☐ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☒ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
	☒	☐

All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☐ Not applicable
Notes: None	

B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐

For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☐	☐
	☒ Not applicable	
Notes: None		

C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	

Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

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2157	2021-2022					2022-2023					2023-2024				
Camino Nuevo Elementary School 3 (Eisner)	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents		3,899,207	4,615,483	5,021,993	4,935,449		5,412,622	5,583,285	8,817,764	8,817,763		7,355,762	6,819,602	8,191,901	8,191,900
Accounts Receivable		1,462,421	1,108,489	0	1,644,005		1,729,437	1,638,557	907,784	908,072		1,732,608	2,492,972	1,762,328	1,699,966
Other Current Assets		55,054	77,003	1,585,266	28,604		33,366	33,554	65,693	65,406		86,830	86,750	90,390	152,751
Total Current Assets		**5,416,682**	**5,800,975**	**6,607,260**	**6,608,058**		**7,175,425**	**7,255,396**	**9,791,241**	**9,791,241**		**9,175,200**	**9,399,325**	**10,044,618**	**10,044,617**
Fixed and Other Assets		749,462	750,839	818,869	818,870		960,134	1,200,217	6,023,762	6,023,762		6,247,752	6,065,353	5,943,188	5,943,188
Total Assets		**6,166,144**	**6,551,814**	**7,426,129**	**7,426,928**		**8,135,559**	**8,455,613**	**15,815,002**	**15,815,003**		**15,422,952**	**15,464,678**	**15,987,806**	**15,987,805**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		682,291	860,225	1,665,391	1,658,470		1,836,440	2,361,437	4,980,884	5,317,989		4,406,998	4,366,695	4,390,628	4,746,666
Other Long Term Liabilities		35,825	35,825	50,712	0		50,712	50,712	5,040,331	4,703,226		4,912,819	4,912,819	4,931,752	4,575,714
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**718,116**	**896,050**	**1,716,103**	**1,658,470**		**1,887,152**	**2,412,149**	**10,021,215**	**10,021,215**		**9,319,817**	**9,279,514**	**9,322,380**	**9,322,380**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**5,448,028**	**5,655,764**	**5,710,026**	**5,768,458**		**6,248,406**	**6,043,464**	**5,793,787**	**5,793,788**		**6,103,135**	**6,185,163**	**6,665,426**	**6,665,425**
Total Revenues	10,877,826	12,178,627	12,146,148	11,904,366	12,049,341	11,914,860	13,242,873	13,221,928	13,634,584	13,634,585	14,343,436	16,407,532	16,552,888	15,664,888	15,584,255
Total Expenditures	10,616,723	12,488,351	12,248,136	11,952,092	12,038,637	11,769,598	12,762,924	12,946,921	13,609,255	13,609,255	14,275,381	16,098,184	16,161,512	14,793,248	14,712,618
Net Income / (Loss)	**261,103**	**(309,724)**	**(101,988)**	**(47,726)**	**10,704**	**145,262**	**479,949**	**275,007**	**25,330**	**25,330**	**68,056**	**309,348**	**391,376**	**871,640**	**871,637**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**261,103**	**(309,724)**	**(101,988)**	**(47,726)**	**10,704**	**145,262**	**479,949**	**275,007**	**25,330**	**25,330**	**68,056**	**309,348**	**391,376**	**871,640**	**871,637**
Net Assets, Beginning	5,320,579	5,757,752	5,757,752	5,757,752	5,757,754	5,655,763	5,710,026	5,710,026	5,710,026	5,768,458	6,043,464	5,793,787	5,793,787	5,793,787	5,793,788
Adj. for restatement / Prior Yr Adj	296,059	0	0	0	0	81,364	58,431	58,431	58,431	0	(255,898)	0	0	0	0
Net Assets, Beginning, Adjusted	**5,616,638**	**5,757,752**	**5,757,752**	**5,757,752**	**5,757,754**	**5,737,127**	**5,768,457**	**5,768,457**	**5,768,457**	**5,768,458**	5,787,566	5,793,787	5,793,787	5,793,787	5,793,788
Net Assets, End	**5,877,741**	**5,448,028**	**5,655,764**	**5,710,026**	**5,768,458**	**5,882,389**	**6,248,406**	**6,043,464**	**5,793,787**	**5,793,788**	**5,855,622**	**6,103,135**	**6,185,163**	**6,665,426**	**6,665,425**
Unrestricted Net Assets		5,448,028	750,840	5,710,026	5,768,458		5,288,272	6,043,464	5,763,985	5,763,986		6,101,795	6,185,163	6,661,243	6,661,241
Restricted Net Assets		0	4,904,924	0	0		960,134	0	29,802	29,802		1,340	0	4,184	4,184

2157	Audited Financials					2024-2025					2025-2026				
Camino Nuevo Elementary School 3 (Eisner)	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	4,935,449	8,817,763	8,191,900	9,175,327	0		7,857,102	7,611,065	9,175,327	9,175,327		9,542,191	4,462,136	0	0
Accounts Receivable	1,644,005	908,072	1,699,966	1,188,042	0		1,403,439	0	1,992,024	1,188,042		0	800,418	0	0
Other Current Assets	28,604	65,406	152,751	1,249,204	0		117,314	1,956,344	83,149	1,249,204		1,736,540	80,151	0	0
Total Current Assets	**6,608,058**	**9,791,241**	10,044,617	11,612,573	0		**9,377,855**	**9,567,409**	**11,250,500**	**11,612,573**		**11,278,732**	**5,342,704**	**0**	**0**
Fixed and Other Assets	818,870	6,023,762	5,943,188	5,664,788	0		6,113,937	5,831,935	5,664,787	5,664,788		5,842,740	9,535,635	0	0
Total Assets	**7,426,928**	**15,815,003**	**15,987,805**	**17,277,361**	**0**		**15,491,792**	**15,399,344**	**16,915,286**	**17,277,361**		**17,121,471**	**14,878,339**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	1,658,470	5,317,989	4,746,666	5,053,058	0		3,705,727	3,466,756	4,702,894	5,053,058		4,516,334	1,517,423	0	0
Other Long Term Liabilities	0	4,703,226	4,575,714	4,442,904	0		4,798,941	4,798,941	4,793,069	4,442,904		4,664,672	8,415,002	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**1,658,470**	**10,021,215**	**9,322,380**	**9,495,962**	**0**		**8,504,668**	**8,265,697**	**9,495,963**	**9,495,962**		**9,181,006**	**9,932,425**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**5,768,458**	**5,793,788**	**6,665,425**	**7,781,399**	**0**		**6,987,125**	**7,133,647**	**7,419,324**	**7,781,399**		**7,940,466**	**4,945,914**	**2,689**	**0**
Total Revenues	12,049,341	13,634,585	15,584,255	16,643,117	0	15,493,725	15,677,757	16,150,504	16,371,737	16,643,117	16,485,690	16,428,121	11,154,661	0	0
Total Expenditures	12,038,637	13,609,255	14,712,618	15,527,143	0	15,275,137	15,356,059	15,682,284	15,617,840	15,527,143	16,350,362	16,269,053	11,013,302	0	0
Net Income / (Loss)	**10,704**	**25,330**	**871,637**	**1,115,974**	**0**	**218,588**	**321,698**	**468,220**	**753,897**	**1,115,974**	**135,328**	**159,069**	**141,359**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**10,704**	**25,330**	**871,637**	**1,115,974**	**0**	218,588	**321,698**	**468,220**	**753,897**	**1,115,974**	135,328	159,069	141,359	0	0
Net Assets, Beginning	5,757,754	5,768,458	5,793,788	6,665,425	0	6,185,163	6,665,426	6,665,426	6,665,426	6,665,425	7,133,647	7,419,324	4,804,555	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(61,026)	0	0	0	0	0	362,073	0	0	0
Net Assets, Beginning, Adjusted	5,757,754	5,768,458	5,793,788	6,665,425	0	6,124,138	6,665,426	6,665,426	6,665,426	6,665,425	7,133,647	7,781,397	4,804,555	0	0
Net Assets, End	**5,768,458**	**5,793,788**	**6,665,425**	**7,781,399**	**0**	**6,342,726**	**6,987,125**	**7,133,647**	**7,419,324**	**7,781,399**	**7,268,974**	**7,940,466**	**4,945,914**	**0**	**0**
Unrestricted Net Assets	5,768,458	5,763,986	6,661,241	7,778,710	0		6,987,125	7,133,647	7,416,635	7,778,710		7,937,749	4,945,914	0	0
Restricted Net Assets	0	29,802	4,184	2,689	0		0	0	2,689	2,689		2,717	0	2,689	0

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Camino Nuevo Elementary 3 (CNCA3)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$5,768,458	$5,793,788	$6,665,425	$7,781,399	$7,922,758
Net Income / (Loss)	$10,704	$25,330	$871,637	$1,115,974	$141,359
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$4,935,449	$8,817,763	$8,191,900	$9,175,327	$4,462,136
Unrestricted Net Assets	$5,768,458	$5,763,986	$6,661,241	$7,778,710	$4,945,914
Norm Enrollment Reported by the School	710	731	714	738	709
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	47.92%	42.35%	45.28%	50.10%	44.91%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	41.00%	64.79%	55.68%	59.09%	40.52%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	398.44%	184.12%	211.61%	229.81%	352.09%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	22.33%	63.37%	58.31%	54.96%	66.76%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Camino Nuevo Charter Academy (CNCA)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$52,808,660	$5,007,558	$0	$71,868

Management Fees: CNCA schools pay PN-EDG 12% of the operational funding for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," as projected by PN-EDG on or about July 1, 2025, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements is for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (TK), alumni services, development, home support office services and integrated community support services], to enable CNCA to focus on charter school operations.

Per the Tenth Amendment for Limited Services of July 1, 2025, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.2, the ELOP [Expanded Learning Opportunities Program] Compensation for the services described in Section 3.3, and the Mental Health Program Compensation for the services described in Section

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3.4. 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 $236,438.31 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."

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

CNCA3's Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
TK*		24	20	38	38
K*	72	66	79	62	65
1	70	67	63	76	65
2	69	73	68	69	73
3	73	68	64	73	72
4	87	78	62	68	72
5	77	89	81	76	70
6	86	95	99	95	78
7	84	86	94	91	94
8	92	85	84	90	82
Total Enrollment	**710**	**731**	**714**	**738**	**709**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**21**	**(17)**	**24**	**(29)**
Enrollment Growth/(Decrease) (%)	**N/A**	**3.0%**	**(2.3%)**	**3.4%**	**(3.9%)**

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated decrease in student enrollment count	**(1)**
Accumulated decrease in student enrollment percentage	**(0.1%)**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
Per Board-approved enrollment capacity in the school's operative charter	**889**
2025-2026 Norm Enrollment	**709**
Below Board-approved enrollment capacity in the school's operative charter	**(180)**
Below Board-approved enrollment capacity percentage in the school's operative charter	**(20.2%)**

As noted above, the school has maintained a balanced budget for Fiscal Year 2024-2025, and projected a balanced budget per its 2025-2026 Second Interim Financials. According to CNCA, in order to address the current enrollment challenges, CNCA3 is implementing a comprehensive recruitment and retention strategy focused on proactive family engagement, targeted marketing, and strengthened program offerings. The CSD will continue to monitor the school's student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive and have been upward trending since the 2021-2022 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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

Through conducting fiscal oversight, the CSD requests and receives fiscal documents from the charter operator operating multiple charter schools (including bank statements, bank reconciliations, credit card statements, and check registers) that are currently authorized by LAUSD. The CSD reviews these financial documents—along with a sample of checks/disbursements and credit card transactions, as applicable—across these charter schools, to assess the organization's overall compliance with the charter operator governing board-approved fiscal policies and procedures, applicable federal, state, and local laws and regulations, District and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place in alignment with best business practices. Any areas noted for further growth and/or improvement and/or other observations relating to the charter operator's and its charter schools' overall compliance

and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, audit findings, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific charter school under the same charter network, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings applicable to individual schools, are reviewed and documented separately for each charter school.

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding

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bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice

10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice
12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements

- **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

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

☒ Not Applicable

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LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
	The status of audit findings from 2023-2024 (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Do not mirror each other; however, the charter school provided reasonable variance explanation/s.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Camino Nuevo Charter Academy and Camino Nuevo High 2
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, 403B, and Social Security

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	The CSD's observations were noted in the OO section above.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2024 to 9/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025

			Reviewed electronic credit/debit transactions for sample testing The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See the description below.

Pueblo Nuevo Education & Development (PN-EDG) Establishment and Financial Support to CNCA Schools:

- **Incorporated**: March 9, 2016, as CNCA's sole statutory member (adopted in 2017)
- **Support Services**: Began in 2017-2018, including home support services
- **One-Time Asset Transfer (2018)**:
  - **Amount**: $4 million transferred from CNCA charter schools to PN-EDG, approved by CNCA's Board on June 13, 2017
  - **Use**: Restricted for CNCA's educational purposes
  - **CNCA3's Share**: $793,339 based on pro-rata calculation
  - **Attorney General Approval**: "No objection" letter dated Oct 12, 2017
  - **Account Balance:** $4,062,275 as of February 28, 2026
- **Financial Support**: Per CNCA's 2024-2025 audit and supporting documentation provided by CNCA, PN-EDG awarded a $250,000 grant to Camino Nuevo Charter Academy 4

Proposition 55 Facility Funding (Camino Nuevo Charter Academy 2):

- **Agreement Date:** April 25, 2011
- **Purpose:** Purchase/construction of permanent school facility
- **State Apportionment:** $29,557,192 received from the state apportionment
- **Recorded Debt:** $12,493,596
- **Outstanding Debt:** $9,023,119 as of June 30, 2025

	Revolving Line of Credit: • **Agreement Date:** August 14, 2025 • **Amount:** up to $2,000,000 in aggregate • **Terms:** Bears an interest rate on the outstanding principal balance at a variable rate of the secured overnight financing rate plus an applicable margin of 2.25% per annum • **Maturity Date:** August 31, 2026 • **Recorded Debt and Outstanding Balance:** The account has not been utilized and maintains a zero balance as of the writing of this report		
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	Yes	CNCA3's Castellanos campus is located on a Public School Choice (PSC) site and CNCA's Eisner campus is located on a private site.
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Per CNCA's 2024-2025 independent audit report and supporting documentation provided by CNCA: • Total amount received and recorded as revenue: $4,775,202 • CNCA3's amount: $1,109,601 • Additional amount pending: $104,957 has been received and recorded as deferred revenue out of the $557,498 filed
29.	Disclosure of Legal Issues with material fiscal impact	Yes	The charter operator disclosed a legal matter and indicated that the probable estimated fiscal impact on the organization is unknown at this time.

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*

New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/6/2026**

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

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

CAMINO NUEVO CHARTER ACADEMY #4 (2251)
Name and Location Code of Charter School

LAUSD Vision
Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

Charter School Name:	**Camino Nuevo Charter Academy #4**			**Location Code:**	**2251**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
1018 Mohawk St.		**Los Angeles**	**90026**	**(213) 353-5300**	**(213) 483-1688**
Current Term of Charter[1]:		**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2020 to June 30, 2028		**2**		**East**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 237**
441	**678**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 35%**
TK-8	**TK-8**				
Norm Enrollment Number:	**436**				
Total Number of Staff Members:	**65**	**Certificated:**	**34**	**Classified:**	**31**
Charter School's Leadership Team Members:	**Shannon Leonard, Principal; Adriana Abich, Chief Executive Officer; Rachel Hazlehurst, Chief Academic Officer; Natasha Barriga-Siperstein, Vice President of Strategy and Operations**				
Charter School's Contact for Special Education:	**Jessica Hsieh, Director of Special Education**		**SELPA & Option:**		**LAUSD Option 3**
CSD Assigned Administrator:	**Brenda Martinez**		**CSD Fiscal Oversight Manager:**		**Andrea Ines**
Other CSD Team Members:	**NA**				
Oversight Visit Date(s):	**March 20, 2026**		**Fiscal Review Date (if different):**		**NA**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**PSC**		**LAUSD Co-Location Campus(es) (if applicable):**		**NA**

SUMMARY OF RATINGS

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

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

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

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

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

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)

- Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of nine directors, which is aligned with the organization's most recent Bylaws requiring between five and eighteen directors.
- Evidence submitted by the school and the school's website included documentation that meetings of the school's governing board occur on a monthly basis and are conducted openly and provide opportunity for public participation. Agendas and minutes of meetings of the school's governing board are maintained and posted to the school website and governing board agendas include notice of reasonable accommodations for individuals with disabilities.
- Documentation provided as well as the school's website include evidence that the Advisory Compensation Committee, the Finance committee, and the Audit Committee, have held and are scheduled to hold multiple meetings for the 2025-2026 school year.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates and reports regarding student achievement and other key aspects of school performance and operations, from the organization's Chief Executive Officer, Vice President of Student and Family Supports, Chief Academic Officer, and Vice President of Strategy and Operations among other members of the Camino Nuevo leadership and school staff.
- For example, review of agendas and minutes included evidence that the board reviewed, discussed, and received presentations on multiple topics that included but were not limited to student achievement data, LAUSD Annual Performance-Based Oversight Visit reports, attendance and chronic absenteeism updates and data analysis, and financial reports.
- Board agendas and minutes also included documentation of the Annual Board Retreat, which occurred on September 26, 2025, that covered topics such as, "key trends that will shape the educational landscape and our community in the next 25 years," "how we can best prepare our schools and our students for the future," and "a living timeline, highlighting Camino Nuevo's first 25 years."

Areas Noted for Further Growth and/or Improvement

None noted at this time.

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):
☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☐ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☒ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☐ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G2: DUE PROCESS

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☐ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☒ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☒ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

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

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A10: ALL STUDENTS SUSPENSION RATE INDICATOR -

- The schoolwide Dashboard Suspension Rate Indicator performance color is Orange. The school's 2025 percentage of students suspended at least one day (2.1%) is lower than the state average (2.9%).

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-55.0 DFS) is lower than the state average (-8.1 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - All students in grades 1–5, and students who need it in grades 6–8, have a dedicated intervention block during the instructional day; the focus is on strengthening foundational skills such as, phonemic awareness, phonics, and fluency to help students move from "learning to read" to "reading to learn".
  - The principal leads quarterly data meetings with teachers to analyze individual student data profiles and set goals for individual growth and monitor progress across the school year, particularly for English Learners and Students with Disabilities.
  - Through Professional Learning Communities (PLCs) and coaching meetings, teachers analyze data on at least a monthly or biweekly basis where they review overall, student skill-level proficiency to plan responsive instruction, such as strategic student grouping for intervention.

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  - The 2025 average DFS in ELA for the school's:
  - English Learner student group (-86.7 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-57.3 DFS) is lower than the state average (-33.7 DFS).
  - Socioeconomically Disadvantaged student group (-58.2 DFS) is lower than the state average (-35.3 DFS)

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

- Students with Disabilities student group (-109.2 DFS) is lower than the state average (-89.4 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A1.

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Yellow. The school's 2025 schoolwide Math DFS (-71.3 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - Math teachers and instructional coaches implemented bi-weekly PLCs to backwards plan learning objectives and success criteria based on formative assessments for all students.
  - Teachers utilized data analysis results to craft targeted reteach lessons focusing on high-leverage concepts and procedures that identified students had not yet mastered.
  - Teachers engaged in professional learning cycles that focus on math instruction, professional text studies, professional development as well as coaching debriefs in order to improve their practice.

A4: STUDENT GROUP MATH INDICATOR -

- Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  - The 2025 average DFS in Math for the school's:
  - English Learner student group (-88.8 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-71.5 DFS) is higher than the state average (-73.6 DFS).
  - Socioeconomically Disadvantaged students (-73.3 DFS) is lower than the state average (-72.9 DFS)
  - Students with Disabilities student group (-131.1 DFS) is lower than the state average (-120.7 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A3.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Red. The school's 2025 percentage of English Learner students making progress towards English language proficiency (34.4%) is lower than the state average (46.4%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - All teachers participate in professional learning focused on ELPAC expectations and ELD standards to deepen their instructional support for English Learners.
  - School leaders utilized disaggregated subgroup data to provide teachers with targeted coaching on recommended instructional strategies and interventions for English Learners.
  - Teachers supplement the ELD curriculum with ELPAC-aligned resources to strengthen academic reading and writing skills for English Learners.

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A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR -

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red. The school's 2025 percentage of chronically absent students (31.9%) is higher than the state average (17.1%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The Attendance Support Team provides attendance interventions that include family outreach such as "Know Your Rights" campaigns and the "Camino Seguro" safety campaign to reassure families of student safety in the face of immigration enforcement.
  - School staff also conduct phone calls and teacher outreach via Parent Square to establish immediate communication with families of absent students.
  - School leadership facilitates attendance support meetings and the SART (School Attendance Review Team) process to provide formal interventions for students with persistent attendance challenges.

Corrective Action Required

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

Notes:

The Indicator information below is provided for informational purposes only and will not be scored.

A11: ALL STUDENTS SCIENCE INDICATOR -

- The school's schoolwide Dashboard Science Indicator is at 43.0 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025

Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

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2025 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies

☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:

The school's percent of "At Risk" ELs is 12.5% as compared to the state's percent of 6.0%

The school's percent of "LTELs" is 9.0% as compared to the state percent of 10.4%

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

☒ Not Applicable

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☒ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence

☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☒ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels	☒ California School Dashboard (CDE) ☐ Other: (Specify)

assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served

- Leadership monitors implementation of teaching practices by focusing on specific strategies, such as student discourse and active teacher monitoring, where teachers check student work against intended learning objectives and success criteria during the lesson and classroom observations.
- The school also provided professional development materials related to the school's key features, some topics and titles include Internalization and Implementation of CNCA Curriculum, executing small group phonics intervention, Learning the Fundamentals, and 8 Week Vision Instructional Strategies.
- Professional development needs are determined by aligning network-wide priorities with school-specific student achievement and teacher data, delivering this training through a combination of whole-staff sessions, collaborative Professional Learning Communities (PLCs) that utilize research-based text studies, and individualized coaching cycles to improve instructional efficacy and student learning.

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis

- The school provides student access to instructional materials aligned with California State Content Standards, including Ready Classroom Mathematics, Into Reading (HMH) for K-5, and EL Education for grades 6-8
- To support students who are not yet meeting grade-level standards, the school has implemented the MTSS framework which include homeroom teachers, intervention teachers, and RSP educators to ensure students receive "just-in-time" support.
- The school incorporates data driven student groupings that identify students' current mastery levels based on a foundational literacy skills assessment and are moved dynamically through groups as they progress.
- Teachers receive individual coaching through Planning, Observation, Debrief, and Data Analysis (P.O.D.D.) cycles with instructional leaders.
- Staff members participate in professional development to understand the rights of students experiencing homelessness and foster youth, including the mandate to maintain strict confidentiality to protect families from stigma or victimization; there is a school liaison that serves as an advocate and coordinator for students facing housing instability

Areas Noted for Further Growth and/or Improvement

None noted at this time.

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):
☒ Not Applicable

RATING NOTES:

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

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Performance Rubric	Sources of Evidence
☐ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

LAUSD CHARTER SCHOOLS DIVISION

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Annual Performance-Based Oversight Visit Report

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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☒ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

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

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with School Leadership ☐ Other: (Specify)

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☒ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☐ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
	☐	☐

All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☒ Not applicable
Notes: None	

B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
	☐	☐

For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☒ Not applicable
Notes: None	

C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☐ LCAP, per Ed. Code § 47606.5(h) ☐ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☐ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☐ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☐ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☐ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	

Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

LAUSD CHARTER SCHOOLS DIVISION

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2251	2021-2022					2022-2023					2023-2024				
Camino Nuevo Charter Academy 4 (Cisneros)	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents		2,301,339	2,534,317	2,129,178	2,053,100		1,951,717	2,586,589	3,925,151	3,925,151		3,617,268	3,148,811	4,400,372	4,400,372
Accounts Receivable		852,447	745,311	0	1,355,253		1,295,840	1,187,625	1,232,185	1,232,185		1,309,690	1,296,639	340,874	284,596
Other Current Assets		12,879	12,880	1,288,307	11,261		11,937	11,937	16,930	16,930		21,000	21,000	24,395	80,674
Total Current Assets		**3,166,665**	**3,292,508**	**3,417,485**	**3,419,614**		**3,259,494**	**3,786,151**	**5,174,266**	**5,174,266**		**4,947,959**	**4,466,450**	**4,765,642**	**4,765,642**
Fixed and Other Assets		568,006	614,317	817,518	817,518		947,505	904,828	786,343	786,343		663,163	660,370	649,894	649,894
Total Assets		**3,734,671**	**3,906,825**	**4,235,003**	**4,237,132**		**4,206,999**	**4,690,978**	**5,960,608**	**5,960,609**		**5,611,121**	**5,126,820**	**5,415,536**	**5,415,536**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		608,180	794,674	1,028,242	1,071,447		1,151,452	1,576,985	2,718,306	2,758,450		2,241,859	1,688,538	2,170,573	2,218,164
Other Long Term Liabilities		42,549	42,549	43,204	0		43,204	43,204	62,734	22,590		51,793	51,793	59,238	11,649
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**650,729**	**837,223**	**1,071,446**	**1,071,447**		**1,194,656**	**1,620,189**	**2,781,040**	**2,781,040**		**2,293,653**	**1,740,332**	**2,229,812**	**2,229,813**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**3,083,942**	**3,069,602**	**3,163,557**	**3,165,685**		**3,012,343**	**3,070,790**	**3,179,568**	**3,179,569**		**3,317,469**	**3,386,489**	**3,185,724**	**3,185,723**
Total Revenues	8,541,596	10,260,681	10,140,630	10,620,794	10,699,002	9,953,532	10,015,180	10,163,142	10,397,140	10,397,140	9,215,176	10,486,072	10,713,181	10,271,743	10,235,442
Total Expenditures	8,462,627	10,339,805	10,234,094	10,620,303	10,696,382	9,927,172	10,168,523	10,258,038	10,383,258	10,383,256	9,204,463	10,348,171	10,506,260	10,265,586	10,229,288
Net Income / (Loss)	**78,969**	**(79,124)**	**(93,464)**	**491**	**2,620**	**26,361**	**(153,343)**	**(94,896)**	**13,882**	**13,884**	**10,714**	**137,901**	**206,921**	**6,156**	**6,154**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**78,969**	**(79,124)**	**(93,464)**	**491**	**2,620**	**26,361**	**(153,343)**	**(94,896)**	**13,882**	**13,884**	**10,714**	**137,901**	**206,921**	**6,156**	**6,154**
Net Assets, Beginning	2,619,935	3,163,066	3,163,066	3,163,066	3,163,065	3,069,602	3,163,557	3,163,557	3,163,557	3,165,685	3,070,790	3,179,568	3,179,568	3,179,568	3,179,569
Adj. for restatement / Prior Yr Adj	525,492	0	0	(0)	0	1,420	2,129	2,129	2,129	0	101,221	0	0	0	0
Net Assets, Beginning, Adjusted	**3,145,427**	**3,163,066**	**3,163,066**	**3,163,066**	**3,163,065**	**3,071,022**	**3,165,686**	**3,165,686**	**3,165,686**	**3,165,685**	3,172,011	3,179,568	3,179,568	3,179,568	3,179,569
Net Assets, End	**3,224,396**	**3,083,942**	**3,069,602**	**3,163,557**	**3,165,685**	**3,097,383**	**3,012,343**	**3,070,790**	**3,179,568**	**3,179,569**	**3,182,724**	**3,317,469**	**3,386,489**	**3,185,724**	**3,185,723**
Unrestricted Net Assets		3,083,942	2,455,285	3,102,587	3,104,715		2,064,838	3,033,415	3,134,797	3,134,798		3,299,717	3,386,489	3,185,724	3,185,723
Restricted Net Assets		0	614,317	60,970	60,970		947,505	37,375	44,771	44,771		17,752	0	0	0

2251	Audited Financials					2024-2025					2025-2026				
Camino Nuevo Charter Academy 4 (Cisneros)	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**	**Preliminary Budget**	**First Interim**	**Second Interim**	**Unaudited Actuals**	**Audited Financials**
Cash and Cash Equivalents	2,053,100	3,925,151	4,400,372	3,688,426	0		3,035,305	2,949,452	3,688,426	3,688,426		4,922,172	4,379,283	0	0
Accounts Receivable	1,355,253	1,232,185	284,596	701,367	0		1,174,382	1,175,984	1,492,456	701,367		0	1,026,795	0	0
Other Current Assets	11,261	16,930	80,674	1,006,322	0		31,434	31,434	29,268	1,006,322		1,006,714	49,283	0	0
Total Current Assets	**3,419,614**	**5,174,266**	4,765,642	5,396,115	0		**4,241,122**	**4,156,871**	**5,210,150**	**5,396,115**		**5,928,885**	**5,455,362**	**0**	**0**
Fixed and Other Assets	817,518	786,343	649,894	472,767	0		571,062	508,948	472,768	472,767		483,035	486,788	0	0
Total Assets	**4,237,132**	**5,960,609**	**5,415,536**	**5,868,882**	**0**		**4,812,183**	**4,665,819**	**5,682,918**	**5,868,882**		**6,411,920**	**5,942,149**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	1,071,447	2,758,450	2,218,164	1,853,462	0		1,576,767	1,415,004	1,801,198	1,853,462		2,317,653	1,883,842	0	0
Other Long Term Liabilities	0	22,590	11,649	0	0		47,431	47,431	52,263	0		41,139	41,139	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**1,071,447**	**2,781,040**	**2,229,813**	**1,853,462**	**0**		**1,624,198**	**1,462,435**	**1,853,461**	**1,853,462**		**2,358,792**	**1,924,981**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**3,165,685**	**3,179,569**	**3,185,723**	**4,015,420**	**0**		**3,187,985**	**3,203,384**	**3,829,457**	**4,015,420**		**4,053,128**	**4,017,168**	**0**	**0**
Total Revenues	10,699,002	10,397,140	10,235,442	11,291,019	0	10,229,718	10,019,121	10,104,596	11,137,514	11,291,019	9,774,369	9,870,605	9,890,648	0	0
Total Expenditures	10,696,382	10,383,256	10,229,288	10,461,322	0	10,135,381	10,016,860	10,086,936	10,493,781	10,461,322	9,735,354	9,832,900	9,888,903	0	0
Net Income / (Loss)	**2,620**	**13,884**	**6,154**	**829,697**	**0**	**94,337**	**2,261**	**17,660**	**643,733**	**829,697**	**39,015**	**37,705**	**1,745**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**2,620**	**13,884**	**6,154**	**829,697**	**0**	94,337	**2,261**	**17,660**	**643,733**	**829,697**	39,015	37,705	1,745	0	0
Net Assets, Beginning	3,163,065	3,165,685	3,179,569	3,185,723	0	3,386,489	3,185,724	3,185,724	3,185,724	3,185,723	3,203,384	3,829,457	4,015,423	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(173,409)	0	0	0	0	0	185,965	185,966	0	0
Net Assets, Beginning, Adjusted	3,163,065	3,165,685	3,179,569	3,185,723	0	3,213,080	3,185,724	3,185,724	3,185,724	3,185,723	3,203,384	4,015,422	4,201,389	0	0
Net Assets, End	**3,165,685**	**3,179,569**	**3,185,723**	**4,015,420**	**0**	**3,307,417**	**3,187,985**	**3,203,384**	**3,829,457**	**4,015,420**	**3,242,399**	**4,053,128**	**4,203,134**	**0**	**0**
Unrestricted Net Assets	3,104,715	3,134,798	3,185,723	4,015,420	0		3,187,985	3,203,384	3,829,457	4,015,420		4,053,128	4,017,168	0	0
Restricted Net Assets	60,970	44,771	0	0	0		0	0	0	0		0	0	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Camino Nuevo Charter Academy 4 (CNCA4)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$3,165,685	$3,179,569	$3,185,723	$4,015,420	$4,017,165
Net Income / (Loss)	$2,620	$13,884	$6,154	$829,697	$1,745
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$2,053,100	$3,925,151	$4,400,372	$3,688,426	$4,379,283
Unrestricted Net Assets	$3,104,715	$3,134,798	$3,185,723	$4,015,420	$4,017,165
Norm Enrollment Reported by the School	602	543	493	478	436
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	29.03%	30.19%	31.14%	38.38%	40.62%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	19.19%	37.80%	43.02%	35.26%	44.28%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	319.16%	187.58%	214.85%	291.14%	289.59%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	25.29%	46.66%	41.17%	31.58%	32.40%

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Camino Nuevo Charter Academy (CNCA)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$52,808,660	$5,007,558	$0	$71,868

Management Fees: CNCA schools pay PN-EDG 12% of the operational funding for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," as projected by PN-EDG on or about July 1, 2025, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements is for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (TK), alumni services, development, home support office services and integrated community support services], to enable CNCA to focus on charter school operations.

Per the Tenth Amendment for Limited Services of July 1, 2025, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.2, the ELOP [Expanded Learning Opportunities Program] Compensation for the services described in Section 3.3, and the Mental Health Program Compensation for the services described in Section

3.4. 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 $236,438.31 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."

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

CNCA4's Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
TK*		12	12	14	13
K*	50	40	44	29	38
1	58	45	48	60	27
2	58	50	38	51	58
3	66	52	52	39	47
4	60	63	48	52	39
5	72	59	60	49	52
6	87	72	59	60	44
7	77	75	56	61	56
8	74	75	76	63	62
Total Enrollment	**602**	**543**	**493**	**478**	**436**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(59)**	**(50)**	**(15)**	**(42)**
Enrollment Growth/(Decrease) (%)	**N/A**	**(9.8%)**	**(9.2%)**	**(3.0%)**	**(8.8%)**

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated decrease in student enrollment count	**(166)**
Accumulated decrease in student enrollment percentage	**(27.6%)**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
Per Board-approved enrollment capacity in the school's operative charter	**678**
2025-2026 Norm Enrollment	**436**
Below Board-approved enrollment capacity in the school's operative charter	**(242)**
Below Board-approved enrollment capacity percentage in the school's operative charter	**(35.7%)**

As noted above, the school has maintained a balanced budget for Fiscal Year 2024-2025, and projected a balanced budget per its 2025-2026 Second Interim Financials. According to CNCA, in order to address the current enrollment challenges, CNCA4 is implementing a comprehensive recruitment and retention strategy focused on proactive family engagement, targeted marketing, and strengthened program offerings. The CSD will continue to monitor the school's student enrollment through oversight.

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive and have been upward trending since the 2021-2022 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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

Through conducting fiscal oversight, the CSD requests and receives fiscal documents from the charter operator operating multiple charter schools (including bank statements, bank reconciliations, credit card statements, and check registers) that are currently authorized by LAUSD. The CSD reviews these financial documents—along with a sample of checks/disbursements and credit card transactions, as applicable—across these charter schools, to assess the organization's overall compliance with the charter operator governing board-approved fiscal policies and procedures, applicable federal, state, and local laws and regulations, District and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place in alignment with best business practices. Any areas noted for further growth and/or improvement and/or other observations relating to the charter operator's and its charter schools' overall compliance

and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, audit findings, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific charter school under the same charter network, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings applicable to individual schools, are reviewed and documented separately for each charter school.

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding

bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice

10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice
12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice
13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements

Powered by BoardOnTrack

- **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

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

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
	The status of audit findings from 2023-2024 (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Do not mirror each other; however, the charter school provided reasonable variance explanation/s.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Camino Nuevo Charter Academy and Camino Nuevo High 2
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, 403B, and Social Security

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	The CSD's observations were noted in the OO section above.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2024 to 9/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025

			Reviewed electronic credit/debit transactions for sample testing The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See the description below.

Pueblo Nuevo Education & Development (PN-EDG) Establishment and Financial Support to CNCA Schools:

- **Incorporated**: March 9, 2016, as CNCA's sole statutory member (adopted in 2017)
- **Support Services**: Began in 2017-2018, including home support services
- **One-Time Asset Transfer (2018)**:
  - **Amount**: $4 million transferred from CNCA charter schools to PN-EDG, approved by CNCA's Board on June 13, 2017
  - **Use**: Restricted for CNCA's educational purposes
  - **CNCA4's Share**: $395,784 based on pro-rata calculation
  - **Attorney General Approval**: "No objection" letter dated Oct 12, 2017
  - **Account Balance:** $4,062,275 as of February 28, 2026
- **Financial Support**: Per CNCA's 2024-2025 audit and supporting documentation provided by CNCA, PN-EDG awarded a $250,000 grant to Camino Nuevo Charter Academy 4

Proposition 55 Facility Funding (Camino Nuevo Charter Academy 2):

- **Agreement Date:** April 25, 2011
- **Purpose:** Purchase/construction of permanent school facility
- **State Apportionment:** $29,557,192 received from the state apportionment
- **Recorded Debt:** $12,493,596
- **Outstanding Debt:** $9,023,119 as of June 30, 2025

	Revolving Line of Credit: • **Agreement Date:** August 14, 2025 • **Amount:** up to $2,000,000 in aggregate • **Terms:** Bears an interest rate on the outstanding principal balance at a variable rate of the secured overnight financing rate plus an applicable margin of 2.25% per annum • **Maturity Date:** August 31, 2026 • **Recorded Debt and Outstanding Balance:** The account has not been utilized and maintains a zero balance as of the writing of this report		
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	N/A	CNCA4 is located on a Public School Choice (PSC) site.
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Per CNCA's 2024-2025 independent audit report and supporting documentation provided by CNCA: • Total amount received and recorded as revenue: $4,775,202 • CNCA4's amount: $906,109 • Additional amount pending: $104,957 has been received and recorded as deferred revenue out of the $557,498 filed
29.	Disclosure of Legal Issues with material fiscal impact	Yes	The charter operator disclosed a legal matter and indicated that the probable estimated fiscal impact on the organization is unknown at this time.

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*

New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO CHARTER ACADEMY #4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/20/2026**

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

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

CAMINO NUEVO HIGH #2 (7624)
Name and Location Code of Charter School

LAUSD Vision
Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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

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

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

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

Charter School Name:	**Camino Nuevo High #2**			**Location Code:**	**7624**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
3500 W. Temple St.		**Los Angeles**	**90004**	**(213) 736-5566**	**(213) 736-5066**
Current Term of Charter[1]:		**LAUSD Board District:**		**LAUSD Region:**	
July 1, 2018 to June 30, 2026		**2**		**East**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 15**
485	**500**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 3%**
9-12	**9-12**				
Norm Enrollment Number:	**504**				
Total Number of Staff Members:	**31**	**Certificated:**	**23**	**Classified:**	**54**
Charter School's Leadership Team Members:	**Lawrence Boone, Principal; Adriana Abich, Chief Executive Officer; Rachel Hazlehurst, Chief Academic Officer; Natasha Barriga-Siperstein, Vice President of Strategy and Operations**				
Charter School's Contact for Special Education:	**Jessica Hsieh, Director of Special Education; Chelsey Nguyen, Special Education Coordinator**		**SELPA & Option:**		**LAUSD Option 3**
CSD Assigned Administrator:	**Brenda Martinez**		**CSD Fiscal Oversight Manager:**		**Andrea Ines**
Other CSD Team Members:	**N/A**				
Oversight Visit Date(s):	**February 20, 2026**		**Fiscal Review Date (if different):**		**NA**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**NA**		**LAUSD Co-Location Campus(es) (if applicable):**		**NA**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**3, Proficient**	**3, Proficient**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

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

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

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

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act,. Gov. Code, § 54950 et seq.)

- Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of nine directors, which is aligned with the organization's most recent Bylaws requiring between five and eighteen directors.
- Evidence submitted by the school and the school's website included documentation that meetings of the school's governing board occur on a monthly basis and are conducted openly and provide opportunity for public participation. Agendas and minutes of meetings of the school's governing board are maintained and posted to the school website and governing board agendas include notice of reasonable accommodations for individuals with disabilities.
- Documentation provided as well as the school's website include evidence that the Advisory Compensation Committee, the Finance committee, and the Audit Committee, have held and are scheduled to hold multiple meetings for the 2025-2026 school year.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates and reports regarding student achievement and other key aspects of school performance and operations, from the organization's Chief Executive Officer, Vice President of Student and Family Supports, Chief Academic Officer, and Vice President of Strategy and Operations among other members of the Camino Nuevo leadership and school staff.
- For example, review of agendas and minutes included evidence that the board reviewed, discussed, and received presentations on multiple topics that included but were not limited to student achievement data, LAUSD Annual Performance-Based Oversight Visit reports, attendance and chronic absenteeism updates and data analysis, and financial reports.
- Board agendas and minutes also included documentation of the Annual Board Retreat, which occurred on September 26, 2025, that covered topics such as, "key trends that will shape the educational landscape and our community in the next 25 years," "how we can best prepare our schools and our students for the future," and "a living timeline, highlighting Camino Nuevo's first 25 years."

Areas Noted for Further Growth and/or Improvement

None noted at this time.

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):
☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☐ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☒ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☐ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G2: DUE PROCESS

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☐ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☒ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☒ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

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

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- The schoolwide Dashboard ELA Indicator performance color is Yellow. The school's 2025 schoolwide ELA DFS (18.8 DFS) is higher than the state average (-8.1 DFS).

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR -

- A majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in ELA for the school's:
  - English Learner student group (-81.6 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (17.4 DFS) is higher than the state average (-33.7 DFS).
  - Socioeconomically Disadvantaged student group (17.2 DFS) is higher than the state average (-35.3 DFS)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) -

- The schoolwide Dashboard ELPI performance color is Green. The school's 2025 percentage of English Learner students making progress towards English language proficiency (51.9%) is higher than the state average (46.4%).

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) -

- All of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages. The 2025 percentage of the school's:
  - Latino student group prepared for college or a career (47.1%) is higher than the state average (45.1%).
  - Socioeconomically Disadvantaged student group prepared for college or a career (47.5%) is higher than the state average (44.8%)

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

A9: ALL STUDENTS GRADUATION RATE INDICATOR -

- The schoolwide Dashboard Graduation Rate Indicator performance color is Orange. The school's 2025 Graduation Rate (88.0%) is higher than the state average (87.8%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR -

- The schoolwide Dashboard Suspension Rate Indicator performance color is Green. The school's 2025 percentage of students suspended at least one day (0.9%) is lower than the state average (2.9%).

Areas Noted for Further Growth and/or Improvement

A3: ALL STUDENTS MATH INDICATOR -

- The schoolwide Dashboard Math Indicator performance color is Yellow. The school's 2025 schoolwide Math DFS (-77.7 DFS) is lower than the state average (-42.4 DFS).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
    - Teachers facilitate lessons through questioning and guided support and instruction is designed so that students engage in problem-solving, reasoning, and mathematical discourse.
    - Classrooms are structured to support risk-taking and academic discourse and errors are used as part of the learning process, and instructional practices emphasize equitable access and inclusion.
    - Students receive daily instruction aligned to grade-level standards and any academic skill gaps are addressed through targeted interventions that include the implementation of:
        - Math Yogis which provide tutoring support for students performing below grade level in Algebra 2 courses
        - Algebra 2 classes including 3–4 trained adults providing small-group and in-class support
        - Student participation in at least 30 minutes of iReady Math practice during Advisory Period each Tuesday

A4: STUDENT GROUP MATH INDICATOR -

- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).
  The 2025 average DFS in Math for the school's:
    - English Learner student group (-160.8 DFS) is lower than the state average (-86.1 DFS).
    - Latino student group (-76.8 DFS) is lower than the state average (-73.6 DFS).
    - Socioeconomically Disadvantaged students (-77.0 DFS) is lower than the state average (-72.9 DFS)
- For additional details regarding the schools plans to address these data, please refer to the information provided above in the indicator A3.

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A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR -

- The schoolwide Dashboard College/Career Indicator performance color is Orange. The school's 2025 percentage of students prepared for college or a career (47.5%) is lower than the state average (51.7%).
- In light of these results, school leaders report taking actions including, but not limited to, the following:
  - The school provides specialized professional learning for AP teachers to increase college-level success and exam passage rates for students enrolled in AP courses.
  - The college counseling team monitors A-G course passage and collaborates with families to assign intersession credit recovery for students in need of units.
  - Teachers implement standards-based grading, which focuses on mastery of standards, to identify specific skill gaps early and provide targeted interventions in A-G courses for all students.

Corrective Action Required

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

Notes:

The Indicator information below is provided for informational purposes only and will not be scored.

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) -The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (55.0%) is higher than the state average (49.1%).

ALL STUDENTS SCIENCE INDICATOR -The school's schoolwide Dashboard Science Indicator is at 51.0 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025

Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

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Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:

The school's percent of "At Risk" ELs is 1.2% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 9.9% as compared to the state percent of 10.4%

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

☒ Not Applicable

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☒ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students ELPI color is Blue ☒ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☐ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

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

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence

☒ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☐ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☒ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence

☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☒ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☐ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☒ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

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

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

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DATE OF VISIT: **2/20/2026**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report

- Documentation submitted included evidence that the school has implemented an educational program appropriate to serving students in grade 9-12 including, but not limited to, UC Doorways course approval documentation, evidence of WASC accreditation through June 30, 2029, and a system for monitoring student progress toward graduation and completion of A-G requirements that includes a check off sheet for students.
- The school's leadership team conducts an annual end of the year retreat in June to analyze CAASPP, iReady, ELA benchmarks, math unit assessments, suspension rates, and attendance data to draft the following year's Strategic Plan. Staff and Leadership also utilize dedicated pupil-free days throughout the year to participate in schoolwide data gallery walks and adjust the Strategic Plan based on quarterly math and literacy benchmarks for all students.
- Departmental Professional Learning Communities (PLCs) utilize a formal data analysis protocol bi-weekly to examine CAASPP interim assessment results and other formative assessment data to plan interventions for all students.

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis

- Teachers meet once or twice monthly in PLCs to review disaggregated performance data and brainstorm targeted instructional supports specifically for RSP and English Learner (EL) students; All faculty implement integrated ELD strategies, including thematic design of units, sentence frames, and structured "Turn and Talk" discourse across all content areas for English Learners.
- The Newcomer's Coordinator provides home-language tutoring and facilitates family resource connections for students who have been in the country for less than 12 months.
- College Counselors perform A-G credit checks each semester and meet individually with students to ensure they are maintaining academic progress toward graduation.
- Homeless and Foster Youth liaisons coordinate outreach, remove enrollment barriers, and ensure access to supplemental instructional services for homeless and foster youth.

LAUSD CHARTER SCHOOLS DIVISION

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Areas Noted for Further Growth and/or Improvement
None

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

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):
☒ Not Applicable

RATING NOTES:

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence

☒ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☒ System for monitoring student progress toward and completion of graduation and A-G Requirements ☒ WASC Accreditation Notification Letter ☒ UC Doorways course approval ☒ Graduation Requirement/Policy ☒ Math Placement Assessment Policy (9th grade only) ☒ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

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☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

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

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

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☐ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with School Leadership ☐ Other: (Specify)

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DATE OF VISIT: **2/20/2026**

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☒ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☐ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☐	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
	☐	☐

All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☒ Not applicable
Notes: None	

B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐

A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☒	☐
	☐ Not applicable	
Notes: None		

C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐

Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☒	☐
	☐ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

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DATE OF VISIT: **2/20/2026**

7624	2021-2022					2022-2023					2023-2024				
Camino Nuevo High 2 (Dalzell Lance)	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		2,822,450	2,768,781	2,930,819	2,857,891		2,680,234	3,007,871	3,861,142	3,861,142		3,337,046	3,097,058	3,807,501	3,807,501
Accounts Receivable		463,757	415,739	0	1,085,916		1,142,651	995,592	876,545	877,379		1,099,888	1,217,616	1,195,213	1,148,327
Other Current Assets		60,746	62,995	795,603	65,538		71,738	73,282	25,793	24,960		26,208	26,208	65,802	112,688
Total Current Assets		**3,346,953**	**3,247,515**	**3,726,421**	**4,009,345**		**3,894,623**	**4,076,746**	**4,763,480**	**4,763,481**		**4,463,142**	**4,340,882**	**5,068,516**	**5,068,516**
Fixed and Other Assets		1,138,787	1,171,364	1,314,913	1,314,914		1,219,722	1,438,186	10,292,289	10,292,290		10,314,461	10,224,356	9,805,731	9,805,731
Total Assets		**4,485,740**	**4,418,879**	**5,041,335**	**5,324,259**		**5,114,344**	**5,514,932**	**15,055,769**	**15,055,771**		**14,777,603**	**14,565,239**	**14,874,247**	**14,874,247**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		442,983	500,033	1,186,203	1,459,120		1,205,171	1,606,576	2,140,323	2,661,636		1,969,612	1,762,381	1,967,998	2,486,306
Other Long Term Liabilities		35,614	35,614	41,458	0		41,458	41,458	9,028,640	8,507,328		8,827,270	8,827,270	8,824,267	8,305,958
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**478,597**	**535,647**	**1,227,662**	**1,459,120**		**1,246,629**	**1,648,034**	**11,168,963**	**11,168,964**		**10,796,882**	**10,589,651**	**10,792,265**	**10,792,264**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**4,007,143**	**3,883,232**	**3,813,673**	**3,865,139**		**3,867,715**	**3,866,898**	**3,886,806**	**3,886,807**		**3,980,721**	**3,975,588**	**4,081,983**	**4,081,983**
Total Revenues	8,288,503	9,343,301	9,258,744	8,977,550	9,101,941	9,667,072	9,691,020	9,780,042	9,919,131	9,919,130	10,397,920	10,525,018	10,588,555	10,737,834	10,357,543
Total Expenditures	8,031,323	9,191,170	9,230,524	9,018,889	9,091,817	9,615,992	9,688,442	9,778,281	9,897,462	9,897,462	10,355,244	10,431,104	10,499,773	10,542,658	10,162,367
Net Income / (Loss)	**257,180**	**152,131**	**28,220**	**(41,339)**	**10,124**	**51,081**	**2,578**	**1,761**	**21,669**	**21,668**	**42,677**	**93,915**	**88,781**	**195,176**	**195,176**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	456,627	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**257,180**	**152,131**	**28,220**	**(41,339)**	**466,751**	**51,081**	**2,578**	**1,761**	**21,669**	**21,668**	**42,677**	**93,915**	**88,781**	**195,176**	**195,176**
Net Assets, Beginning	3,001,863	3,398,387	3,398,388	3,398,388	3,398,388	3,883,232	3,813,673	3,813,673	3,813,673	3,865,139	3,866,898	3,886,806	3,886,806	3,886,806	3,886,807
Adj. for restatement / Prior Yr Adj	210,821	456,625	456,624	456,624	0	(87,044)	51,464	51,464	51,464	0	1,312	0	0	0	0
Net Assets, Beginning, Adjusted	**3,212,684**	**3,855,012**	**3,855,012**	**3,855,012**	**3,398,388**	**3,796,188**	**3,865,137**	**3,865,137**	**3,865,137**	**3,865,139**	3,868,210	3,886,806	3,886,806	3,886,806	3,886,807
Net Assets, End	**3,469,864**	**4,007,143**	**3,883,232**	**3,813,673**	**3,865,139**	**3,847,268**	**3,867,715**	**3,866,898**	**3,886,806**	**3,886,807**	**3,910,887**	**3,980,721**	**3,975,588**	**4,081,983**	**4,081,983**
Unrestricted Net Assets		4,007,143	1,171,364	3,778,892	3,830,358		2,630,558	3,845,766	3,859,277	3,859,278		3,968,186	3,975,588	4,064,722	4,064,723
Restricted Net Assets		0	2,711,868	34,781	34,781		1,237,157	21,132	27,529	27,529		12,535	0	17,260	17,260

7624	Audited Financials					2024-2025					2025-2026				
Camino Nuevo High 2 (Dalzell Lance)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,857,891	3,861,142	3,807,501	4,118,991	0		3,487,655	3,590,868	4,118,991	4,118,991		4,873,614	4,462,136	0	0
Accounts Receivable	1,085,916	877,379	1,148,327	881,651	0		975,879	1,078,495	1,652,696	881,651		0	800,418	0	0
Other Current Assets	65,538	24,960	112,688	838,914	0		67,369	69,256	67,870	838,914		1,011,555	80,151	0	0
Total Current Assets	**4,009,345**	**4,763,481**	5,068,516	5,839,556	0		**4,530,903**	**4,738,619**	**5,839,557**	**5,839,556**		**5,885,169**	**5,342,704**	**0**	**0**
Fixed and Other Assets	1,314,914	10,292,290	9,805,731	9,544,896	0		9,889,833	9,553,592	9,544,895	9,544,896		9,447,517	9,535,635	0	0
Total Assets	**5,324,259**	**15,055,771**	**14,874,247**	**15,384,452**	**0**		**14,420,736**	**14,292,211**	**15,384,452**	**15,384,452**		**15,332,686**	**14,878,339**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	1,459,120	2,661,636	2,486,306	2,480,733	0		1,451,303	1,494,653	1,956,272	2,480,733		2,030,563	1,517,423	0	0
Other Long Term Liabilities	0	8,507,328	8,305,958	8,099,164	0		8,615,701	8,615,701	8,623,625	8,099,164		8,415,901	8,415,002	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**1,459,120**	**11,168,964**	**10,792,264**	**10,579,897**	**0**		**10,067,004**	**10,110,355**	**10,579,897**	**10,579,897**		**10,446,464**	**9,932,425**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**3,865,139**	**3,886,807**	**4,081,983**	**4,804,555**	**0**		**4,353,732**	**4,181,857**	**4,804,555**	**4,804,555**		**4,886,222**	**4,945,914**	**15,939**	**0**
Total Revenues	9,101,941	9,919,130	10,357,543	11,557,477	0	10,875,816	10,936,992	10,943,777	11,613,303	11,557,477	10,905,039	11,260,765	11,154,661	0	0
Total Expenditures	9,091,817	9,897,462	10,162,367	10,834,905	0	10,759,180	10,665,243	10,843,903	10,890,731	10,834,905	10,827,383	11,179,098	11,013,302	0	0
Net Income / (Loss)	**10,124**	**21,668**	**195,176**	**722,572**	**0**	**116,636**	**271,750**	**99,874**	**722,572**	**722,572**	**77,656**	**81,667**	**141,359**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	456,627	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**466,751**	**21,668**	**195,176**	**722,572**	**0**	116,636	**271,750**	**99,874**	**722,572**	**722,572**	77,656	81,667	141,359	0	0
Net Assets, Beginning	3,398,388	3,865,139	3,886,807	4,081,983	0	3,975,588	4,081,983	4,081,983	4,081,983	4,081,983	4,181,857	4,804,555	4,804,555	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	26,648	0	0	(0)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	3,398,388	3,865,139	3,886,807	4,081,983	0	4,002,236	4,081,983	4,081,983	4,081,983	4,081,983	4,181,857	4,804,555	4,804,555	0	0
Net Assets, End	**3,865,139**	**3,886,807**	**4,081,983**	**4,804,555**	**0**	**4,118,872**	**4,353,732**	**4,181,857**	**4,804,555**	**4,804,555**	**4,259,513**	**4,886,222**	**4,945,914**	**0**	**0**
Unrestricted Net Assets	3,830,358	3,859,278	4,064,723	4,788,616	0		4,353,732	4,181,857	4,788,615	4,788,616		4,886,222	4,945,914	0	0
Restricted Net Assets	34,781	27,529	17,260	15,939	0		0	0	15,939	15,939		0	0	15,939	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Camino Nuevo High 2 (CNHS2)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$3,865,139	$3,886,807	$4,081,983	$4,804,555	$4,945,914
Net Income / (Loss)	$10,124	$21,668	$195,176	$722,572	$141,359
Transfers In / Out	$456,627 [1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$2,857,891	$3,861,142	$3,807,501	$4,118,991	$4,462,136
Unrestricted Net Assets	$3,830,358	$3,859,278	$4,064,723	$4,788,616	$4,945,914
Norm Enrollment Reported by the School	507	466	501	508	504
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	42.13%	38.99%	40.00%	44.20%	44.91%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	31.43%	39.01%	37.47%	38.02%	40.52%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	274.78%	178.97%	203.86%	235.40%	352.09%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	27.41%	74.18%	72.56%	68.77%	66.76%

[1] The Transfers In of $456,627 reported in the 2021-2022 independent audit report represented a transfer of net assets resulting from the closure of Camino Nuevo High 1 (CNHS1) as of June 30, 2021.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Camino Nuevo Charter Academy (CNCA)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$52,808,660	$5,007,558	$0	$71,868

Management Fees: CNCA schools pay PN-EDG 12% of the operational funding for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," as projected by PN-EDG on or about July 1, 2025, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements is for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (TK), alumni services, development, home support office services and integrated community support services], to enable CNCA to focus on charter school operations.

Per the Tenth Amendment for Limited Services of July 1, 2025, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.2, the ELOP [Expanded Learning Opportunities Program] Compensation for the services described in Section 3.3, and the Mental Health Program Compensation for the services described in Section 3.4. 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 $236,438.31 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."

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

CNHS2's Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
9	125	134	137	136	126
10	121	116	138	125	136
11	118	110	115	131	115
12	143	106	111	116	127
Total Enrollment	**507**	**466**	**501**	**508**	**504**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(41)**	**35**	**7**	**(4)**
Enrollment Growth/(Decrease) (%)	**N/A**	**(8.1%)**	**7.5%**	**1.4%**	**(0.8%)**

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated decrease in student enrollment count	**(3)**
Accumulated decrease in student enrollment percentage	**(0.6%)**
2025-2026 projected enrollment per the enrollment rollout plan or budget in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
2025-2026 per the enrollment rollout plan in the school's operative charter	**460**
2025-2026 Norm Enrollment	**504**
Above 2025-2026 per enrollment rollout plan in its operative charter	**44**
Above 2025-2026 per enrollment rollout plan in its operative charter percentage	**9.6%**

On November 17, 2025, the LAUSD Board of Education approved CNHS2's renewal petition for a five (5)-year term (2026-2031) to serve up to 500 students in grades 9-12 in each year of the charter term. The CSD will continue to monitor CNHS2's student enrollment through the oversight process.

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive and have been upward trending since the 2021-2022 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

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

Through conducting fiscal oversight, the CSD requests and receives fiscal documents from the charter operator operating multiple charter schools (including bank statements, bank reconciliations, credit card statements, and check registers) that are currently authorized by LAUSD. The CSD reviews these financial documents—along with a sample of checks/disbursements and credit card transactions, as applicable—across these charter schools, to assess the organization's overall compliance with the charter operator governing board-approved fiscal policies and procedures, applicable federal, state, and local laws and regulations, District and charter requirements, and the effectiveness of the charter operator's internal controls and systems in place in alignment with best business practices. Any areas noted for further growth and/or improvement and/or other observations relating to the charter operator's and its charter schools' overall compliance and fiscal operations—including fiscal mismanagement, regulatory non-compliance, fiscal governance or internal control issues, or fiscally operational deficiencies, audit findings, etc. that *directly and systemically* impact the charter schools operated under the charter operator—are documented within each charter school's Annual Performance-Based Oversight Visit Report. These issues may or may not have been observed for the specific charter school under the

same charter network, based on the CSD's sampling review. Lastly, school-specific exceptions, such as the fiscal condition, unique oversight observations, or audit findings applicable to individual schools, are reviewed and documented separately for each charter school.

1. **Type of Observations: Cash Handling Practices – Fiscal Policies and Procedures Regarding Cash and Check Deposits (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted that CNCA's board-approved Fiscal Policies and Procedures (FPP) regarding cash receipt and deposit processes does not clearly define the frequency and/or dollar threshold for cash/check deposits. However, according to CNCA school leaders, the deposit schedule is within 30 business days of receipt. This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that it would review the CSD's recommendation and update its FPP. Subsequently, CNCA's fiscal policies and procedures were formally updated and approved by the board on 2/10/2026.

Item #	Statement Month	Transaction Date	Transaction Type	Amount per Bank Statement	CSD's Comments
1	June 2025	6/3/2025	Credit Desktop Check Deposit	$2,027,837.16	The CSD noted 15 checks with dates ranging from 2/21/2025 through 5/20/2025 that were deposited on 6/3/2025.
2	August 2025	8/25/2025	Credit Desktop Check Deposit	$40,000.00	The CSD noted one (1) check dated 8/15/2025 that was deposited on 8/25/2025.

   - **Charter Operator's Fiscal Policies and Procedures:**
     --Page 7 (Deposits) of CNCA FPP, approved by the board on 12/3/2024 and 6/17/2025, state: "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.

     --Page 7 (Deposits) of CNCA FPP, approved by the board on 2/10/2026, states: "The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made within 30 days from time of receipt. (*Exceptions to timeframe include holiday breaks and school closures)."
   - **Charter School's or Charter Operator's Response:** "Per the recommendation by the CSD an established timeframe for deposits will be added to FPP in upcoming Board Meeting on Bank Deposits as follows: Bank Deposits for checks and cash must be deposited in a timely manner at least within 30 days…" On 2/10/2026, CNCA board approved the addition of a deposit timeframe as part of its policy.
   - **CSD's Comments:** The CSD recommends that CNCA and its charter schools follow its newly established written policies and procedures regarding bank deposits to prevent the mishandling of funds and safeguarding of funds received. Delayed cash and check deposits pose financial and operational risks, including increased risk of theft or loss due to misplacement or misappropriation. The CSD will continue to monitor this issue through oversight.

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2. **Type of Observations: Past-Due Accounts Payable and Open Credit Memoranda for 90 Days or More (Recurring Issue)**
   - **Source(s) of Document Reviewed:** Accounts Payable Aging Report
   - **Description of Observation:** Based on the CSD's review and analysis of CNCA's Accounts Payable Aging Report from two (2) reporting periods, the CSD noted the following:
     --As of 8/31/2025: 168 past due accounts payable and 25 open credit memoranda (that were not applied to any invoices) from 8 vendors and one (1) employee, totaling $156,283.57 and ($111,123.57), respectively, for 90 days or more.
     --As of 1/31/2026: 216 past due accounts payable and 22 open credit memoranda (that were not applied to any invoices) from 13 vendors and one (1) employee, totaling $254,225.32 and ($126,140.62), respectively, for 90 days or more.

     Details regarding these long past-due accounts payable and/or open credit memoranda are summarized below.

Item #	Vendor/ Employee	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments	Total Accounts Payable / (Credit Memoranda Amount)	Number of Days Past Due Accounts Payable	CSD Comments
		As of 8/31/2025			As of 1/31/2026		
1	Employee Reimbursement				$34.94	121	1 reimbursement
2	Employee Reimbursement	$170.20	108	1 reimbursement			
3	AMAZON CAPITAL SERVICES, INC	($48.13)	259	5 credits			
4	CFOMW TAX LLC				($15,065.18)	117	2 credits
5	CHILDCARE CAREERS, LLC				$203.67	106	1 invoice
6	DEWEY PEST CONTROL	$303.00	91	2 invoices	$134.00	122	1 invoice
7	EL PASEO CHILDREN'S CENTER, INC				$3,200.00	92	1 invoice
8	PHILIP FOLSOM PROGRAMS, LLC				$30,075.00	92	1 invoice
9	PRIMO BRANDS, BLUETRITON BRANDS INC				$606.83	123	1 invoice
10	PRN NURSING CONSULTANTS	$375.00	94	1 invoice			
11	REVOLUTION FOODS, PBC				$27,345.48	92	1 invoice
12	STAPLES, INC.	$3,058.05	92 - 204	11 invoices	$115.49	365	1 invoice

13	THE TEACHING WELL				$22,194.00	122	5 invoices
14	TIME WARNER CABLE	$3,583.02 ($16,575.44)	91 - 303	6 invoices & 8 credits	$25,841.37 ($16,575.44)	91 - 456	34 invoices & 8 credits
15	T-MOBILE USA INC.				$948.85	102	7 invoices
16	VERIZON WIRELESS SERVICES LLC	$143,330.50 ($94,500.00)	91 - 792	143 invoices & 12 credits	$143,360.56 ($94,500.00)	152 - 945	161 invoices & 12 credits
17	WAXIE SANITARY SUPPLY				$165.13	97	1 invoice
18	WEST COAST MAINTENANCE	$1,863.80	107 - 166	3 invoices			
19	WORLD'S FINEST CHOCOLATE, INC.	$3,600.00	107	1 invoice			
Total		**$156,283.57 ($111,123.57)**			**$254,225.32 ($126,140.62)**		

This observation was noted under the Other Observations section of the school's 2024-2025 Annual Performance-Based Oversight Visit Report. In response to the prior year observations, CNCA stated that they build strong vendor relationships and use coordination between departments, site managers, and tracking systems to monitor orders, invoices, and payments. In addition, CNCA stated that it commits to ongoing staff training and continuous improvement efforts to help ensure payments are processed accurately and on time.

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP does not address past-due accounts payable and open credit memoranda
- **Charter School's or Charter Operator's Response:** "While vendor-related billing constraints and site-level capacity challenges may continue to present occasional timing differences, Camino Nuevo has implemented layered controls, increased oversight, and additional staffing support to mitigate these risks. Through these efforts, Camino Nuevo is committed to continuous improvement and to ensuring that all accounts payable and credit memoranda are reviewed, resolved, and processed as timely as practicable."
- **CSD's Comments:** The CSD reiterates its prior year's recommendation in CNCA's 2024-2025 Annual Performance-Based Oversight Visit Report that CNCA revise its FPPs and implement procedures pertaining to the timely review and resolution of past due accounts payable and/or open credit memoranda and establish expectations for its staff in close coordination with its back office services provider, regarding the research, investigation, write-off, and/or payment of accounts payable and/or application of credit memoranda that have been past due and/or open for specified periods of time, and maintaining documentation of such, consistent with the industry best practices.

3. **Type of Observations: Lack of Written Guidance Regarding Interorganizational Fund Transfers and Wire Transfers**
   - **Source(s) of Document Reviewed:** Bank Statements
   - **Description of Observations:** The CSD noted two (2) transactions, summarized below, that were credited to CNCA's operating accounts. According to CNCA, these transactions represent interorganizational fund transfers between bank accounts managed by CNCA and Excellent Education Development (ExED), CNCA's back office services provider. ExED monitors account balances and recommends when transfer of funds should be made. In these instances, funds were transferred from CNCA's Los Angeles County Office of Education (LACOE) treasury accounts to maintain sufficient cash for accounts payable, payroll, and other operating costs. However, the CSD's review of CNCA's fiscal policies and procedures identified a lack of written

guidance on interorganizational fund transfers, including wire transfers. Additionally, the supporting documentation provided for the two (2) sampled transactions did not include evidence of authorization from a CNCA administrator to process the transfers.

Item #	Bank Name/ Account Number	Transaction Date	Transaction Type	Amount per Bank Statement
1	Wells Fargo x7830	6/26/2025	Credit	$1,000,000.00
2	First Bank x9429	8/6/2025	Credit	$1,000,000.00

- **Charter Operator's Fiscal Policies and Procedures:** CNCA's FPP neither addresses interorganizational fund transfers nor includes a policy on wire transfers.
- **Charter School's or Charter Operator's Response:** CNCA stated that although they did not have a fully adopted policy addressing inter-account bank and wire transfers, it has always had consistent and successful procedures in place. CNCA will develop a policy that will outline required documentation, approval thresholds, and segregation of duties by December 2026. Corrective action plan includes implementation, training, and ongoing monitoring.
- **CSD's Comments:** The CSD recommends that CNCA revise its fiscal policies and procedures to incorporate guidelines that sufficiently outline the requirements governing interorganizational fund transfers, including protocols specifying the individuals authorized to request and review potential transfers, permissible purposes for transfers, and the required supporting documentation for transfers, to establish appropriate controls, enhance transparency, and mitigate financial risk.

The Charter Schools Division will review the issues referenced above and/or the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

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

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
	The status of audit findings from 2023-2024 (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Do not mirror each other; however, the charter school provided reasonable variance explanation/s.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	Camino Nuevo Charter Academy and Camino Nuevo High 2
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, 403B, and Social Security

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	The CSD's observations were noted in the OO section above.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2024 to 9/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 3/2025 to 8/2025

			Reviewed electronic credit/debit transactions for sample testing The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	See the description below.

Pueblo Nuevo Education & Development (PN-EDG) Establishment and Financial Support to CNCA Schools:

- **Incorporated**: March 9, 2016, as CNCA's sole statutory member (adopted in 2017)
- **Support Services**: Began in 2017-2018, including home support services
- **One-Time Asset Transfer (2018)**:
  - **Amount**: $4 million transferred from CNCA charter schools to PN-EDG, approved by CNCA's Board on June 13, 2017
  - **Use**: Restricted for CNCA's educational purposes
  - **CNHS2's Share**: $384,277 based on pro-rata calculation
  - **Attorney General Approval**: "No objection" letter dated Oct 12, 2017
  - **Account Balance:** $4,062,275 as of February 28, 2026
- **Financial Support**: Per CNCA's 2024-2025 audit and supporting documentation provided by CNCA, PN-EDG awarded a $250,000 grant to Camino Nuevo Charter Academy 4

Proposition 55 Facility Funding (Camino Nuevo Charter Academy 2):

- **Agreement Date:** April 25, 2011
- **Purpose:** Purchase/construction of permanent school facility
- **State Apportionment:** $29,557,192 received from the state apportionment
- **Recorded Debt:** $12,493,596
- **Outstanding Debt:** $9,023,119 as of June 30, 2025

	Revolving Line of Credit: • **Agreement Date:** August 14, 2025 • **Amount:** up to $2,000,000 in aggregate • **Terms:** Bears an interest rate on the outstanding principal balance at a variable rate of the secured overnight financing rate plus an applicable margin of 2.25% per annum • **Maturity Date:** August 31, 2026 • **Recorded Debt and Outstanding Balance:** The account has not been utilized and maintains a zero balance as of the writing of this report		
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	Yes	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Per CNCA's 2024-2025 independent audit report and supporting documentation provided by CNCA: • Total amount received and recorded as revenue: $4,775,202 • CNHS2's amount: $743,839 • Additional amount pending: $104,957 has been received and recorded as deferred revenue out of the $557,498 filed
29.	Disclosure of Legal Issues with material fiscal impact	Yes	The charter operator disclosed a legal matter and indicated that the probable estimated fiscal impact on the organization is unknown at this time.

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*

New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **CAMINO NUEVO HIGH #2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/20/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

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

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

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

Coversheet

Approval of FY26/27 Budget

Section: XIV. Financials
Item: B. Approval of FY26/27 Budget
Purpose: Vote
Submitted by:
Related Material: CNCA 26-27 Budget - For Board Approval.pdf

Camino Nuevo Charter Academy 2026-27 Budget

June 2026

CNCA 2026-27 Budget Assumptions

- Enrollment: 2940 / ADA Percent: 93.6% Average

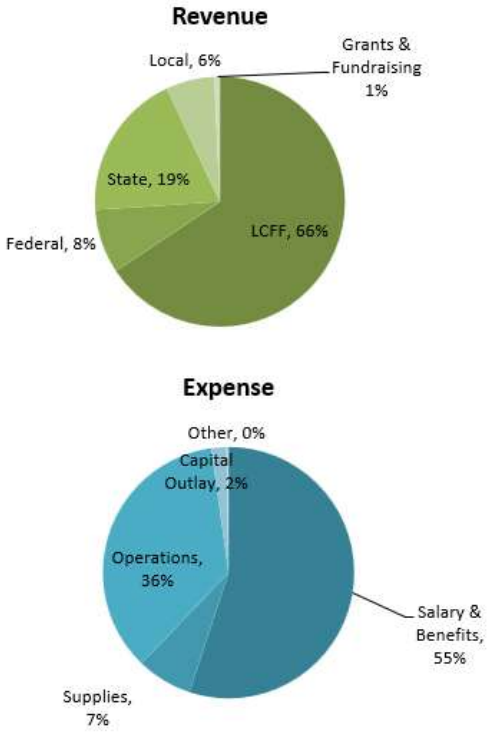
	Burlington	Kayne Siart	Castellanos	Eisner	Cisneros	Dalzell Lance
Enrollment	603	705	458	273	401	500
ADA	572.85	655.65	425.94	253.89	374.94	470.00
ADA %	95.0%	93.0%	93.0%	93.0%	93.5%	94.0%

- Statutory COLA: 2.87%
- LCFF COLA: 4.31%
- $3.5MM of one-time funds
- Increased SpED funds from $917 per ADA to $1,340 per ADA

CNCA 2026-27 Budget

	2025-26	2026-27 Forecast
Total Enrollment	2,927	2,940
ADA	2,727.45	2,753.27
% Unduplicated Low Income, EL, Foster Youth	96.71%	96.45%
INCOME		
8011-8098 · Local Control Funding Formula Sources	43,307,327	45,606,958
8100-8299 · Federal Revenue	5,821,331	5,784,086
8300-8599 · Other State Revenue	14,030,241	13,241,360
8600-8799 · Other Local Revenue	3,719,867	4,351,043
Grants/Fundraising	912,814	495,119
8999 · Other Prior Year Adjustment	43,275	-
TOTAL INCOME	**67,834,855**	**69,478,567**
EXPENSE		
1000 · Certificated Salaries	19,057,126	19,371,732
2000 · Classified Salaries	7,541,178	8,501,539
3000 · Employee Benefits	8,675,084	9,405,857
4000 · Supplies	5,718,608	4,830,621
5000 · Operating Services	25,044,303	24,136,775
6000 · Capital Outlay	1,315,030	1,315,754
7000 · Other Outgo	178,368	169,905
TOTAL EXPENSE	**67,529,696**	**67,732,184**
NET INCOME	**305,158**	**1,746,383**
Ending Cash Balance	27,538,211	20,874,892

2026-27 Revenue and Expense By Category



CNCA One-Time Funds Summary

CNCA Consolidated - One-Time Funds

Funding Source	Deadline	Allocation	22/23 Spent	23/24 Spent	24/25 Spent	25/26 Spent	Balance	26/27 Budget	Balance
Learning Recovery Block Grant - 7435	6/30/2028	$ 5,441,713.00	$ 394,215.54	$ 177,808.98	$ 280,458.23	$ 774,678.84	$ 3,814,551.41	$ 2,231,733.14	$ 1,582,818.27
Student Support and PD Discretionary Block Grant - 6019	6/30/2029	$ 1,256,527.75	$ -	$ -	$ -	$ -	$ 1,256,527.75	$ 570,042.48	$ 686,485.26
TK Planning Grant - 6053	6/30/2028	$ 513,561.00	$ 68,417.43	$ 101,317.22	$ 88,553.17	$ 38,446.83	$ 216,826.35	$ 196,700.63	$ 20,125.72
Literacy Coaches & Reading Specialists - 6211	6/30/2027	$ 1,852,152.00	$ -	$ 306,301.38	$ 426,990.28	$ 563,819.14	$ 555,041.20	$ 543,202.07	$ 11,839.13
Ethnic Studies Local Support		$ 12,988.00	$ -	$ -	$ -	$ -	$ 12,988.00	$ -	$ 12,988.00
College and Career Access Pathways Grant - 7339	6/30/2029	$ 100,000.00	$ -	$ -	$ -	$ -	$ 100,000.00	$ -	$ 100,000.00
		9,176,942	462,633	585,428	796,002	1,376,945	5,955,935	3,541,678	2,414,256

Summary per school site

	Allocation	22/23 Spent	23/24 Spent	24/25 Spent	25/26 Budget	Balance	26/27 Budget	Balance
Burlington	2,014,033	4,518	162,473	149,102	173,720	1,524,219	691,802	832,417
Kayne Siart	2,097,172	222,823	113,747	322,265	410,270	1,028,067	613,904	414,163
Castellanos	1,514,612	52,537	70,792	74,115	156,448	1,160,721	711,307	449,413
Eisner	717,696	-	-	-	272,643	445,053	238,167	206,886
Cisneros	1,674,907	89,000	238,415	196,307	319,258	831,927	534,267*	297,660
Dalzell Lance	1,158,522	93,755	-	54,212	44,607	965,948	752,230	213,718
	9,176,942	462,633	585,428	796,002	1,376,945	5,955,935	3,541,678	2,414,256

* Cisneros includes $202K of new FY26-27 Student Support and PD Discretionary Block Grant funds

Items not included in 2026-27 Budget

Based on the May revise budget, the governor is proposing a 4.31% “Super COLA” for LCFF funds. This comes with a caveat - mandatory paid pregnancy leave of up to 14-weeks.

The impact of this is currently unknown as the details of this leave are still being finalized. As such, all Camino Nuevo sites are maintaining a net income cushion to offset any substitute and staff costs that may arise from this new maternity leave.

Below is the impact of the additional 1.4% COLA:

Net Income Impact		Increase with 1.4% Super COLA
Burlington	$	110,226.96
Kayne Siart	$	124,703.60
Castellanos	$	82,909.76
Eisner	$	46,519.30
Cisneros	$	70,933.96
Dalzell Lance	$	104,673.38
Total	**$**	**539,966.95**

Items not included in 2026-27 Budget

The May Revise also proposes the following items not included in the budgets:

- LREBG – Reinstatement of two-thirds of the funds that were previously allocated to schools and subsequently rescinded. These funds are available for use through FY27–28; however, additional expenditures may need to be incorporated into school budgets to ensure the funds are fully utilized.
- Discretionary Block Grant – Estimated funding increased from ~$512 to ~$937 per FY25-26 P2 ADA

	Burlington	Kayne Siart	Castellanos	Eisner	Cisneros	Dalzell Lance
LREBG	$ 113,622	$ 125,010	$ 81,901	$ 49,879	$ 110,376	$ 94,922
Discretionary Block Grant	$ 532,600	$ 604,309	$ 391,760	$ 218,836	$ 375,503 *	$ 432,613

*Cisneros' budget includes $202K of Student Support and PD Discretionary Block Grant funds

Camino Nuevo Charter Academy - Consolidated
2026-27 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	
	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast
Enrollment	598	603	694	705	712	731	438	401	485	500	-	-	2,927	2,940
ADA	568.41	572.85	644.94	655.65	651.65	679.83	400.75	374.94	461.70	470.00	-	-	2,727.45	2,753.27
ADA %	-	95.00%	-	93.00%	-	186.00%	-	93.50%	-	94.00%	-	-	-	93.65%
UPP	0.00%	99.67%	-	95.55%	-	187.69%	-	93.60%	-	98.02%	-	0.00%	96.71%	96.45%
Income														
8011-8098 · Local Control Funding Formula Sources														
8011 Local Control Funding Formula	4,962,492	5,354,321	5,478,256	5,972,193	5,576,221	6,207,119	3,346,257	3,328,970	6,136,787	6,601,821	-	-	25,500,013	27,464,424
8012 Education Protection Account	1,468,911	1,522,872	1,671,807	1,748,347	1,676,707	1,799,417	1,036,948	998,008	92,340	94,000	-	-	5,946,712	6,162,643
8019 Local Control Funding Formula - Prior Year	40,630	-	6,619	-	12,062	-	7,685	-	10,248	-	-	-	77,244	-
8096 In Lieu of Property Taxes	2,473,237	2,492,556	2,806,231	2,852,831	2,835,427	2,958,042	1,743,723	1,631,420	2,008,926	2,045,041	-	-	11,867,544	11,979,891
8098 In Lieu of Property Taxes, Prior Year	(40,630)	-	(13,561)	-	(12,062)	-	(7,685)	-	(10,248)	-	-	-	(84,186)	-
Total 8011-8098 · Local Control Funding Formula Sources	**8,904,639**	**9,369,749**	**9,949,351**	**10,573,371**	**10,088,355**	**10,964,579**	**6,126,928**	**5,958,398**	**8,238,053**	**8,740,862**	**-**	**-**	**43,307,327**	**45,606,958**
8100-8299 · Federal Revenue														
8181 Special Education - Federal (IDEA)	146,553	147,698	166,285	169,046	168,015	175,281	103,325	96,671	119,040	121,180	-	-	703,218	709,876
8221 Child Nutrition - Federal	614,642	601,542	430,188	432,692	527,610	535,274	245,355	220,696	203,106	198,982	-	-	2,020,901	1,989,185
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	283,919	283,919	320,142	320,142	291,054	291,054	212,483	212,483	242,924	242,924	-	-	1,350,522	1,350,522
8292 Title II	29,997	29,997	34,792	34,792	31,865	31,865	22,957	22,957	25,829	25,829	-	-	145,440	145,440
8294 Title III	45,105	44,728	41,461	36,310	44,225	40,456	21,233	18,720	10,805	10,428	-	-	162,829	150,642
8295 Title IV, SSAE	19,669	19,669	20,679	20,679	22,610	22,610	16,506	16,506	17,708	17,708	-	-	97,172	97,172
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	380,189	380,189	300,027	300,027	380,189	380,189	280,844	280,844	-	-	-	-	1,341,248	1,341,248
Total 8100-8299 · Other Federal Income	**1,520,073**	**1,507,742**	**1,313,575**	**1,313,688**	**1,465,568**	**1,476,728**	**902,703**	**868,877**	**619,412**	**617,051**	**-**	**-**	**5,821,331**	**5,784,086**
8300-8599 · Other State Revenue														
8520 Child Nutrition - State	142,968	139,921	114,956	114,262	116,827	117,307	67,326	61,032	53,228	52,310	-	-	495,305	484,832
8550 Mandate Block Grant	11,773	12,113	13,382	13,744	14,047	13,887	8,898	8,540	27,577	27,924	-	-	75,677	76,208
8561 State Lottery - Non Prop 20	112,734	113,681	128,471	130,112	129,856	134,910	79,627	74,406	91,468	93,270	-	-	542,156	546,379
8562 State Lottery - Prop 20	48,654	49,062	55,445	56,154	56,043	58,225	34,365	32,112	39,476	40,253	-	-	233,983	235,806
8560 Lottery Revenue	161,388	162,743	183,916	186,266	185,899	193,135	113,992	106,518	130,944	133,524	-	-	776,140	782,185
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	318,266	298,375	-	-	150,621	141,207	-	-	277,587	260,254	-	-	746,474	699,835
8592 State Mental Health	48,172	48,548	54,658	55,565	55,226	57,615	33,963	31,776	39,128	39,832	-	-	231,147	233,336
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	1,641,007	1,362,407	1,542,533	1,258,120	2,024,760	1,586,644	807,510	737,735	-	-	-	-	6,015,810	4,944,906
8596 Prop 28 Arts & Music	17,625	123,006	-	-	93,616	158,635	163,293	81,283	210,154	25,000	-	-	484,688	387,923
8599 State Revenue - Other	1,239,023	1,504,628	839,326	697,433	926,995	1,022,488	681,462	587,479	704,264	1,006,175	-	-	4,391,070	4,818,203
Total 8300-8599 · Other State Income	**3,783,704**	**3,855,223**	**2,952,255**	**2,528,872**	**3,771,473**	**3,494,400**	**2,079,928**	**1,817,846**	**1,442,882**	**1,545,019**	**-**	**-**	**14,030,241**	**13,241,360**
8600-8799 · Other Local Revenue														
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000	-
8660 Interest & Dividend Income	245,000	120,000	194,000	120,000	194,000	120,000	175,000	120,000	200,000	120,000	-	-	1,008,000	600,000
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	429,823	288,289	36,553	58,699	86,582	62,420	209,372	31,210	48,222	39,501	-	-	810,552	480,119
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	6,584	-	186	-	2,470	-	41,911	-	50,900	15,000	-	-	102,052	15,000
8696 Other Fundraising	-	-	-	-	-	-	210	-	-	-	-	-	210	-

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	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast
8697 E-Rate	11,767	11,767	9,542	9,542	19,076	19,076	9,509	9,509	11,767	11,767	-	-	61,662	61,662
8698 SELPA Grants	26,602	-	19,903	-	14,701	-	13,397	-	17,003	-	-	-	91,607	-
8699 All Other Local Revenue	688	-	428	-	485	-	10,265	-	305	-	-	-	12,170	-
8792 Transfers of Apportionments - Special Education	527,558	767,619	598,588	878,571	604,816	910,972	371,948	502,420	428,518	629,800	-	-	2,531,428	3,689,382
Total 8600-8799 · Other Income-Local	**1,263,024**	**1,187,675**	**859,201**	**1,066,812**	**922,130**	**1,112,468**	**831,611**	**663,138**	**756,715**	**816,068**	**-**	**-**	**4,632,681**	**4,846,163**
Prior Year Adjustments														
8999 Other Prior Year Adjustment	12,239	-	8,336	-	11,327	-	6,930	-	4,443	-	-	-	43,275	-
Total Prior Year Adjustments	**12,239**	**-**	**8,336**	**-**	**11,327**	**-**	**6,930**	**-**	**4,443**	**-**	**-**	**-**	**43,275**	**-**
TOTAL INCOME	**15,483,679**	**15,920,388**	**15,082,717**	**15,482,744**	**16,258,853**	**17,048,175**	**9,948,100**	**9,308,259**	**11,061,505**	**11,719,000**	**-**	**-**	**67,834,855**	**69,478,567**
Expense														
1000 · Certificated Salaries														
1110 Teachers' Salaries	2,172,113	2,274,677	2,742,428	2,917,751	2,778,537	2,954,383	1,954,435	1,699,156	2,020,482	2,198,207	-	-	11,667,995	12,044,174
1120 Teachers' Hourly	-	-	51,814	-	196,567	119,140	-	-	-	-	-	-	248,381	119,140
1170 Teachers' Salaries - Substitute	196,683	117,565	216,246	123,403	162,287	142,582	112,111	106,873	181,903	69,840	-	-	869,231	560,263
1175 Teachers' Salaries - Stipend/Extra Duty	209,229	206,075	222,518	221,698	194,529	254,458	151,036	134,228	173,022	146,500	-	-	950,332	962,958
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	77,312	84,203	89,972	96,342	91,504	99,782	55,595	55,110	64,066	69,111	-	-	378,449	404,548
1299 Certificated Pupil Support - Other	253,402	288,958	200,808	241,565	204,228	250,133	124,083	138,133	142,988	173,285	-	-	925,509	1,092,075
1300 Certificated Supervisors' & Administrators' Salaries	912,045	978,893	758,050	811,638	995,954	975,059	546,300	565,929	804,880	857,056	-	-	4,017,229	4,188,575
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**3,820,785**	**3,950,372**	**4,281,835**	**4,412,396**	**4,623,605**	**4,795,536**	**2,943,560**	**2,699,428**	**3,387,341**	**3,514,000**	**-**	**-**	**19,057,126**	**19,371,732**
2000 · Classified Salaries														
2111 Instructional Aide & Other Salaries	550,697	685,475	559,783	612,396	579,674	660,590	444,319	508,924	190,670	358,848	-	-	2,325,142	2,826,233
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	31,913	-	-	-	31,913	-
2131 Classified Teacher Salaries	185,238	157,989	103,055	105,730	115,076	118,546	51,728	9,481	-	-	-	-	455,097	391,747
2200 Classified Support Salaries	197,036	270,225	166,072	184,533	215,226	244,457	122,951	138,017	85,999	135,459	-	-	787,283	972,690
2300 Classified Supervisors' & Administrators' Salaries	78,032	66,934	114,638	115,748	25,197	143,215	23,380	14,499	96,363	111,708	-	-	337,610	452,104
2400 Classified Office Staff Salaries	287,215	352,881	238,342	257,742	415,268	455,812	212,186	181,617	317,815	300,589	-	-	1,470,826	1,548,641
2900 Other Classified Salaries	400,473	448,491	475,554	517,545	521,147	577,897	336,376	337,723	399,758	428,469	-	-	2,133,307	2,310,125
Total 2000 · Classified Salaries	**1,698,690**	**1,981,995**	**1,657,443**	**1,793,694**	**1,871,587**	**2,200,517**	**1,190,940**	**1,190,261**	**1,122,518**	**1,335,073**	**-**	**-**	**7,541,178**	**8,501,539**
3000 · Employee Benefits														
3111 STRS - State Teachers Retirement System	683,275	754,521	807,539	842,768	845,322	915,947	564,019	515,591	656,498	671,174	-	-	3,556,653	3,700,001
3212 PERS - Public Employee Retirement System	495,802	523,247	429,270	473,535	525,548	580,937	314,226	314,229	289,300	352,459	-	-	2,054,147	2,244,406
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	116,166	122,884	103,137	111,209	123,516	136,432	73,214	73,796	70,325	82,775	-	-	486,358	527,095
3331 MED - Medicare	78,447	86,019	84,315	89,988	92,657	101,443	59,131	56,400	65,223	70,312	-	-	379,773	404,162
3401 H&W - Health & Welfare	434,946	484,358	491,723	529,161	406,598	550,363	296,913	296,173	381,795	408,426	-	-	2,011,975	2,268,481
3501 SUI - State Unemployment Insurance	3,403	2,966	3,579	3,103	3,927	3,498	2,502	1,945	2,807	2,425	-	-	16,217	13,937
3601 Workers' Compensation Insurance	48,117	53,786	50,304	54,666	56,624	63,434	33,721	32,993	38,361	42,896	-	-	227,127	247,775
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	(8,837)	-	-	-	-	-	-	-	-	-	(8,837)	-
3902 Other Benefits	(13,183)	-	(15,311)	-	594	-	(9,438)	-	(10,990)	-	-	-	(48,328)	-
Total 3000 · Employee Benefits	**1,846,973**	**2,027,780**	**1,945,719**	**2,104,430**	**2,054,785**	**2,352,054**	**1,334,287**	**1,291,128**	**1,493,319**	**1,630,465**	**-**	**-**	**8,675,084**	**9,405,857**
4000 · Supplies														
4111 Core Curricula Materials	206,085	110,271	141,439	125,738	161,734	139,527	17,159	50,318	98,186	62,836	-	-	624,603	488,689
4211 Books & Other Reference Materials	4,050	3,000	5,000	5,000	6,700	6,700	7,000	3,500	43,827	15,000	-	-	66,577	33,200
4311 Student Materials	97,670	92,529	124,463	97,522	106,476	99,259	114,971	69,415	135,665	117,803	-	-	579,246	476,528
4351 Office Supplies	12,000	12,000	21,600	21,600	27,131	25,020	13,800	13,800	18,000	18,000	-	-	92,531	90,420
4371 Custodial Supplies	59,400	59,400	35,000	35,000	52,800	52,800	25,000	25,000	40,500	32,400	-	-	212,700	204,600
4391 Food (Non Nutrition Program)	29,000	26,200	28,900	20,900	39,839	35,844	14,669	13,169	47,934	32,934	-	-	160,343	129,047
4392 Uniforms	5,000	5,000	2,600	2,600	11,251	11,251	5,075	5,075	7,500	7,500	-	-	31,426	31,426

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	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast
4393 PE & Sports Equipment	5,000	5,000	1,000	-	5,200	3,800	3,000	3,000	4,000	2,500	-	-	18,200	14,300
4395 Before & After School Program Supplies	245,500	104,500	150,000	72,000	353,200	147,500	46,750	28,250	7,000	3,000	-	-	802,450	355,250
4399 All Other Supplies	19,475	15,684	22,450	22,477	37,579	36,533	17,604	17,885	56,276	57,297	-	-	153,383	149,876
4390 Other Supplies	303,975	156,384	204,950	117,977	447,069	234,928	87,098	67,379	122,710	103,231	-	-	1,165,802	679,899
4411 Non Capitalized Equipment	183,468	110,000	184,238	174,900	144,259	206,881	104,322	44,800	242,363	132,003	-	-	858,650	668,584
4711 Nutrition Program Food & Supplies	579,633	654,261	452,452	486,633	583,225	577,168	281,412	251,402	221,776	219,236	-	-	2,118,499	2,188,700
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**1,446,280**	**1,197,844**	**1,169,143**	**1,064,370**	**1,529,395**	**1,342,283**	**650,763**	**525,614**	**923,028**	**700,509**	**-**	**-**	**5,718,608**	**4,830,621**
5000 · Operating Services														
5211 Travel & Conferences	23,397	22,397	24,268	11,271	10,913	10,421	6,553	8,932	33,191	32,035	-	-	98,323	85,056
5311 Dues & Memberships	38,140	17,352	31,340	17,886	23,682	20,774	19,119	12,462	31,437	29,225	-	-	143,717	97,698
5451 General Insurance	-	-	-	-	56,783	58,455	-	-	1,904	1,904	-	-	58,687	60,359
5511 Utilities	203,556	209,663	163,086	167,979	256,187	263,872	182,880	188,366	196,284	202,173	-	-	1,001,993	1,032,053
5521 Security Services	153,233	148,175	10,301	1,500	12,130	35,250	9,669	2,500	105,290	112,500	-	-	290,623	299,925
5531 Housekeeping Services	228,606	220,075	93,845	94,973	206,397	190,023	144,187	131,412	121,098	99,276	-	-	794,134	735,759
5599 Other Facility Operations & Utilities	87,927	98,629	77,742	84,044	156,877	152,819	103,128	109,998	83,437	93,239	-	-	509,110	538,729
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	(71,979)	18,000	13,603	13,603	(54,796)	20,104	2,514	750	(66,620)	76,552	-	-	(177,278)	129,008
5621 Equipment Lease	57,518	56,518	35,799	35,799	90,328	68,074	28,929	28,171	74,183	75,864	-	-	286,758	264,427
5631 Vendor Repairs	324,004	275,583	212,371	220,119	209,973	205,293	183,658	198,257	134,202	147,750	-	-	1,064,207	1,047,001
5812 Field Trips & Pupil Transportation	235,000	131,750	260,910	113,000	315,190	150,570	100,523	86,261	150,341	166,326	-	-	1,061,964	647,907
5821 Legal	6,250	-	20,654	25,000	19,459	4,057	(8,768)	-	(9,436)	-	-	-	28,158	29,057
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	10,404	11,000	10,404	10,500	25,404	27,000	12,500	10,500	10,000	11,000	-	-	68,712	70,000
5841 Contracted Substitute Teachers	52,012	15,000	71,898	11,550	92,008	9,560	46,916	9,280	127,518	12,240	-	-	390,352	57,630
5842 Special Education Services	251,120	234,704	697,588	601,490	313,019	240,350	548,809	414,514	350,058	220,132	-	-	2,160,594	1,711,189
5843 Non Public School	-	-	-	-	127,094	127,094	110,784	105,583	-	-	-	-	237,878	232,677
5844 After School Services	203,483	203,483	203,483	203,483	203,483	203,483	203,483	203,483	-	175,000	-	-	813,931	988,931
5849 Other Student Instructional Services	1,809,537	1,734,873	1,002,901	935,098	1,287,670	1,132,263	602,227	591,999	383,084	310,274	-	-	5,085,420	4,704,508
5852 PD Consultants & Tuition	75,058	64,102	93,253	74,865	117,627	99,270	72,559	61,085	64,926	61,996	-	-	423,422	361,318
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	396,973	243,981	290,637	245,428	313,128	271,991	186,953	155,174	164,577	136,533	-	-	1,352,268	1,053,106
5861 Non Instructional Software	91,595	108,830	118,774	126,946	132,392	132,156	78,339	81,611	115,754	120,480	-	-	536,853	570,025
5865 Fundraising Cost	11	-	4,567	-	1,675	1,742	7,820	-	4,959	-	-	-	19,032	1,742
5871 District Oversight Fees	89,046	93,697	99,563	105,734	100,884	109,646	61,269	59,584	82,381	87,409	-	-	433,143	456,070
5872 Special Education Fees (SELPA)	134,822	183,063	152,975	209,523	154,566	217,251	95,055	119,818	109,512	150,196	-	-	646,929	879,851
5881 Intra-Agency Fees	1,332,971	1,413,471	1,411,454	1,519,967	1,455,979	1,598,395	868,991	859,206	1,163,449	1,245,645	-	-	6,232,843	6,636,684
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	547	-	180	-	842	-	-	-	1,569	-
5899 All Other Expenses	34,218	20,982	23,023	18,421	25,218	19,888	22,582	20,330	29,257	20,281	-	-	134,298	99,902
5911 Office Phone	20,220	20,220	19,224	19,224	31,123	31,123	12,492	12,492	17,899	17,899	-	-	100,958	100,958
5913 Mobile Phone	1,440	1,440	1,229	1,229	1,680	1,680	1,260	1,260	1,800	1,800	-	-	7,409	7,409
5921 Internet	14,709	14,709	11,928	11,928	23,845	23,845	11,886	11,886	14,709	14,709	-	-	77,077	77,077
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	400	400	3,000	2,500	6,324	6,324	2,000	2,000	6,000	6,000	-	-	17,724	17,224
5999 Other Communications	2,040	2,040	1,620	1,620	1,680	1,680	1,032	1,032	1,224	1,224	-	-	7,596	7,596
Total 5000 · Operating Services	**6,276,279**	**6,034,702**	**5,169,040**	**4,892,280**	**5,949,110**	**5,665,096**	**3,724,129**	**3,492,548**	**3,925,745**	**4,052,150**	**-**	**-**	**25,044,303**	**24,136,775**
6000 · Capital Outlay														
6901 Depreciation Expense	215,337	248,339	652,095	646,276	173,683	201,147	98,177	86,826	175,738	133,167	-	-	1,315,030	1,315,754
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Camino Nuevo Charter Academy - Consolidated
2026-27 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	
	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast	2025-26	2026-27 Forecast
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	**215,337**	**248,339**	**652,095**	**646,276**	**173,683**	**201,147**	**98,177**	**86,826**	**175,738**	**133,167**	**-**	**-**	**1,315,030**	**1,315,754**
7000 · Other Outgo														
7438 Interest Expense	-	-	178,368	169,905	-	-	-	-	-	-	-	-	178,368	169,905
Total 7000 · Other Outgo	**-**	**-**	**178,368**	**169,905**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**178,368**	**169,905**
TOTAL EXPENSE	**15,304,344**	**15,441,032**	**15,053,642**	**15,083,351**	**16,202,166**	**16,556,633**	**9,941,855**	**9,285,804**	**11,027,689**	**11,365,364**	**-**	**-**	**67,529,696**	**67,732,184**
NET INCOME	**179,335**	**479,357**	**29,075**	**399,393**	**56,687**	**491,542**	**6,245**	**22,456**	**33,816**	**353,635**	**-**	**-**	**305,158**	**1,746,383**
Beginning Cash Balance	7,291,373	6,667,028	5,759,507	4,383,277	9,175,327	8,066,983	3,688,426	4,002,675	4,118,991	4,301,290	374,422	116,959	30,408,047	27,538,211
Cash Flow from Operating Activities														
Net Income	179,335	479,357	29,075	399,393	56,687	491,542	6,245	22,456	33,816	353,635	-	-	305,158	1,746,383
Change in Accounts Receivable					-	-								
Prior Year Accounts Receivable	631,236	1,882,381	966,949	1,646,515	2,014,486	2,066,304	1,678,421	1,099,424	1,652,696	808,798	-	-	6,943,788	7,503,422
Current Year Accounts Receivable	(1,882,381)	(1,990,028)	(1,646,515)	(1,859,747)	(2,066,304)	(2,166,339)	(1,099,424)	(1,376,523)	(808,798)	(1,252,001)	-	-	(7,503,422)	(8,644,638)
Change in Due from	14,049	(11,458)	(35)	-	(633)	-	-	-	(2,891)	-	(48,208)	-	(37,718)	(11,458)
Change in Accounts Payable	(30,769)	(29,230)	(36,998)	(35,148)	(52,462)	(49,839)	304,625	(46,265)	(15,263)	(14,500)	(220)	(209)	168,912	(175,191)
Change in Due to	(17,288)	(78,791)	(79,200)	(79,284)	(68,005)	(91,095)	(109,244)	(39,671)	(67,765)	(72,760)	(169,955)	-	(511,457)	(361,601)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	(84,365)	(68,225)	(105,133)	(66,829)	8,408	(170,069)	(65,163)	(53,615)	77,439	(202,003)	(30,835)	(60,000)	(199,648)	(620,739)
Change in Current Lease Payable	(13,922)	7,374	(10,826)	-	(22,956)	3,489	(11,123)	-	(11,916)	6,361	-	-	(70,743)	17,225
Change in Lease Assets	183,702	169,780	10,826	-	103,347	80,391	11,123	-	156,616	146,472	-	-	465,614	396,643
Change in Prepaid Expenditures	(24,184)	(3,049)	(16,946)	(1,913)	(27,048)	(5,274)	(20,016)	(2,464)	(13,978)	(4,008)	(8,245)	(3,784)	(110,416)	(20,492)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	604,436	(1,613,818)	(638,641)	(567,829)	(1,079,392)	(1,188,459)	(465,673)	(316,109)	(505,179)	(619,256)	-	-	(2,084,448)	(4,305,472)
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Long Term Lease Liabilities	(233,757)	(241,131)	-	-	(110,593)	(114,083)	-	-	(201,641)	(208,003)	-	-	(545,992)	(563,216)
Depreciation Expense	215,337	248,339	652,095	646,276	173,683	201,147	98,177	86,826	175,738	133,167	-	-	1,315,030	1,315,754
Cash Flow from Investing Activities														
Capital Expenditures	(165,775)	(1,100,750)	(79,855)	(157,000)	(37,564)	(965,700)	(13,700)	(125,000)	(286,575)	(162,000)	-	-	(583,469)	(2,510,450)
Cash Flow from Financing Activities														
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(421,026)	(429,488)	-	-	-	-	-	-	-	-	(421,026)	(429,488)
Ending Cash Balance	6,667,028	4,317,779	4,383,277	3,878,223	8,066,983	6,159,000	4,002,675	3,251,734	4,301,290	3,215,192	116,959	52,965	27,538,211	20,874,892
5% Reserve Goal	765,217	772,052	752,682	754,168	810,108	827,832	497,093	464,290	551,384	568,268	-	-	3,376,485	3,386,609
Operating Income	394,672	727,695	681,170	1,045,669	230,371	692,689	104,421	109,282	209,554	486,802	-	-	1,620,188	3,062,137
EBITDA	394,672	727,695	859,538	1,215,574	230,371	692,689	104,421	109,282	209,554	486,802	-	-	1,798,556	3,232,043
Net Income as a Percent of Expenses	1.2%	3.1%	0.2%	2.6%	0.3%	3.0%	0.1%	0.2%	0.3%	3.1%			0.5%	2.6%
Ending Cash as a Percent of Expenses	43.6%	28.0%	29.1%	25.7%	49.8%	37.2%	40.3%	35.0%	39.0%	28.3%			40.8%	30.8%

Coversheet

Sandra Cisneros Budget Adjustment

Section: XIV. Financials
Item: C. Sandra Cisneros Budget Adjustment
Purpose: Vote
Submitted by:
Related Material: Sandra Cisneros - Strategic Recommendation - CNCA Board.pdf

Sandra Cisneros

Strategic Assessment & Recommendations

Prepared by Brent Lowry, VP Finance and Business Services

Methodology Synthesis Interviews (School Leadership, SLT, HSO Directors) & Budget Review

Clear-Eyed Timeline Current Academic Year Trajectory & Potential Appeal Windows

Strategic Focus Stabilizing Local Market Retention & Enrollment Momentum

Diagnostic: Enrollment & Revenue Gaps

School Year	Enrollment	LCFF Revenue
2023-2024	488	$6.62M
2024-2025	475	$6.42M
2025-2026	438	$6.13M
2026-2027 (Proj)	401	$5.96M
4-Year Variance	**-87 Students (-18%)**	**-$664k (-10%)**

THE TK INTAKE DEFICIT

Current TK cohort stands at just **11 students**. An insufficient intake pipeline creates a cascading, structural risk to future enrollment, leaving subsequent classes unable to organically offset graduates.

THE DAILY FUNDING LEAK

Cisneros sits at **92.3% ADA**, one of the lowest in the network. This attendance leakage translates directly to forgone public revenue that is fully recoverable through operational execution.

Immediate Operational Opportunities

1. Front Office ADA: Replicating Best Practices

Align the front-office and registrar with network leaders (e.g., Burlington). Closing this ADA percentage gap adds **+$100k+ directly to net income**, fully self-funding core interventions.

2. Campus Facilities: Enforcing Visual Standards

Initiate immediate visual standards: power-wash common spaces, clear cluttered staff areas, and reset campus pride. This is an accountability and culture lever, requiring zero capital expense budget.

Recommendation: $750k Strategic Allocation from Reserves

Strategic Allocation Resolution

To capture critical summer candidate and enrollment pools, we request the approval and allocation of the full reinvestment model today, permitting immediate recruitment and spending.

$750k

Reserve Allocation Draw Authorized Today

Full funding authorization from Cisneros reserves to execute the support strategy ahead of the next board meeting.

⚠ **Staff will return next board meeting to codify these line-items with a standard budget amendment.**

This recommendation is informed by stakeholder interviews, financial analysis, and site observations during my first month. It should be viewed as a preliminary recommendation subject to refinement as additional data becomes available.

1. Academic Intervention

Prioritize critical personnel additions upfront. Focus on intervention support to push CA Dashboard performance into the blue and green.

2. Differentiated Programming

Improve retention and competitiveness against neighboring educational options with unique, visible curricular tracks. Existing examples include YOLA, Dance, etc.

3. Pipeline Development

Establish front-end enrollment support. Allocate targeted funds for localized marketing campaigns and boots-on-the-ground outreach to build the campus pipeline.

Coversheet

April 2026 Financials

Section: XIV. Financials
Item: D. April 2026 Financials
Purpose: Discuss
Submitted by:
Related Material: 04.26 - CNCA Consolidated - Financial Packet.pdf

Camino Nuevo Charter Academy - Consolidated - Financial Dashboard (April 2026)

1

Key Performance Indicators

ADA vs. Budget

Cash on Hand

Net Income / (Loss)

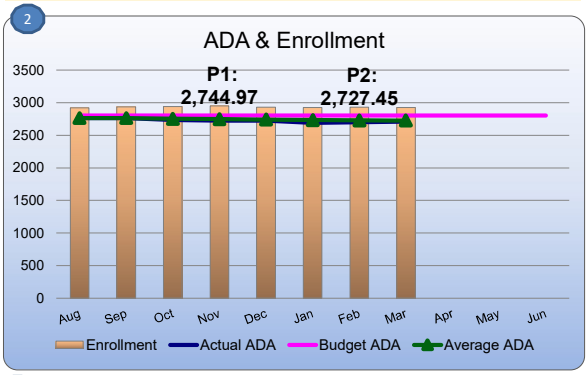
Year-End Cash

KEY POINTS

Enrollment is currently 64 students below budget, resulting in a $871K decrease in LCFF Revenue.

Forecast includes $3.06M of restricted one-time funds. An additional $5.67M remains available to spend through FY28/29.

2



3

Attendance Analysis	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	FY 24-25 P2
Enrollment	2,927	2,927	2,991	(64)	3,001
ADA %	93.0%	93.0%	93.7%	-0.7%	92.9%
Average ADA	2,727.44	2,727.45	2,803.98	(76.53)	2,814.18

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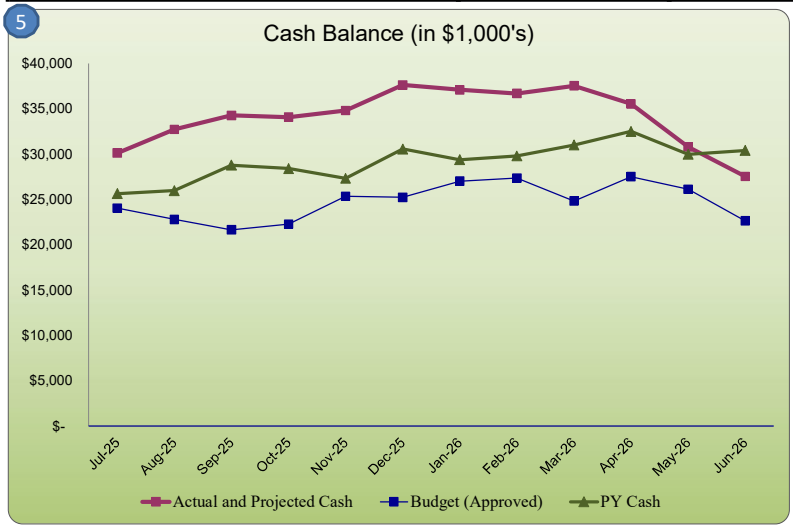
Income Statement	Actual through 04/30/26	Year-end Forecast as of 04/30/26	FY 25-26 Budget	Budget Variance B/(W)	FY 24-25
Local Control Funding Formula	36,011,564	43,307,327	44,178,393	(871,066)	43,236,362
Federal Revenue	2,820,263	5,821,331	5,853,600	(32,269)	7,528,934
State Revenue	18,024,475	14,030,241	13,691,308	338,932	11,129,991
Other Local Revenue	3,113,864	3,763,142	2,803,061	960,080	8,748,458
Grants/Fundraising	256,131	912,814	706,216	206,598	1,521,648
TOTAL REVENUE	60,226,297	67,834,855	67,232,578	602,276	72,165,393
Total per ADA		24,871	23,978	894	25,643
w/o Grants/Fundraising		24,536	23,726	811	25,103
Certificated Salaries	15,487,623	19,057,126	19,073,525	16,399	18,036,271
Classified Salaries	6,014,872	7,541,178	8,043,735	502,558	7,327,393
Benefits	7,152,925	8,675,084	8,938,829	263,745	8,103,133
Student Supplies	4,111,521	5,718,608	5,017,994	(700,614)	5,375,743
Operating Expenses	17,426,604	25,044,303	24,014,516	(1,029,787)	26,670,768
Other	1,280,179	1,493,398	1,661,344	167,946	1,644,527
TOTAL EXPENSES	51,473,723	67,529,696	66,749,943	(779,753)	67,157,836
Total per ADA		24,759	23,805	(954)	23,864
NET INCOME / (LOSS)	8,752,575	**305,158**	482,635	(177,477)	5,007,557
Op Inc Exluding Non-cash Lease Exp	9,729,928	1,470,839	1,816,262	(345,423)	6,316,071

5



Year-End Cash Balance		
Projected	Budget	Variance
27,538,211	22,655,954	4,882,258

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Balance Sheet	6/30/2025	3/31/2026	4/30/2026	6/30/2026 FC
Assets				
Cash, Operating	19,381,987	29,729,740	27,643,820	**14,146,302**
Cash, Restricted	11,026,059	7,819,759	7,894,759	**13,391,908**
Accounts Receivable	8,157,327	1,795,906	1,795,906	**8,716,960**
Due From Others	11,506	230,170	354,433	**49,224**
Deposits/Prepaids	299,423	176,201	179,921	**409,839**
Net Fixed Assets	38,950,277	38,466,453	38,415,435	**38,218,716**
Lease Assets	23,530,977	23,173,840	23,133,489	**23,065,363**
Other Assets	0	0	0	**0**
Total Assets	101,357,556	101,392,068	99,417,762	**97,998,313**
Liabilities				
A/P & Payroll	4,241,555	4,672,833	2,947,113	**4,210,819**
Due to Others	927,215	186,961	55,629	**415,758**
Deferred Revenue	10,656,649	3,000,051	3,075,051	**8,572,201**
Lease Liabilities	23,267,091	22,796,170	22,743,373	**22,650,356**
Other Liabilities	433,266	433,266	433,266	**433,266**
Total Debt	9,023,118	8,602,093	8,602,093	**8,602,093**
Total Liabilities	48,548,894	39,691,373	37,856,526	**44,884,493**
Equity				
Beginning Fund Bal.	47,801,105	52,808,662	52,808,662	**52,808,662**
Net Income/(Loss)	5,007,557	8,892,033	8,752,575	**305,158**
Total Equity	52,808,662	61,700,696	61,561,237	**53,113,820**
Total Liabilities & Equity	101,357,556	101,392,069	99,417,762	**97,998,313**
Days Cash on Hand	108	164	152	78
Cash Reserve %	29.5%	44.9%	41.7%	21.4%

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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		
	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)
Enrollment	**603**	**597**	(6)	**709**	**696**	(13)	**731**	**714**	(17)	**443**	**433**	(10)	**505**	**488**	(17)	-	-	-	**2,991**	**2,928**	(63)
ADA	**572.85**	**568.41**	(4)	**666.46**	**644.94**	(22)	**677.98**	**651.65**	(26)	**411.99**	**400.75**	(11)	**474.70**	**461.70**	(13)	-	-	-	**2,803.98**	**2,727.45**	(77)
ADA %	**95.00%**	**95.08%**		**94.00%**	**93.14%**		**93.00%**	**92.31%**		**93.00%**	**92.31%**		**94.00%**	**93.46%**		-	-		**93.75%**	**93.01%**	
UPP	**0.00%**	**99.67%**		**0.00%**	**95.66%**		**0.00%**	**94.42%**		**0.00%**	**94.42%**		**0.00%**	**98.54%**		**0.00%**	**0.00%**		**96.81%**	**96.71%**	
Income																					
8011-8098 · Local Control Funding Formula Sources																					
8011 Local Control Funding Formula	5,344,466	4,962,492	(381,975)	6,066,364	5,478,256	(588,108)	6,201,800	5,576,221	(625,579)	3,706,465	3,346,257	(360,208)	6,395,810	6,136,787	(259,023)	-	-	-	27,714,906	25,500,013	(2,214,893)
8012 Education Protection Account	1,157,190	1,468,911	311,721	1,350,427	1,671,807	321,380	1,363,609	1,676,707	313,098	833,297	1,036,948	203,651	94,940	92,340	(2,600)	-	-	-	4,799,463	5,946,712	1,147,250
8019 Local Control Funding Formula - Prior Year	-	40,630	40,630	-	6,619	6,619	-	12,062	12,062	-	7,685	7,685	-	10,248	10,248	-	-	-	-	77,244	77,244
8096 In Lieu of Property Taxes	2,382,947	2,473,237	90,290	2,772,347	2,806,231	33,884	2,820,268	2,835,427	15,159	1,713,800	1,743,723	29,923	1,974,662	2,008,926	34,264	-	-	-	11,664,024	11,867,544	203,520
8098 In Lieu of Property Taxes, Prior Year	-	(40,630)	(40,630)	-	(13,561)	(13,561)	-	(12,062)	(12,062)	-	(7,685)	(7,685)	-	(10,248)	(10,248)	-	-	-	-	(84,186)	(84,186)
Total 8011-8098 · Local Control Funding Formula Sources	**8,884,603**	**8,904,639**	**20,036**	**10,189,138**	**9,949,351**	**(239,787)**	**10,385,677**	**10,088,355**	**(297,322)**	**6,253,563**	**6,126,928**	**(126,634)**	**8,465,412**	**8,238,053**	**(227,359)**	-	-	-	**44,178,393**	**43,307,327**	**(871,066)**
8100-8299 · Federal Revenue																					
8181 Special Education - Federal (IDEA)	149,296	146,553	(2,743)	173,693	166,285	(7,408)	176,695	168,015	(8,680)	107,373	103,325	(4,047)	123,716	119,040	(4,676)	-	-	-	730,773	703,218	(27,555)
8221 Child Nutrition - Federal	576,119	614,642	38,523	370,465	430,188	59,723	525,754	527,610	1,856	213,879	245,355	31,475	215,970	203,106	(12,863)	-	-	-	1,902,187	2,020,901	118,714
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	262,861	283,919	21,058	274,320	320,142	45,822	302,155	291,054	(11,101)	220,096	212,483	(7,613)	234,906	242,924	8,018	-	-	-	1,294,338	1,350,522	56,184
8292 Title II	26,687	29,997	3,310	30,793	34,792	3,999	32,380	31,865	(515)	21,781	22,957	1,176	25,761	25,829	68	-	-	-	137,402	145,440	8,038
8294 Title III	46,760	45,105	(1,655)	42,983	41,461	(1,521)	45,848	44,225	(1,623)	22,143	21,233	(910)	11,202	10,805	(396)	-	-	-	168,934	162,829	(6,105)
8295 Title IV, SSAE	20,948	19,669	(1,279)	20,421	20,679	258	24,079	22,610	(1,469)	19,003	16,506	(2,497)	15,558	17,708	2,150	-	-	-	100,009	97,172	(2,837)
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	437,100	380,189	(56,911)	338,946	300,027	(38,919)	437,101	380,189	(56,912)	306,810	280,844	(25,967)	-	-	-	-	-	-	1,519,957	1,341,248	(178,708)
Total 8100-8299 · Other Federal Income	**1,519,770**	**1,520,073**	**303**	**1,251,620**	**1,313,575**	**61,954**	**1,544,012**	**1,465,568**	**(78,444)**	**911,085**	**902,703**	**(8,382)**	**627,112**	**619,412**	**(7,700)**	-	-	-	**5,853,600**	**5,821,331**	**(32,269)**
8300-8599 · Other State Revenue																					
8520 Child Nutrition - State	135,449	142,968	7,519	100,535	114,956	14,421	116,358	116,827	469	59,215	67,326	8,111	57,725	53,228	(4,497)	-	-	-	469,283	495,305	26,022
8550 Mandate Block Grant	11,774	11,773	(1)	13,380	13,382	2	13,972	14,047	75	8,899	8,898	(1)	27,029	27,577	548	-	-	-	75,053	75,677	624
8561 State Lottery - Non Prop 20	114,279	112,734	(1,545)	132,953	128,471	(4,482)	135,251	129,856	(5,395)	82,189	79,627	(2,562)	94,699	91,468	(3,230)	-	-	-	559,371	542,156	(17,215)
8562 State Lottery - Prop 20	49,062	48,654	(409)	57,079	55,445	(1,634)	58,066	56,043	(2,023)	35,285	34,365	(920)	40,656	39,476	(1,180)	-	-	-	240,149	233,983	(6,166)
8560 Lottery Revenue	163,341	161,388	(1,953)	190,033	183,916	(6,117)	193,318	185,899	(7,418)	117,474	113,992	(3,481)	135,355	130,944	(4,411)	-	-	-	799,520	776,140	(23,381)
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	318,266	318,266	-	-	-	-	150,621	150,621	-	-	-	-	277,587	277,587	-	-	-	-	746,474	746,474	-
8592 State Mental Health	46,355	48,172	1,817	53,930	54,658	728	54,862	55,226	364	33,338	33,963	625	38,413	39,128	715	-	-	-	226,898	231,147	4,249
8593 After School Education & Safety	203,483	203,483	(0)	203,483	203,483	(0)	203,483	203,483	(0)	203,483	203,483	-	-	-	-	-	-	-	813,931	813,931	-
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	1,525,988	1,641,007	115,019	1,441,265	1,542,533	101,268	1,849,837	2,024,760	174,923	848,578	807,510	(41,068)	-	-	-	-	-	-	5,665,669	6,015,810	350,142
8596 Prop 28 Arts & Music	-	17,625	17,625	-	-	-	170,573	93,616	(76,957)	91,457	163,293	71,837	-	210,154	210,154	-	-	-	262,029	484,688	222,658
8599 State Revenue - Other	1,485,349	1,239,023	(246,326)	789,095	839,326	50,231	1,014,198	926,995	(87,203)	608,492	681,462	72,970	735,317	704,264	(31,053)	-	-	-	4,632,452	4,391,070	(241,382)
Total 8300-8599 · Other State Income	**3,890,005**	**3,783,704**	**(106,301)**	**2,791,721**	**2,952,255**	**160,534**	**3,767,221**	**3,771,473**	**4,251**	**1,970,936**	**2,079,928**	**108,992**	**1,271,426**	**1,442,882**	**171,456**	-	-	-	**13,691,308**	**14,030,241**	**338,932**
8600-8799 · Other Local Revenue																					
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	15,000	15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
8660 Interest & Dividend Income	25,000	245,000	220,000	25,000	194,000	169,000	35,000	194,000	159,000	25,000	175,000	150,000	25,000	200,000	175,000	-	-	-	135,000	1,008,000	873,000
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	280,961	429,823	148,863	36,553	36,553	-	104,270	86,582	(17,688)	221,210	209,372	(11,838)	48,222	48,222	-	-	-	-	691,216	810,552	119,336
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	6,584	6,584	-	186	186	-	2,470	2,470	-	41,911	41,911	15,000	50,900	35,900	-	-	-	15,000	102,052	87,052
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	210	210	-	-	-	-	-	-	-	210	210
8697 E-Rate	12,480	11,767	(713)	10,042	9,542	(499)	20,066	19,076	(990)	10,080	9,509	(571)	12,150	11,767	(383)	-	-	-	64,818	61,662	(3,157)
8698 SELPA Grants	-	26,602	26,602	-	19,903	19,903	-	14,701	14,701	-	13,397	13,397	-	17,003	17,003	-	-	-	-	91,607	91,607
8699 All Other Local Revenue	-	688	688	-	428	428	-	485	485	-	10,265	10,265	-	305	305	-	-	-	-	12,170	12,170
8792 Transfers of Apportionments - Special Education	531,840	527,558	(4,281)	618,748	598,588	(20,160)	629,443	604,816	(24,627)	382,496	371,948	(10,548)	440,716	428,518	(12,199)	-	-	-	2,603,243	2,531,428	(71,815)
Total 8600-8799 · Other Income-Local	**850,280**	**1,263,024**	**412,743**	**690,343**	**859,201**	**168,858**	**788,780**	**922,130**	**133,350**	**638,786**	**831,611**	**192,825**	**541,088**	**756,715**	**215,626**	-	-	-	**3,509,277**	**4,632,681**	**1,123,404**
Prior Year Adjustments																					
8999 Other Prior Year Adjustment	-	12,239	12,239	-	8,336	8,336	-	11,327	11,327	-	6,930	6,930	-	4,443	4,443	-	-	-	-	43,275	43,275
Total Prior Year Adjustments	-	**12,239**	**12,239**	-	**8,336**	**8,336**	-	**11,327**	**11,327**	-	**6,930**	**6,930**	-	**4,443**	**4,443**	-	-	-	-	**43,275**	**43,275**
TOTAL INCOME	**15,144,659**	**15,483,679**	**339,020**	**14,922,822**	**15,082,717**	**159,895**	**16,485,690**	**16,258,853**	**(226,836)**	**9,774,369**	**9,948,100**	**173,731**	**10,905,039**	**11,061,505**	**156,466**	-	-	-	**67,232,578**	**67,834,855**	**602,276**
Expense																					
1000 · Certificated Salaries																					
1110 Teachers' Salaries	2,257,526	2,172,113	85,413	2,799,154	2,742,428	56,726	2,981,982	2,778,537	203,445	1,796,474	1,954,435	(157,961)	2,112,602	2,020,482	92,121	-	-	-	11,947,739	11,667,995	279,744
1120 Teachers' Hourly	-	-	-	59,200	51,814	7,386	119,140	196,567	(77,427)	59,200	-	59,200	-	-	-	-	-	-	237,540	248,381	(10,841)
1170 Teachers' Salaries - Substitute	117,565	196,683	(79,118)	168,728	216,246	(47,518)	144,430	162,287	(17,857)	61,250	112,111	(50,861)	115,165	181,903	(66,738)	-	-	-	607,138	869,231	(262,093)
1175 Teachers' Salaries - Stipend/Extra Duty	186,470	209,229	(22,759)	138,700	222,518	(83,818)	227,122	194,529	32,593	210,160	151,036	59,124	144,000	173,022	(29,022)	-	-	-	906,452	950,332	(43,880)
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	80,520	77,312	3,208	93,809	89,972	3,837	95,307	91,504	3,803	57,926	55,595	2,331	66,719	64,066	2,653	-	-	-	394,282	378,449	15,833

	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		
1299 Certificated Pupil Support - Other	258,325	253,402	4,923	210,959	200,808	10,151	214,329	204,228	10,101	130,264	124,083	6,182	150,039	142,988	7,051	-	-	-	963,916	925,509	38,407
1300 Certificated Supervisors' & Administrators' Salaries	897,386	912,045	(14,659)	755,517	758,050	(2,533)	987,788	995,954	(8,166)	539,624	546,300	(6,676)	836,143	804,880	31,262	-	-	-	4,016,458	4,017,229	(770)
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**3,797,793**	**3,820,785**	**(22,992)**	**4,226,067**	**4,281,835**	**(55,768)**	**4,770,098**	**4,623,605**	**146,493**	**2,854,899**	**2,943,560**	**(88,661)**	**3,424,668**	**3,387,341**	**37,327**	**-**	**-**	**-**	**19,073,525**	**19,057,126**	**16,399**
2000 · Classified Salaries																					
2111 Instructional Aide & Other Salaries	569,379	550,697	18,681	592,385	559,783	32,602	603,348	579,674	23,674	436,747	444,319	(7,572)	315,376	190,670	124,706	-	-	-	2,517,233	2,325,142	192,091
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	51,600	31,913	19,687	-	-	-	51,600	31,913	19,687
2131 Classified Teacher Salaries	218,044	185,238	32,806	82,178	103,055	(20,877)	212,565	115,076	97,489	20,597	51,728	(31,131)	-	-	-	-	-	-	533,384	455,097	78,287
2200 Classified Support Salaries	218,835	197,036	21,799	159,567	166,072	(6,505)	212,760	215,226	(2,466)	122,775	122,951	(176)	111,624	85,999	25,626	-	-	-	825,561	787,283	38,279
2300 Classified Supervisors' & Administrators' Salaries	65,526	78,032	(12,506)	114,521	114,638	(116)	25,430	25,197	232	15,456	23,380	(7,925)	55,332	96,363	(41,031)	-	-	-	276,265	337,610	(61,345)
2400 Classified Office Staff Salaries	325,703	287,215	38,488	247,268	238,342	8,926	462,793	415,268	47,525	259,657	212,186	47,470	281,657	317,815	(36,158)	-	-	-	1,577,078	1,470,826	106,251
2900 Other Classified Salaries	395,548	400,473	(4,924)	477,522	475,554	1,968	557,565	521,147	36,418	368,221	336,376	31,845	463,759	399,758	64,001	-	-	-	2,262,615	2,133,307	129,308
Total 2000 · Classified Salaries	**1,793,035**	**1,698,690**	**94,344**	**1,673,440**	**1,657,443**	**15,997**	**2,074,460**	**1,871,587**	**202,873**	**1,223,452**	**1,190,940**	**32,513**	**1,279,348**	**1,122,518**	**156,830**	**-**	**-**	**-**	**8,043,735**	**7,541,178**	**502,558**
3000 · Employee Benefits																					
3111 STRS - State Teachers Retirement System	725,378	683,275	42,104	807,179	807,539	(360)	911,089	845,322	65,767	545,286	564,019	(18,734)	654,112	656,498	(2,386)	-	-	-	3,643,043	3,556,653	86,391
3212 PERS - Public Employee Retirement System	480,713	495,802	(15,090)	448,649	429,270	19,379	556,163	525,548	30,615	328,008	314,226	13,782	342,993	289,300	53,693	-	-	-	2,156,525	2,054,147	102,379
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	111,168	116,166	(4,998)	103,753	103,137	617	128,617	123,516	5,100	75,854	73,214	2,640	79,320	70,325	8,995	-	-	-	498,712	486,358	12,353
3331 MED - Medicare	81,067	78,447	2,620	85,543	84,315	1,228	99,246	92,657	6,589	59,136	59,131	5	68,208	65,223	2,985	-	-	-	393,200	379,773	13,427
3401 H&W - Health & Welfare	409,319	434,946	(25,627)	424,364	491,723	(67,359)	479,179	406,598	72,581	287,128	296,913	(9,785)	384,377	381,795	2,582	-	-	-	1,984,368	2,011,975	(27,607)
3501 SUI - State Unemployment Insurance	2,795	3,403	(607)	2,950	3,579	(629)	3,422	3,927	(504)	2,039	2,502	(463)	2,352	2,807	(455)	-	-	-	13,559	16,217	(2,658)
3601 Workers' Compensation Insurance	52,611	48,117	4,494	57,961	50,304	7,658	59,638	56,624	3,014	36,782	33,721	3,061	42,430	38,361	4,069	-	-	-	249,422	227,127	22,295
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	(8,837)	8,837	-	-	-	-	-	-	-	-	-	-	-	-	-	(8,837)	8,837
3902 Other Benefits	-	(13,183)	13,183	-	(15,311)	15,311	-	594	(594)	-	(9,438)	9,438	-	(10,990)	10,990	-	-	-	-	(48,328)	48,328
Total 3000 · Employee Benefits	**1,863,052**	**1,846,973**	**16,078**	**1,930,399**	**1,945,719**	**(15,320)**	**2,237,354**	**2,054,785**	**182,568**	**1,334,232**	**1,334,287**	**(55)**	**1,573,792**	**1,493,319**	**80,473**	**-**	**-**	**-**	**8,938,829**	**8,675,084**	**263,745**
4000 · Supplies																					
4111 Core Curricula Materials	156,580	206,085	(49,505)	148,234	141,439	6,794	195,501	161,734	33,767	54,580	17,159	37,421	62,141	98,186	(36,044)	-	-	-	617,036	624,603	(7,567)
4211 Books & Other Reference Materials	3,000	4,050	(1,050)	5,000	5,000	-	6,700	6,700	-	3,000	7,000	(4,000)	15,000	43,827	(28,827)	-	-	-	32,700	66,577	(33,877)
4311 Student Materials	83,222	97,670	(14,448)	81,563	124,463	(42,900)	94,859	106,476	(11,618)	65,285	114,971	(49,686)	98,643	135,665	(37,022)	-	-	-	423,572	579,246	(155,674)
4351 Office Supplies	12,000	12,000	-	21,600	21,600	-	25,020	27,131	(2,111)	13,800	13,800	-	18,000	18,000	-	-	-	-	90,420	92,531	(2,111)
4371 Custodial Supplies	59,400	59,400	-	44,880	35,000	9,880	52,800	52,800	-	36,960	25,000	11,960	57,660	40,500	17,160	-	-	-	251,700	212,700	39,000
4391 Food (Non Nutrition Program)	27,000	29,000	(2,000)	20,900	28,900	(8,000)	34,073	39,839	(5,766)	8,895	14,669	(5,774)	28,934	47,934	(19,000)	-	-	-	119,802	160,343	(40,541)
4392 Uniforms	5,000	5,000	-	2,600	2,600	-	11,251	11,251	-	2,000	5,075	(3,075)	7,500	7,500	-	-	-	-	28,351	31,426	(3,075)
4393 PE & Sports Equipment	5,000	5,000	-	-	1,000	(1,000)	3,800	5,200	(1,400)	3,000	3,000	-	2,500	4,000	(1,500)	-	-	-	14,300	18,200	(3,900)
4395 Before & After School Program Supplies	230,500	245,500	(15,000)	186,000	150,000	36,000	333,200	353,200	(20,000)	70,500	46,750	23,750	7,000	7,000	-	-	-	-	827,200	802,450	24,750
4399 All Other Supplies	12,184	19,475	(7,291)	20,889	22,450	(1,561)	29,530	37,579	(8,049)	14,604	17,604	(3,000)	47,165	56,276	(9,111)	-	-	-	124,371	153,383	(29,012)
4390 Other Supplies	279,684	303,975	(24,291)	230,389	204,950	25,439	411,854	447,069	(35,215)	98,999	87,098	11,901	93,099	122,710	(29,611)	-	-	-	1,114,025	1,165,802	(51,777)
4411 Non Capitalized Equipment	70,000	183,468	(113,468)	171,900	184,238	(12,338)	35,350	144,259	(108,909)	44,800	104,322	(59,522)	130,220	242,363	(112,143)	-	-	-	452,270	858,650	(406,380)
4711 Nutrition Program Food & Supplies	608,260	579,633	28,627	405,605	452,452	(46,848)	550,019	583,225	(33,206)	241,233	281,412	(40,179)	231,156	221,776	9,379	-	-	-	2,036,272	2,118,499	(82,227)
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**1,272,145**	**1,446,280**	**(174,135)**	**1,109,170**	**1,169,143**	**(59,972)**	**1,372,104**	**1,529,395**	**(157,292)**	**558,656**	**650,763**	**(92,106)**	**705,919**	**923,028**	**(217,109)**	**-**	**-**	**-**	**5,017,994**	**5,718,608**	**(700,614)**
5000 · Operating Services																					
5211 Travel & Conferences	10,397	23,397	(13,000)	11,268	24,268	(13,000)	10,413	10,913	(500)	6,553	6,553	-	32,035	33,191	(1,156)	-	-	-	70,667	98,323	(27,656)
5311 Dues & Memberships	38,286	38,140	146	31,480	31,340	140	19,105	23,682	(4,577)	18,577	19,119	(542)	34,775	31,437	3,338	-	-	-	142,223	143,717	(1,495)
5451 General Insurance	-	-	-	-	-	-	61,489	56,783	4,706	-	-	-	1,904	1,904	-	-	-	-	63,393	58,687	4,706
5511 Utilities	223,362	203,556	19,806	163,883	163,086	797	264,634	256,187	8,447	207,219	182,880	24,339	201,541	196,284	5,257	-	-	-	1,060,639	1,001,993	58,646
5521 Security Services	153,233	153,233	-	1,500	10,301	(8,801)	3,000	12,130	(9,130)	1,500	9,669	(8,169)	94,467	105,290	(10,823)	-	-	-	253,700	290,623	(36,924)
5531 Housekeeping Services	105,150	228,606	(123,456)	93,845	93,845	-	103,397	206,397	(103,000)	131,280	144,187	(12,908)	92,645	121,098	(28,453)	-	-	-	526,318	794,134	(267,816)
5599 Other Facility Operations & Utilities	86,778	87,927	(1,148)	79,580	77,742	1,838	149,623	156,877	(7,254)	116,399	103,128	13,271	82,630	83,437	(807)	-	-	-	515,010	509,110	5,900
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	45,000	(71,979)	116,979	11,795	13,603	(1,808)	26,487	(54,796)	81,283	-	2,514	(2,514)	70,025	(66,620)	136,645	-	-	-	153,307	(177,278)	330,585
5621 Equipment Lease	52,441	57,518	(5,077)	29,755	35,799	(6,045)	67,184	90,328	(23,144)	25,035	28,929	(3,894)	57,353	74,183	(16,830)	-	-	-	231,768	286,758	(54,989)
5631 Vendor Repairs	275,054	324,004	(48,950)	193,571	212,371	(18,800)	201,773	209,973	(8,200)	219,058	183,658	35,400	179,750	134,202	45,548	-	-	-	1,069,205	1,064,207	4,998
5812 Field Trips & Pupil Transportation	235,000	235,000	-	207,700	260,910	(53,210)	257,590	315,190	(57,600)	114,161	100,523	13,638	138,341	150,341	(12,000)	-	-	-	952,792	1,061,964	(109,172)
5821 Legal	-	6,250	(6,250)	35,000	20,654	14,346	-	19,459	(19,459)	-	(8,768)	8,768	-	(9,436)	9,436	-	-	-	35,000	28,158	6,842
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	10,404	10,404	-	10,404	10,404	-	25,404	25,404	-	6,500	12,500	(6,000)	10,000	10,000	-	-	-	-	62,712	68,712	(6,000)
5841 Contracted Substitute Teachers	15,000	52,012	(37,012)	9,570	71,898	(62,328)	9,560	92,008	(82,448)	9,280	46,916	(37,636)	12,240	127,518	(115,278)	-	-	-	55,650	390,352	(334,702)
5842 Special Education Services	282,890	251,120	31,770	592,635	697,588	(104,953)	240,350	313,019	(72,669)	300,080	548,809	(248,729)	255,310	350,058	(94,748)	-	-	-	1,671,265	2,160,594	(489,329)
5843 Non Public School	-	-	-	-	-	-	125,838	127,094	(1,256)	184,835	110,784	74,050	-	-	-	-	-	-	310,673	237,878	72,794
5844 After School Services	203,483	203,483	0	203,483	203,483	0	203,483	203,483	-	203,483	203,483	-	-	-	-	-	-	-	813,931	813,931	-
5849 Other Student Instructional Services	1,826,988	1,809,537	17,451	1,085,654	1,002,901	82,753	1,286,088	1,287,670	(1,582)	675,505	602,227	73,277	257,707	383,084	(125,377)	-	-	-	5,131,942	5,085,420	46,522
5852 PD Consultants & Tuition	89,837	75,058	14,779	91,045	93,253	(2,208)	135,567	117,627	17,940	70,265	72,559	(2,294)	49,926	64,926	(15,000)	-	-	-	436,640	423,422	13,218
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	208,539	396,973	(188,434)	239,933	290,637	(50,704)	266,848	313,128	(46,280)	159,495	186,953	(27,458)	137,669	164,577	(26,908)	-	-	-	1,012,484	1,352,268	(339,784)
5861 Non Instructional Software	91,227	91,595	(368)	118,918	118,774	144	121,634	132,392	(10,758)	74,739	78,339	(3,600)	82,348	115,754	(33,406)	-	-	-	488,865	536,853	(47,987)
5865 Fundraising Cost	-	11	(11)	-	4,567	(4,567)	-	1,675	(1,675)	-	7,820	(7,820)	-	4,959	(4,959)	-	-	-	-	19,032	(19,032)
5871 District Oversight Fees	88,846	89,046	(200)	101,891	99,563	2,328	103,857	100,884	2,973	62,536	61,269	1,266	84,654	82,381	2,274	-	-	-	441,784	433,143	8,641
5872 Special Education Fees (SELPA)	136,227	134,822	1,405	158,488	152,975	5,514	161,228	154,566	6,662	97,974	95,055	2,919	112,887	109,512	3,375	-	-	-	666,803	646,929	19,874
5881 Intra-Agency Fees	1,347,418	1,332,971	14,447	1,452,987	1,411,454	41,534	1,521,354	1,455,979	65,375	906,644	868,991	37,654	1,193,476	1,163,449	30,027	-	-	-	6,421,880	6,232,843	189,036
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	-	-	-	547	(547)	-	180	(180)	-	842	(842)	-	-	-	-	1,569	(1,569)
5899 All Other Expenses	20,198	34,218	(14,020)	14,221	23,023	(8,802)	21,245	25,218	(3,973)	16,330	22,582	(6,252)	17,625	29,257	(11,632)	-	-	-	89,619	134,298	(44,679)
5911 Office Phone	17,820	20,220	(2,400)	16,620	19,224	(2,604)	28,956	31,123	(2,167)	12,876	12,492	384	16,063	17,899	(1,836)	-	-	-	92,335	100,958	(8,623)

	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		
5913 Mobile Phone	768	1,440	(672)	-	1,229	(1,229)	1,248	1,680	(432)	1,200	1,260	(60)	840	1,800	(960)	-	-	-	4,056	7,409	(3,353)
5921 Internet	15,600	14,709	891	12,552	11,928	624	25,083	23,845	1,238	12,600	11,886	714	15,188	14,709	479	-	-	-	81,023	77,077	3,946
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	800	400	400	1,250	3,000	(1,750)	6,324	6,324	-	2,000	2,000	-	5,000	6,000	(1,000)	-	-	-	15,374	17,724	(2,350)
5999 Other Communications	2,196	2,040	156	1,740	1,620	120	1,164	1,680	(516)	1,236	1,032	204	1,224	1,224	-	-	-	-	7,560	7,596	(36)
Total 5000 · Operating Services	**6,053,510**	**6,276,279**	**(222,769)**	**4,978,368**	**5,169,040**	**(190,671)**	**5,680,568**	**5,949,110**	**(268,542)**	**3,641,958**	**3,724,129**	**(82,171)**	**3,660,111**	**3,925,745**	**(265,633)**	**-**	**-**	**-**	**24,014,516**	**25,044,303**	**(1,029,787)**
6000 · Capital Outlay																					
6901 Depreciation Expense	284,328	215,337	68,991	677,169	652,095	25,074	215,778	173,683	42,095	122,156	98,177	23,979	183,544	175,738	7,806	-	-	-	1,482,976	1,315,030	167,946
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	**284,328**	**215,337**	**68,991**	**677,169**	**652,095**	**25,074**	**215,778**	**173,683**	**42,095**	**122,156**	**98,177**	**23,979**	**183,544**	**175,738**	**7,806**	**-**	**-**	**-**	**1,482,976**	**1,315,030**	**167,946**
7000 · Other Outgo																					
7438 Interest Expense	-	-	-	178,368	178,368	-	-	-	-	-	-	-	-	-	-	-	-	-	178,368	178,368	-
Total 7000 · Other Outgo	**-**	**-**	**-**	**178,368**	**178,368**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**178,368**	**178,368**	**-**
TOTAL EXPENSE	**15,063,863**	**15,304,344**	**(240,481)**	**14,772,982**	**15,053,642**	**(280,660)**	**16,350,362**	**16,202,166**	**148,196**	**9,735,354**	**9,941,855**	**(206,501)**	**10,827,383**	**11,027,689**	**(200,306)**	**-**	**-**	**-**	**66,749,943**	**67,529,696**	**(779,753)**
NET INCOME	**80,796**	**179,335**	**98,539**	**149,840**	**29,075**	**(120,765)**	**135,328**	**56,687**	**(78,640)**	**39,015**	**6,245**	**(32,770)**	**77,656**	**33,816**	**(43,840)**	**-**	**-**	**-**	**482,635**	**305,158**	**(177,477)**
Beginning Cash Balance	4,451,870	7,291,372		4,392,537	5,759,507		7,349,806	9,175,327	-	2,875,510	3,688,426		4,053,997	4,118,991		171,809	374,422		23,295,529	30,408,046	
Cash Flow from Operating Activities							-	-	-												
Net Income	80,796	179,335		149,840	29,075		135,328	56,687	-	39,015	6,245		77,656	33,816		-	-		482,635	305,158	
Change in Accounts Receivable							-	-	-												
Prior Year Accounts Receivable	1,959,486	631,236		1,498,025	966,949		1,942,628	2,014,486	-	1,447,446	1,678,421		903,814	1,652,696		-	-		7,751,399	6,943,788	
Current Year Accounts Receivable	(1,739,837)	(1,882,381)		(1,473,057)	(1,646,515)		(1,678,599)	(2,066,304)	-	(1,157,258)	(1,099,424)		(1,006,995)	(808,798)		-	-		(7,055,745)	(7,503,422)	
Change in Due from	-	14,049		-	(35)		-	(633)	-	-	-		-	(2,891)		-	(48,208)		-	(37,718)	
Change in Accounts Payable	(21,264)	(30,769)		(12,493)	(36,998)		(33,685)	(52,462)	-	(23,799)	304,625		(10,916)	(15,263)		(7,192)	(220)		(109,349)	168,912	
Change in Due to	(82,730)	(17,288)		(153,458)	(79,200)		(229,821)	(68,005)	-	(172,337)	(109,244)		(346,908)	(67,765)		-	(169,955)		(985,254)	(511,457)	
Change in Accrued Vacation	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Change in Payroll Liabilities	-	(84,365)		-	(105,133)		-	8,408	-	-	(65,163)		-	77,439		-	(30,835)		-	(199,648)	
Change in Current Lease Payable	7,149	(13,922)		-	(10,826)		3,382	(22,956)	-	-	(11,123)		6,167	(11,916)		-	-		16,698	(70,743)	
Change in Lease Assets	162,631	183,702		-	10,826		77,009	103,347	-	-	11,123		140,305	156,616		-	-		379,945	465,614	
Change in Prepaid Expenditures	(71,120)	(24,184)		(57,692)	(16,946)		(130,328)	(27,048)	-	(32,902)	(20,016)		(68,564)	(13,978)		(93,631)	(8,245)		(454,236)	(110,416)	
Change in Deposits	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Change in Deferred Revenue	(285,874)	604,436		(197,056)	(638,641)		(232,085)	(1,079,392)	-	(69,080)	(465,673)		(73,532)	(505,179)		-	-		(857,626)	(2,084,448)	
Change in Other Long Term Assets	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Change in Other Long Term Liabilities	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Change in OPEB / Net Pension Liability	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Change in Long Term Lease Liabilities	(233,757)	(233,757)		-	-		(110,593)	(110,593)	-	-	-		(201,641)	(201,641)		-	-		(545,992)	(545,992)	
Depreciation Expense	284,328	215,337		677,169	652,095		215,778	173,683	-	122,156	98,177		183,544	175,738		-	-		1,482,976	1,315,030	
Cash Flow from Investing Activities							-	-	-												
Capital Expenditures	-	(165,775)		-	(79,855)		(264,000)	(37,564)	-	(60,000)	(13,700)		-	(286,575)		-	-		(324,000)	(583,469)	
Cash Flow from Financing Activities							-	-	-												
Source - Sale of Receivables	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Use - Sale of Receivables	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Source - Loans	-	-		-	-		-	-	-	-	-		-	-		-	-		-	-	
Use - Loans	-	-		(421,026)	(421,026)		-	-	-	-	-		-	-		-	-		(421,026)	(421,026)	
Ending Cash Balance	4,511,679	6,667,027		4,402,789	4,383,277		7,044,820	8,066,983		2,968,751	4,002,675		3,656,928	4,301,290		70,986	116,959		22,655,954	27,538,210	

Camino Nuevo Charter Academy - Consolidated Financial Analysis April 2026

Net Income

Camino Nuevo Charter Academy - Consolidated is projected to achieve a net income of $305K in FY25-26 compared to $483K in the board approved budget. Reasons for this negative $178K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2026, the school's unrestricted cash balance was $27.64M. By June 30, 2026, the school's unrestricted cash balance is projected to be $14.15M, which represents a 21% reserve. In addition to this, CNCA is projected to have $13.4M of restricted cash. This includes $4.9M of Employee Retention Credit (ERC) funds.

As of April 30, 2026, the Accounts Receivable balance was $1.80M.

As of April 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled $2.95M, compared to $4.67M in the prior month.

As of April 30, 2026, CNCA had a debt balance of $8.60M. This debt is related to Prop 55/Kayne Siart construction loan.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $67.83M, which is $602K or 0.9% over budgeted revenue of $67.23M.

All Other Federal Revenue (8299) $179K decrease based on final allocations of 21st Century afterschool grant.

Prop 28 Arts & Music (8596) $223K increase based on increased spending toward this fund. All schools are planning to add expenses for this fund in order to maximize their FY23-24 award that expires at the end of this year.

Interest & Dividend Income (8660) $873K increase in interest revenue upon the receipt of LACOE's fourth quarter adjustments from prior year as well as the first and second quarter of the current year. In addition, this includes estimated funds projected to be earned by year end.

Grants (8692) $119K increase largely due to Burlington recognizing additional Residency grant funds for payments being made to partner schools.

Contributions & Events (8695) $87K increase due to funds raised by sites.

SELPA Grants (8698) $92K increase based on special education assistance grants awarded to each charter.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $75,000 and 10%.

Expenses

Total expenses for FY25-26 are projected to be $67.53M, which is $780K or 1.2% over budgeted expenditures of $66.75M.

Teachers' Salaries - Substitute (1170) $262K over budget, which includes an additional resident sub teacher at the Cisneros site. This position was added to combat the increased costs of third-party substitute companies.

Classified Teacher Salaries (2131) $78K under budget largely due to one Castellanos intervention position being changed to a certificated role under Teacher's hourly account (**1120**)

Student Materials (4311) $156K over budget due to additional supply purchases being made with one-time funds.

Non Capitalized Equipment (4411) $406K over largely due to Dalzell Lance purchasing instruments with their Prop 28 Arts and Music in School funds, Burlington purchasing furniture for their middle school and other sites purchasing additional technology with one-time funds.

Object Code 5531: Housekeeping Service expense is Housekeeping Services (5531) $268K over budget due to substitute janitorial services needed to cover vacancies at school sites and for night custodians. In addition, some sites have extended the hours for their nighttime custodians.

Other Facility Rentals (5619) $331K under budget due to FY24-25 property tax reimbursements received.

Field Trips & Pupil Transportation (5812) $109K over budget largely due to increased ELOP trips.

Contracted Substitute Teachers (5841) $335K over budget because of teacher vacancies and absenteeism.

Special Education Services (5842) $489K over budget. This increase is large due to substitute expenses related to SPED staff.

All Other Consultants & Services (5859) $340K over budget partially due to classified staff support being obtained from consultants to cover vacancies or staff being absent. In addition, this includes Avance Resident payments being made to partner schools. These payments are offset by increased grant funds (**8692**).

ADA

Budgeted P2 ADA is 2,803.98 based on enrollment of 2,991 and a 93.7% attendance rate.

P2 ADA is 2,727.45 based on enrollment of 2,927 and a 93.0% attendance rate.

Actual ADA through Month 8 is 2,727.44 with ending enrollment of 2,927 and a 93.0% attendance rate.

In Month 8, ADA was 2,711.92 with a 92.7% 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 - Consolidated

2025-26 Cash Flow Forecast

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Actuals as of 4/30/2026

	2025-26 Trend	ACTUAL Jul-25	ACTUAL Aug-25	ACTUAL Sep-25	ACTUAL Oct-25	ACTUAL Nov-25	ACTUAL Dec-25	ACTUAL Jan-26	ACTUAL Feb-26	ACTUAL Mar-26	ACTUAL Apr-26	May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26	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	2,927														2,927	(64)	-2%
Unduplicated Pupil Percentage	97.38%														97.38%		
ADA	2,727.45														2,727.45	(76.53)	
ADA Rate	93.01%														93.01%		
Income																	
8011-8098 · Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	25,500,013	1,335,314	1,335,314	2,403,566	2,403,566	2,403,566	2,403,566	2,403,566	2,197,737	2,197,737	2,197,737	2,141,988	-	2,076,356	25,500,013	(2,214,893)	-8%
8012 Education Protection Account	5,946,712	-	-	1,488,078	-	-	1,488,075	-	-	1,488,748	-	-	-	1,481,811	5,946,712	1,147,250	24%
8019 Local Control Funding Formula - Prior Year	7,497	-	-	-	-	-	-	1,278	41,658	1,281	11,436	11,436	10,155	77,244	77,244	100%	
8096 In Lieu of Property Taxes	11,867,544	145,249	1,992,035	949,904	193,666	949,904	1,706,142	949,904	338,915	1,543,803	1,502,126	845,911	845,911	(95,925)	11,867,544	203,520	2%
8098 In Lieu of Property Taxes, Prior Year	(21,058)	-	-	-	-	-	-	-	-	-	(50,871)	-	-	(33,315)	(84,186)	(84,186)	100%
Total 8011-8098 · Local Control Funding Formula Sources	**43,300,708**	**1,480,563**	**3,327,349**	**4,841,548**	**2,597,232**	**3,353,470**	**5,597,783**	**3,353,470**	**2,537,930**	**5,271,946**	**3,650,273**	**2,999,334**	**857,347**	**3,439,082**	**43,307,327**	(871,066)	-2%
8100-8299 · Federal Revenue																	
8181 Special Education - Federal (IDEA)	703,218	8,876	121,723	58,043	11,834	58,045	104,256	58,045	20,710	93,212	87,034	48,002	48,002	(14,563)	703,218	(27,555)	-4%
8221 Child Nutrition - Federal	2,016,680	-	-	-	-	39,730	-	334,331	217,693	157,040	159,939	172,229	207,703	732,236	2,020,901	118,714	6%
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	1,350,522	-	-	255,805	-	-	446,133	-	-	372,131	-	-	-	276,453	1,350,522	56,184	4%
8292 Title II	145,440	-	-	-	27,816	-	42,702	-	-	-	8,664	-	-	66,258	145,440	8,038	6%
8294 Title III	162,829	-	-	-	29,650	-	21,597	-	-	-	45,890	-	-	65,692	162,829	(6,105)	-4%
8295 Title IV, SSAE	97,172	-	-	-	17,770	-	14,541	-	-	-	7,053	-	-	57,808	97,172	(2,837)	-3%
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	1,341,248	-	-	-	-	-	-	-	-	-	-	-	-	1,341,248	1,341,248	(178,708)	-12%
Total 8100-8299 · Other Federal Income	**5,817,111**	**8,876**	**121,723**	**313,848**	**87,070**	**97,775**	**629,229**	**392,376**	**238,403**	**622,383**	**308,580**	**220,231**	**255,705**	**2,525,133**	**5,821,331**	(32,269)	-1%
8300-8599 · Other State Revenue																	
8520 Child Nutrition - State	494,373	-	-	-	-	10,058	-	85,510	55,897	37,210	38,288	40,939	48,691	178,711	495,305	26,022	6%
8550 Mandate Block Grant	75,608	-	-	-	-	-	75,600	-	-	-	-	-	-	77	75,677	624	1%
8561 State Lottery - Non Prop 20	542,156	-	-	-	-	-	232,779	-	-	160,307	-	-	-	149,070	542,156	(17,215)	-3%
8562 State Lottery - Prop 20	233,983	-	-	-	-	-	-	-	-	81,993	-	-	-	151,990	233,983	(6,166)	-3%
8560 Lottery Revenue	776,140	-	-	-	-	-	232,779	-	-	242,300	-	-	-	301,060	776,140	(23,381)	-3%
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	746,474	-	-	-	-	-	-	475,393	-	-	146,527	-	-	124,554	746,474	-	
8592 State Mental Health	231,147	11,941	11,941	21,494	21,494	21,494	21,494	21,494	20,256	20,256	20,256	20,678	-	18,349	231,147	4,249	2%
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	6,015,810	2,176,873	233,144	419,660	419,660	419,660	419,660	419,660	419,659	419,659	419,659	419,659	-	(171,143)	6,015,810	350,142	6%
8596 Prop 28 Arts & Music	484,688	1,032,817	30,843	55,519	55,519	55,519	55,519	55,519	55,607	55,607	55,607	55,607	-	(1,078,996)	484,688	222,658	85%
8599 State Revenue - Other	4,391,070	7,335,490	-	-	660,775	287,855	-	-	140,764	-	-	-	816,141	(4,849,955)	4,391,070	(241,382)	-5%
Total 8300-8599 · Other State Income	**14,029,241**	**10,557,121**	**275,928**	**496,673**	**1,157,448**	**794,586**	**805,052**	**1,057,576**	**1,221,238**	**978,515**	**680,337**	**536,884**	**864,832**	**(5,395,950)**	**14,030,241**	338,932	2%
8600-8799 · Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	15,000	-	-	-	-	-	-	2,167	-	5,417	-	3,708	3,708	-	15,000	15,000	100%
8660 Interest & Dividend Income	1,008,000	-	5,252	12,750	7,348	4,537	117,139	218,632	5,635	268,047	5,276	127,622	127,622	108,141	1,008,000	873,000	647%
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	810,552	-	50,000	15,092	6,092	7,700	9,972	9,801	-	30,000	40,750	1,316	439,926	199,903	810,552	119,336	17%
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	80,431	509	2,746	7,550	60	2,788	34,764	6,166	6,223	21,037	4,671	-	-	15,537	102,052	87,052	580%
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	210	-	-	-	-	210	210	100%
8697 E-Rate	61,662	331	65	65	-	5,800	5,800	5,800	5,800	5,800	5,800	8,051	8,051	10,295	61,662	(3,157)	-5%
8698 SELPA Grants	91,607	-	-	-	-	8,691	73,696	-	-	9,220	-	-	-	0	91,607	91,607	100%
8699 All Other Local Revenue	-	218,326	1,991	(218,326)	15	-	10,034	(100)	230	-	-	-	-	0	12,170	12,170	100%
8792 Transfers of Apportionments - Special Education	2,531,428	31,950	438,178	208,945	42,600	208,946	375,292	208,946	74,549	343,394	346,550	172,796	172,796	(93,514)	2,531,428	(71,815)	-3%
Total 8600-8799 · Other Income-Local	**4,598,680**	**251,116**	**498,232**	**26,076**	**56,115**	**238,463**	**626,697**	**451,412**	**92,437**	**683,125**	**403,047**	**313,494**	**752,104**	**240,362**	**4,632,681**	1,123,404	32%

Camino Nuevo Charter Academy - Consolidated

2025-26 Cash Flow Forecast

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Actuals as of 4/30/2026

	2025-26 Trend	ACTUAL Jul-25	ACTUAL Aug-25	ACTUAL Sep-25	ACTUAL Oct-25	ACTUAL Nov-25	ACTUAL Dec-25	ACTUAL Jan-26	ACTUAL Feb-26	ACTUAL Mar-26	ACTUAL Apr-26	May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26	Budget Variance Better / (Worse)	% Better / (Worse)
Prior Year Adjustments																	
8999 Other Prior Year Adjustment	43,275	-	-	1,329	46,504	17,336	(22,945)	-	-	1,052	-	-	-	-	43,275	43,275	100%
Total Prior Year Adjustments	**43,275**	**-**	**-**	**1,329**	**46,504**	**17,336**	**(22,945)**	**-**	**-**	**1,052**	**-**	**-**	**-**	**-**	**43,275**	43,275	100%
TOTAL INCOME	**67,789,015**	**12,297,676**	**4,223,232**	**5,679,474**	**3,944,369**	**4,501,630**	**7,635,816**	**5,254,834**	**4,090,008**	**7,557,021**	**5,042,237**	**4,069,943**	**2,729,987**	**808,627**	**67,834,855**	602,276	1%
Expense																	
1000 · Certificated Salaries																	
1110 Teachers' Salaries	12,071,214	-	1,021,427	1,044,643	1,051,692	1,062,808	1,067,178	1,061,951	1,054,034	1,051,837	1,057,659	1,097,383	1,097,383	-	11,667,995	279,744	2%
1120 Teachers' Hourly	238,280	5,539	10,862	17,468	20,814	23,112	23,828	25,874	23,653	26,187	26,774	27,344	16,927	-	248,381	(10,841)	-5%
1170 Teachers' Salaries - Substitute	659,022	14,802	35,481	97,700	98,948	63,949	73,326	63,611	97,899	118,640	84,206	74,531	46,138	-	869,231	(262,093)	-43%
1175 Teachers' Salaries - Stipend/Extra Duty	1,263,078	293,420	76,788	7,004	18,023	23,582	132,950	7,571	19,683	50,318	30,582	20,294	270,118	-	950,332	(43,880)	-5%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1215 Certificated Pupil Support - Psychologist	396,655	33,054	26,712	28,852	28,852	27,153	34,563	34,058	32,980	33,058	33,058	33,055	33,055	-	378,449	15,833	4%
1299 Certificated Pupil Support - Other	944,641	67,767	80,868	82,011	81,650	81,229	76,536	73,617	73,422	73,538	74,471	79,156	79,504	1,741	925,509	38,407	4%
1300 Certificated Supervisors' & Administrators' Salaries	4,135,279	324,399	331,787	327,599	344,814	323,114	336,592	323,739	334,802	336,997	340,512	343,937	348,937	-	4,017,229	(770)	0%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 · Certificated Salaries	**19,708,169**	**738,981**	**1,583,923**	**1,605,276**	**1,644,794**	**1,604,946**	**1,744,972**	**1,590,422**	**1,636,473**	**1,690,574**	**1,647,261**	**1,675,700**	**1,892,062**	**1,741**	**19,057,126**	16,399	0%
2000 · Classified Salaries																	
2111 Instructional Aide & Other Salaries	2,675,290	30,120	133,671	212,373	227,918	197,323	193,946	174,333	211,999	231,667	203,267	291,807	213,026	3,692	2,325,142	192,091	8%
2121 After School Staff Salaries	50,400	-	1,172	3,116	3,738	2,729	1,851	1,937	2,390	3,893	1,723	5,784	3,580	-	31,913	19,687	38%
2131 Classified Teacher Salaries	821,684	124,014	15,200	30,623	28,910	20,882	17,921	21,019	24,751	29,784	28,991	36,872	76,131	-	455,097	78,287	15%
2200 Classified Support Salaries	835,107	56,580	66,343	71,453	69,452	60,575	61,713	54,151	57,666	71,384	64,131	70,110	70,240	13,483	787,283	38,279	5%
2300 Classified Supervisors' & Administrators' Salaries	328,835	17,875	26,487	29,251	29,261	25,619	26,177	29,737	28,568	32,177	35,856	28,627	26,915	1,060	337,610	(61,345)	-22%
2400 Classified Office Staff Salaries	1,529,081	109,487	115,602	118,847	123,530	116,980	128,229	124,858	120,449	123,167	117,134	126,725	127,715	18,104	1,470,826	106,251	7%
2900 Other Classified Salaries	2,273,257	111,177	150,734	190,363	200,086	177,991	181,584	172,763	181,656	184,544	169,972	208,249	182,692	21,496	2,133,307	129,308	6%
Total 2000 · Classified Salaries	**8,513,655**	**449,252**	**509,208**	**656,026**	**682,894**	**602,099**	**611,422**	**578,800**	**627,479**	**676,616**	**621,075**	**768,173**	**700,298**	**57,834**	**7,541,178**	502,558	6%
Total 1000-2000 · Salaries	**28,221,824**	**1,188,233**	**2,093,131**	**2,261,302**	**2,327,688**	**2,207,046**	**2,356,395**	**2,169,222**	**2,263,952**	**2,367,190**	**2,268,336**	**2,443,874**	**2,592,361**	**59,575**	**26,598,304**	518,957	2%
3000 · Employee Benefits																	
3111 STRS - State Teachers Retirement System	3,764,260	154,147	294,898	298,439	302,336	297,515	304,557	297,323	304,940	309,020	311,703	320,059	361,384	332	3,556,653	86,391	2%
3212 PERS - Public Employee Retirement System	2,282,511	146,868	139,088	178,693	184,018	164,037	151,360	160,078	168,542	182,741	169,519	205,947	187,750	15,505	2,054,147	102,379	5%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	527,847	34,831	32,710	42,199	44,228	38,518	39,316	36,845	40,192	43,545	39,342	47,627	43,419	3,586	486,358	12,353	2%
3331 MED - Medicare	409,216	19,884	29,537	31,938	32,904	31,093	33,116	30,405	31,785	33,316	31,907	35,436	37,589	864	379,773	13,427	3%
3401 H&W - Health & Welfare	2,142,807	365,562	130,518	151,364	174,574	(63,883)	384,430	154,651	(76,960)	386,910	144,695	168,213	(1,100)	93,000	2,011,975	(27,607)	-1%
3501 SUI - State Unemployment Insurance	14,111	3,897	2,030	1,136	1,104	1,078	25	1,055	1,096	1,149	1,100	1,222	1,296	30	16,217	(2,658)	-20%
3601 Workers' Compensation Insurance	259,949	88,159	-	44,080	(15,309)	22,040	-	44,080	22,040	22,037	-	-	-	-	227,127	22,295	9%
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901 Other Retirement Benefits	-	2	-	-	-	-	-	(2)	(8,837)	-	-	-	-	-	(8,837)	8,837	100%
3902 Other Benefits	-	2,045	-	58	(42,441)	9,857	(25,555)	3,912	-	-	3,797	-	-	-	(48,328)	48,328	100%
Total 3000 · Employee Benefits	**9,400,701**	**815,397**	**628,781**	**747,907**	**681,413**	**500,255**	**887,248**	**728,346**	**482,798**	**978,717**	**702,063**	**778,504**	**630,338**	**113,317**	**8,675,084**	263,745	3%
Total 1000-3000 · Salaries & Benefits	**37,622,525**	**2,003,630**	**2,721,912**	**3,009,209**	**3,009,101**	**2,707,300**	**3,243,643**	**2,897,568**	**2,746,750**	**3,345,907**	**2,970,399**	**3,222,378**	**3,222,699**	**172,892**	**35,273,388**	782,702	2%
4000 · Supplies																	
4111 Core Curricula Materials	624,603	80,298	19,956	19,429	35,933	59,907	14,965	947	(10,593)	270,858	38,627	47,138	47,138	-	624,603	(7,567)	-1%
4211 Books & Other Reference Materials	66,577	4,580	5,264	(917)	1,100	1,996	778	2,962	2,292	15,271	19,936	6,658	6,658	-	66,577	(33,877)	-104%
4311 Student Materials	579,246	67,826	63,401	76,376	44,437	21,270	62,261	(476)	60,075	86,786	35,546	30,872	30,872	-	579,246	(155,674)	-37%
4351 Office Supplies	92,531	6,493	5,845	5,450	7,187	7,250	6,603	6,195	(3,616)	5,546	4,437	20,571	20,571	-	92,531	(2,111)	-2%
4371 Custodial Supplies	212,700	7,583	15,791	17,704	16,098	7,182	19,074	14,190	21,518	20,086	9,920	25,557	37,997	-	212,700	39,000	15%
4391 Food (Non Nutrition Program)	160,343	933	23,750	41,598	6,460	15,862	6,902	8,855	19,068	11,750	16,155	4,754	4,259	-	160,343	(40,541)	-34%
4392 Uniforms	31,426	5,342	498	5,534	-	927	74	-	6,347	463	(9,544)	10,893	10,893	-	31,426	(3,075)	-11%
4393 PE & Sports Equipment	18,200	513	1,213	302	1,033	951	-	538	139	1,514	608	5,695	5,695	-	18,200	(3,900)	-27%
4395 Before & After School Program Supplies	802,450	23,055	17,655	26,599	40,189	29,937	20,477	18,356	147,014	51,454	72,487	176,137	179,093	-	802,450	24,750	3%
4399 All Other Supplies	153,383	6,850	12,658	10,188	7,032	8,741	12,128	7,042	10,939	22,641	31,111	13,184	10,870	-	153,383	(29,012)	-23%
4390 Other Supplies	1,165,802	36,692	55,773	84,221	54,714	56,416	39,580	34,790	183,506	87,822	110,816	210,663	210,810	-	1,165,802	(51,777)	-5%
4411 Non Capitalized Equipment	858,650	183,965	32,608	29,633	28,605	5,738	8,008	5,826	68,236	25,036	16,067	191,205	263,723	-	858,650	(406,380)	-90%
4711 Nutrition Program Food & Supplies	2,147,463	16,689	131,302	60,741	103,683	274,060	273,040	111,956	128,165	221,536	340,672	77,396	245,257	134,004	2,118,499	(82,227)	-4%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 4000 · Supplies	**5,747,572**	**404,126**	**329,940**	**292,637**	**291,757**	**433,818**	**424,310**	**176,390**	**449,583**	**732,939**	**576,022**	**610,058**	**863,025**	**134,004**	**5,718,608**	(700,614)	-14%
5000 · Operating Services																	
5211 Travel & Conferences	98,323	2,816	3,433	791	778	1,633	5,718	9,843	4,488	10,265	19,444	19,557	19,557	-	98,323	(27,656)	-39%

Camino Nuevo Charter Academy - Consolidated
2025-26 Cash Flow Forecast
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	2025-26 Trend	ACTUAL Jul-25	ACTUAL Aug-25	ACTUAL Sep-25	ACTUAL Oct-25	ACTUAL Nov-25	ACTUAL Dec-25	ACTUAL Jan-26	ACTUAL Feb-26	ACTUAL Mar-26	ACTUAL Apr-26	Actuals as of 4/30/2026 May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26	Budget Variance Better / (Worse)	% Better / (Worse)
5311 Dues & Memberships	143,717	55,763	5,871	5,932	6,224	2,780	1,140	150	(150)	4,835	1,060	30,056	30,056	-	143,717	(1,495)	-1%
5451 General Insurance	58,657	38,578	-	-	-	1,904	-	18,205	-	-	-	-	-	-	58,687	4,706	7%
5511 Utilities	1,001,993	25,221	56,639	51,880	159,919	47,432	46,660	51,306	102,462	58,406	64,073	117,467	110,264	110,264	1,001,993	58,646	6%
5521 Security Services	290,623	42,497	34,903	25,019	17,316	21,021	20,760	21,830	22,868	26,758	21,853	21,148	14,650	-	290,623	(36,924)	-15%
5531 Housekeeping Services	794,134	7,150	31,205	17,151	9,356	29,661	29,304	27,940	59,397	55,911	48,285	239,388	239,388	-	794,134	(267,816)	-51%
5599 Other Facility Operations & Utilities	509,110	25,811	21,396	28,723	48,150	13,758	65,978	14,956	52,201	42,847	46,149	74,570	74,570	-	509,110	5,900	1%
5611 School Rent - Private Facility	1,107,788	90,810	90,810	90,810	106,810	90,810	90,810	74,810	90,810	90,810	90,810	99,846	99,846	-	1,107,788	-	
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5619 Other Facility Rentals	(177,278)	1,542	2,876	1,632	4,251	30,186	3,514	(297,179)	3,982	8,284	14,077	24,779	24,779	-	(177,278)	330,585	216%
5621 Equipment Lease	286,758	29,243	46,719	8,301	20,081	1,109	41,162	20,599	13,967	40,011	19,594	21,523	24,450	-	286,758	(54,989)	-24%
5631 Vendor Repairs	1,064,207	64,959	108,249	54,842	59,009	60,402	80,624	26,376	70,327	62,915	47,403	87,814	170,643	170,643	1,064,207	4,998	0%
5812 Field Trips & Pupil Transportation	1,061,964	2,223	8,744	28,115	42,334	120,791	49,887	32,413	71,653	181,044	48,059	238,351	238,351	-	1,061,964	(109,172)	-11%
5821 Legal	28,797	1,874	(6,166)	1,642	4,825	3,969	7,170	8,475	(44,260)	30,602	5,940	7,044	7,044	-	28,158	6,842	20%
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5831 Advertisement & Recruitment	68,712	58	504	2,253	463	145	794	729	2,378	586	1,900	29,451	29,451	-	68,712	(6,000)	-10%
5841 Contracted Substitute Teachers	390,352	5,144	5,070	18,720	39,660	39,921	31,310	22,094	46,170	37,255	57,832	29,059	29,059	29,059	390,352	(334,702)	-601%
5842 Special Education Services	2,160,594	31,431	26,528	72,129	145,241	252,641	146,391	156,642	115,901	191,568	240,898	260,408	260,408	260,408	2,160,594	(489,329)	-29%
5843 Non Public School	237,878	-	-	4,390	-	67,700	72,090	36,045	-	4,733	25,419	13,750	13,750	-	237,878	72,794	23%
5844 After School Services	813,931	-	-	-	147,987	73,994	73,994	73,994	-	147,988	73,994	92,492	92,492	36,997	813,931	(0)	
5849 Other Student Instructional Services	5,085,420	200,250	-	25,000	746,571	718,595	463,818	607,562	144,675	762,891	460,983	448,811	448,811	57,451	5,085,420	46,522	1%
5852 PD Consultants & Tuition	423,422	1,500	32,115	34,899	6,500	-	176,063	48,475	29,677	40,400	5,640	24,076	24,076	-	423,422	13,218	3%
5854 Nursing & Medical (Non-IEP)	28,110	-	-	2,798	1,479	-	-	-	-	-	20	11,907	11,907	-	28,110	-	
5859 All Other Consultants & Services	1,352,268	58,035	133,134	106,579	54,261	245,632	27,562	168,690	43,400	149,993	57,262	153,860	153,860	-	1,352,268	(339,784)	-34%
5861 Non Instructional Software	536,853	292,171	15,608	98,670	28,264	1,550	6,113	(4,038)	10,404	21,746	4,078	31,144	31,144	-	536,853	(47,987)	-10%
5865 Fundraising Cost	6,311	3,600	-	924	-	181	25	1,164	4,560	7,747	831	-	-	-	19,032	(19,032)	100%
5871 District Oversight Fees	433,143	5,218	72,669	34,616	6,958	34,616	62,274	34,616	12,176	56,471	55,293	29,118	29,118	-	433,143	8,641	2%
5872 Special Education Fees (SELPA)	646,929	8,166	111,980	53,396	10,886	53,396	95,906	53,396	19,052	87,324	86,730	43,301	43,301	(19,904)	646,929	19,874	3%
5881 Intra-Agency Fees	6,232,843	-	1,605,470	-	-	(3,801)	-	1,254,087	-	881,246	-	1,289,294	412,340	794,207	6,232,843	189,036	3%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5898 Uncategorized Expense	-	-	-	28	(28)	-	978	(978)	1,272	297	-	-	-	-	1,569	(1,569)	100%
5899 All Other Expenses	134,298	1,074	10,687	1,438	21,187	6,779	15,169	11,463	5,249	2,078	15,419	21,878	21,878	-	134,298	(44,679)	-50%
5911 Office Phone	100,958	5,553	1,925	7,509	2,424	-	12,217	1,941	24,720	5,581	8,307	15,390	15,390	-	100,958	(8,623)	-9%
5913 Mobile Phone	7,409	363	-	1,052	-	-	-	2,772	-	-	-	1,611	1,611	-	7,409	(3,353)	-83%
5921 Internet	77,077	6,400	6,400	6,400	-	6,400	6,405	6,424	6,424	6,424	6,424	9,689	9,689	-	77,077	3,946	5%
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	17,724	71	858	1,417	1,101	242	1,586	748	2,411	265	294	4,365	4,365	-	17,724	(2,350)	-15%
5999 Other Communications	7,596	645	640	655	645	630	615	625	645	665	655	588	588	-	7,596	(36)	0%
Total 5000 · Operating Services	**25,030,622**	**1,008,163**	**2,428,268**	**787,709**	**1,692,652**	**1,924,075**	**1,636,036**	**2,486,174**	**916,859**	**3,017,945**	**1,528,722**	**3,491,737**	**2,686,837**	**1,439,125**	**25,044,303**	(1,029,787)	-4%
6000 · Capital Outlay																	
6901 Depreciation Expense	1,317,879	116,198	116,366	116,356	116,793	107,520	105,821	105,745	105,342	105,118	106,553	106,663	106,556	-	1,315,030	167,946	11%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 · Capital Outlay	**1,317,879**	**116,198**	**116,366**	**116,356**	**116,793**	**107,520**	**105,821**	**105,745**	**105,342**	**105,118**	**106,553**	**106,663**	**106,556**	**-**	**1,315,030**	167,946	11%
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	**69,896,966**	**3,532,116**	**5,596,486**	**4,296,142**	**5,110,302**	**5,172,713**	**5,409,810**	**5,665,877**	**4,218,534**	**7,290,045**	**5,181,696**	**7,430,837**	**6,879,117**	**1,746,020**	**67,529,696**	(779,753)	-1%
NET INCOME	**(2,107,951)**	**8,765,560**	**(1,373,255)**	**1,383,332**	**(1,165,933)**	**(671,083)**	**2,226,006**	**(411,043)**	**(128,526)**	**266,975**	**(139,459)**	**(3,360,894)**	**(4,149,129)**	**(937,393)**	**305,158**	(177,477)	-37%
Operating Income															**1,620,188**		
Beginning Cash Balance	30,408,047	30,408,047	30,126,213	32,726,705	34,267,984	34,078,046	34,818,785	37,626,697	37,101,386	36,709,277	37,549,500	35,538,580	30,814,220	27,538,211	30,408,047	7,112,518	
Cash Flow from Operating Activities																	
Net Income	(2,107,951)	8,765,560	(1,373,255)	1,383,332	(1,165,933)	(671,083)	2,226,006	(411,043)	(128,526)	266,975	(139,459)	(3,360,894)	(4,149,129)	(937,393)	305,158	(177,477)	
Change in Accounts Receivable																	
Prior Year Accounts Receivable	-	3,470,544	1,404,016	711,271	318,880	-	204,274	100	87,916	164,420	-	141,573	440,794	-	6,943,788	(807,610)	
Current Year Accounts Receivable	(7,503,422)	-	-	-	-	-	-	-	-	-	-	-	-	(7,503,422)	(7,503,422)	(447,677)	
Change in Due from	-	(345,481)	(94,955)	(221,734)	(147,768)	717,190	(145,600)	9,005	(112,606)	123,285	(124,262)	305,209	-	-	(37,718)	(37,718)	

Camino Nuevo Charter Academy - Consolidated

2025-26 Cash Flow Forecast

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Actuals as of 4/30/2026

	2025-26 Trend	ACTUAL Jul-25	ACTUAL Aug-25	ACTUAL Sep-25	ACTUAL Oct-25	ACTUAL Nov-25	ACTUAL Dec-25	ACTUAL Jan-26	ACTUAL Feb-26	ACTUAL Mar-26	ACTUAL Apr-26	May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26	Budget Variance Better / (Worse)	Budget Variance % Better / (Worse)
Change in Accounts Payable	168,912	(1,576,286)	1,629,762	(2,021,982)	27,646	(99,101)	(136,594)	1,316,349	(335,838)	(250,206)	(386,332)	(1,166,677)	1,402,247	1,765,924	168,912	278,261	
Change in Due to	(511,457)	(523,954)	1,475	(7,236)	(4,407)	(177,191)	(5,309)	(7,236)	(7,233)	(9,163)	(131,331)	-	(1,472)	361,601	(511,457)	473,797	
Change in Current Lease Payable	(26,707)	(51,597)	(53,500)	(51,861)	(55,994)	(56,127)	(52,260)	(44,394)	(52,528)	(52,662)	(52,797)	(48,279)	(44,738)	545,992	(70,743)		
Change in Lease Assets	423,350	39,151	39,283	39,415	39,548	39,681	39,814	39,948	40,082	40,216	40,351	35,833	32,293	-	465,614		
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	(199,648)	(462,768)	652,820	282,978	703,018	655,591	662,185	(1,352,505)	28,074	708,133	(1,339,388)	(737,787)	-	-	(199,648)	(199,648)	
Change in Prepaid Expenditures	(110,416)	203,979	(5)	(9,014)	(8,613)	(742)	(17,651)	(38,461)	-	(6,272)	(3,720)	-	(229,918)	-	(110,416)	343,821	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	(2,084,448)	(9,897,691)	324,811	1,568,326	-	225,000	-	18,000	104,957	-	75,000	-	(816,141)	6,313,290	(2,084,448)	(1,226,822)	
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	1,315,030	116,198	116,366	116,356	116,793	107,520	105,821	105,745	105,342	105,118	106,553	106,663	106,556	-	1,315,030	(167,946)	
Cash Flow from Investing Activities																	
Capital Expenditures	(583,469)	(19,488)	(46,325)	(39,107)	(13,107)	-	(72,775)	(160,820)	(121,750)	(38,063)	(55,535)	-	(16,500)	-	(583,469)	(259,469)	
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	**18,220,803**	**30,126,213**	**32,726,705**	**34,267,984**	**34,078,046**	**34,818,785**	**37,626,697**	**37,101,386**	**36,709,277**	**37,549,500**	**35,538,580**	**30,814,220**	**27,538,211**	**27,538,211**	**27,538,211**		

Coversheet

EPA Spending Plan Approval

Section: XIV. Financials
Item: E. EPA Spending Plan Approval
Purpose: Vote
Submitted by:
Related Material: FY26-27 - CNCA - EPA Spending Plan.pdf

Camino Nuevo Charter Academy

FY 2026-27 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 36% 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 $1,522,872.

For Camino Nuevo Charter Academy #2, this equates to $1,748,347.

For Camino Nuevo Charter Academy #3, this equates to $1,799,417.

For Camino Nuevo Charter Academy #4, this equates to $998,008.

For schools that opened in FY13/14 or later, EPA is apportioned at $200/ADA.

For Camino Nuevo High School #2, this equates to $94,000.

Funds will be used to support teacher salaries and benefits.

Coversheet

Los Angeles County Office of Education (LACOE) Certification of Signatures

Section: XIV. Financials
Item: F. Los Angeles County Office of Education (LACOE) Certification of Signatures
Purpose: Vote
Submitted by:
Related Material: Certification of Signatures - 2026.06.16 - CNCA (1 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA (2 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA#2 (1 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA#2 (2 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA#3 (1 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA#3 (2 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA#4 (1 of 2).pdf
Certification of Signatures - 2026.06.16 - CNCA#4 (2 of 2).pdf
Certification of Signatures - 2026.06.16 - CNHS#2 (1 of 2).pdf
Certification of Signatures - 2026.06.16 - CNHS#2 (2 of 2).pdf

Camino Nuevo Charter Academy
DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: 07/01/2026 to 06/30/2028

In accordance with governing board approval dated June 16, 20 26.

Signature _____
Clerk (Secretary) of the Board

Typed Name Gil Flores
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1
Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME: David Gidlow	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Gil Flores	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Tamara Powers	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Lida Jennings	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Frankie Jimenez	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Ronnie Arenas	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Juan Hernandez	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2
Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME: Adriana Abich	
TITLE: CEO	
SIGNATURE	INITIALS
TYPED NAME: Nolberto Delgadillo	
TITLE: Vice President, Strategy & School Finance	
SIGNATURE	INITIALS
TYPED NAME: Brent Lowry	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

Camino Nuevo Charter Academy
DISTRICT

CERTIFICATION OF SIGNATURES

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In accordance with governing board approval dated June 16, 20 26.

Signature _____
Clerk (Secretary) of the Board

Typed Name Gil Flores
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

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TYPED NAME	
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SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Andres Arevalo	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
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SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

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Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
TITLE	
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TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

Camino Nuevo Charter Academy #2
DISTRICT

CERTIFICATION OF SIGNATURES

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Member of the Board of Trustees/Education	
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Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Juan Hernandez	
Member of the Board of Trustees/Education	

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TITLE: CEO	
SIGNATURE	INITIALS
TYPED NAME: Nolberto Delgadillo	
TITLE: Vice President, Strategy & School Finance	
SIGNATURE	INITIALS
TYPED NAME: Brent Lowry	
TITLE	
SIGNATURE	INITIALS
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TYPED NAME	
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SIGNATURE	INITIALS
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Number of Signatures required:

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FORM NO. 503-804 Rev. 10-10-2013

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TYPED NAME: Andres Arevalo	
Member of the Board of Trustees/Education	
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TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

Camino Nuevo Charter Academy #3
DISTRICT

CERTIFICATION OF SIGNATURES

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Typed Name Gil Flores
Clerk (Secretary) of the Board

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SIGNATURE	INITIALS
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President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Gil Flores	
Clerk/Secretary of the Board of Trustees/Education	
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TYPED NAME: Tamara Powers	
Member of the Board of Trustees/Education	
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Member of the Board of Trustees/Education	

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TITLE: CEO	
SIGNATURE	INITIALS
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Number of Signatures required:

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NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

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Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
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FORM NO. 503-804 Rev. 10-10-2013

Camino Nuevo Charter Academy #4
DISTRICT

CERTIFICATION OF SIGNATURES

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FORM NO. 503-804 Rev. 10-10-2013

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DISTRICT

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Number of Signatures required:

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FORM NO. 503-804 Rev. 10-10-2013

Camino Nuevo High School #2
DISTRICT

CERTIFICATION OF SIGNATURES

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Number of Signatures required:

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FORM NO. 503-804 Rev. 10-10-2013

Camino Nuevo High School #2
DISTRICT

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FORM NO. 503-804 Rev. 10-10-2013

Coversheet

CEO Update

Section: XV. CEO Update
Item: A. CEO Update
Purpose: FYI
Submitted by:
Related Material: 260616 CEO Update.pdf

CEO Update

June 16, 2026

Camino Nuevo Charter Academy

Strategic Planning Updates

CAMINO NUEVO CHARTER ACADEMY

Camino to Excellence

25 Years of Bridging Classroom & Community

Enabling Conditions

Decreased Extraneous Cognitive Load Excellent Guidance, Support, & Oversight

Org-Wide Priorities

Coaching toward Instructional Framework and Teacher Growth Tool

Data, Assessment & Accountability

Excellence

Org Wide Wildly Important Goals (WIGs)

2026-2027

40% or more of elementary and middle school students will score proficient or advanced on the SBAC in both ELA and Math.

2026-2027

70% of high school juniors will score proficient or advanced on the SBAC in ELA.

2026-2027

35% of high school juniors will score proficient or advanced on the SBAC in Math.

2030

60% or more of elementary and middle school students will score proficient or advanced on the SBAC in both ELA and Math.

2030

75% or more of high school juniors will score proficient or advanced on the SBAC in ELA.
45% or more of high school juniors will score proficient or advanced on the SBAC in Math.

25 años

Belonging - Community - Equity - Excellence - Innovation - Joy

Org-Wide Goals & Strategies

Our Wildly Important Goals (WIGs) By June of 2027 CNCA students will achieve…	By June 2027, CNCA students will achieve…(specific to x school)
Our Why:	
Elevator Statements: ● **Excellence**: I can clearly articulate what excellence will look, feel, sound like at (insert your school) and the ways in which we will measure progress to excellence are_____, _____ and _____. ● **Ownership and Accountability::** I am responsible for _____ (school-wide metric) and the way I am going to try and drive towards that is _____ (strategy). ● **Arc of the Year:** Insert time frame (Q1,Q2, Q3, Q4), _____ should be in true in terms of operations, _____ should be true in terms of instruction, _____ should be true in terms of culture. ● **Transparency:** We have a set cadence for discussing team member performance/progress toward goals, vision for adult culture (guiding principles of team) and _____.	
Priorities 1. Coaching toward Instructional Framework 2. Assessment, Data & Accountability	

Org-Wide Data Dashboard Coming Soon in Tableau

	CNCA Org-Wide Data Dashboard				
	DATA OUTCOMES	**Measurable Goal by 6/2027**	**Q1 Key Results Benchmark**	**Q2 Key Results - MOY**	**Q3 Key Results - EOY**
WIG	SBAC ELA				
WIG	SBAC Math				
On Track Measures	ELA (iReady or HS MAP)				
	MATH (iReady or HS MAP)				
	ELA (SBAC Interim)				
	MATH (SBAC Interim)				`
	Amira - SLA				
	Amira - ELA				
	Step Forward Culture - family contact points by teacher				
	Step Forward Culture - perception (students)				
	Graduation rates (HS Only): on track to graduation credits - CCGI)				

Specific School-Aligned Targets

26-27 Priority: Coaching toward Instructional Framework (TGT, TGT Companion Guide, and Instruction Vision) **WIG:**			
Lead #1	**Details** (link to MOCHA & Cadence of accountability - PD scope and sequence , ILT scope sequence etc)	**Quarterly Lags**	**Academics Team/HSO Lead**
		Org-wide tool (link here) School-wide tool (link here)	
Lead #2	**Details** (link to MOCHA & Cadence of accountability - PD scope and sequence , ILT scope sequence etc)	**Quarterly Lags**	**Academics Team/HSO Lead**
		Org-wide tool (link here) School-wide tool (link here)	

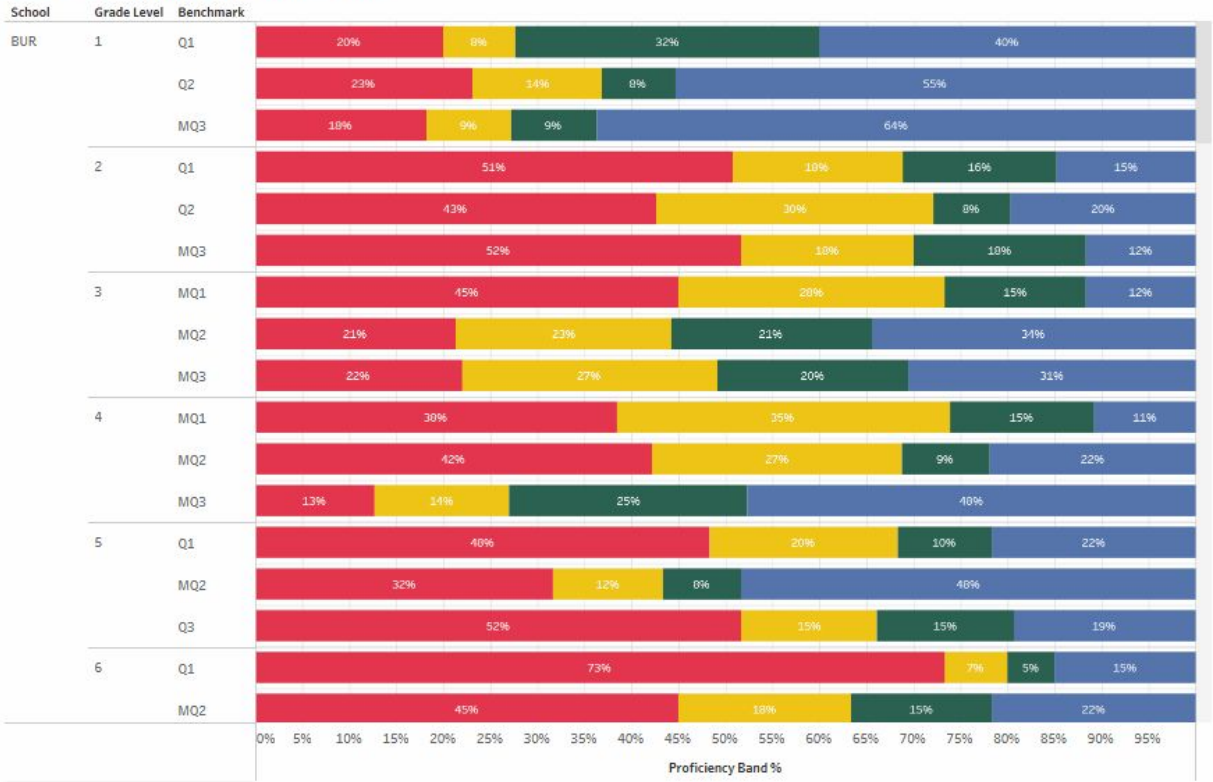
Specific School-Aligned Targets

Priority 2:Assessment, Data & Accountability **WIG:**			
Lead #1	**Details** (link to MOCHA & Cadence of accountability - PD scope and sequence , ILT scope sequence etc)	**Quarterly Lags**	**Academics Team/HSO Lead**
		Org-wide tool (link here) School-wide tool (link here)	
Lead #2	**Details** (link to MOCHA & Cadence of accountability - PD scope and sequence , ILT scope sequence etc)	Quarterly Lags	**Academics Team/HSO Lead**
		Org-wide tool (link here) School-wide tool (link here)	

K-8 Math Benchmark Proficiency Bands

School: (All) | Grade Level: (Multiple v...) | Benchmark: (All) | Teacher Name: (All) | Course Name: (All) | ELA Status: (All) | LTEL: (All) | IEP: (All) | RSP Teacher: (All) | Export Data

Proficiency Bands by School & Grade Level

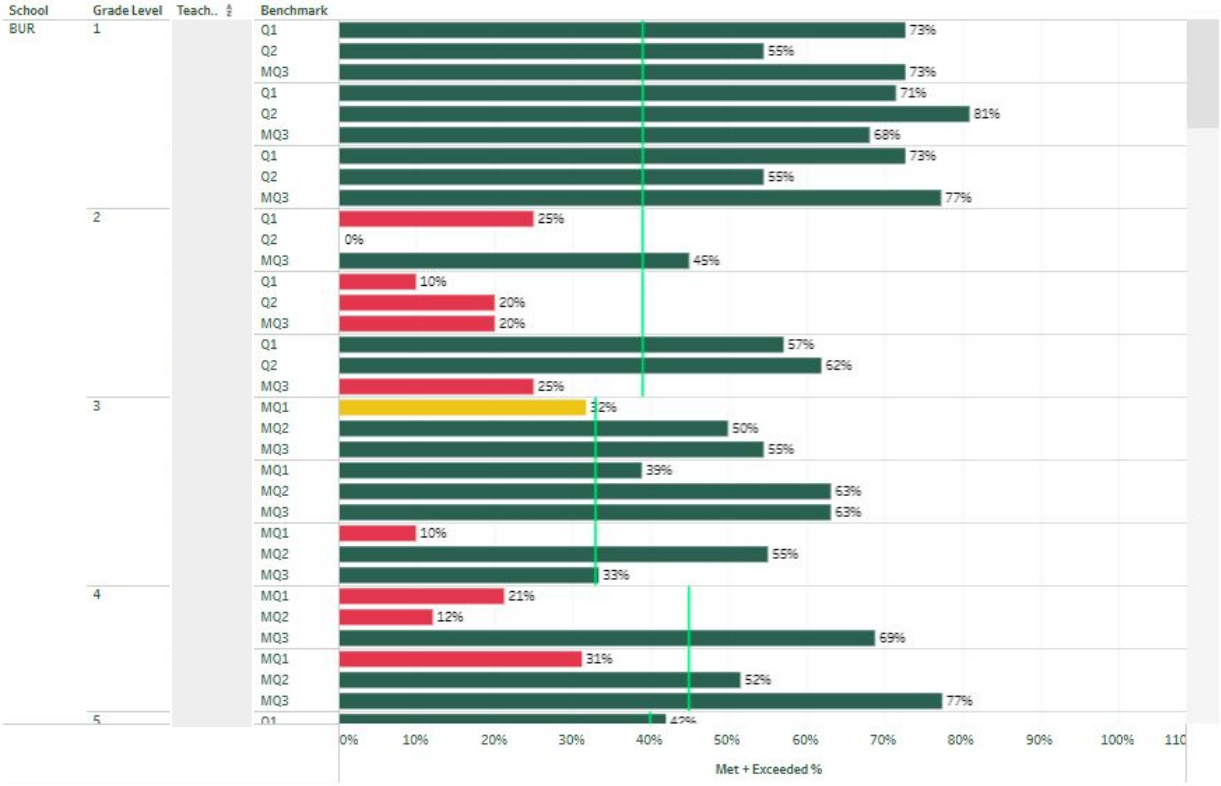


Camino Nuevo Charter Academy

K-8 Math Benchmark Proficiency by Teacher

School (All) | Grade Level (All) | Benchmark (All) | Teacher Name (All) | Course Name (All) | ELA Status (All) | LTEL (All) | IEP (All) | RSP Teacher (All) | Export Data

Proficiency by Teacher



Schools Will Create Community-Facing Visuals

Our Vision: We believe in growing driven, self-directed learners who uplift their communities by seeking to understand others, formulating and questioning ideas and being of service to those around them.

PUC Inspire Charter Academy

This year's goals will focus on creating one strong trunk of school culture, pruning and refining systems for academic and behavior intervention and growing balanced sixth and seventh grade foliage.

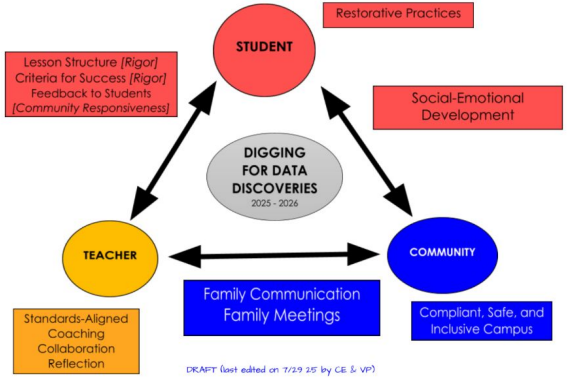
Early pruning of our school's growth will ensure we have strong systems and culture for many years to come.

Inspire. Be Inspired. Grow Every Day.

Instruction	Culture	Individualized Student Support	Founding School Pride
• **Maximized Individual Engagement** using task lists, rubrics and essential questions to ensure deep thinking by all learners. (3.2b) • **Literacy across the Curriculum** using language of the discipline, academic discourse and annotations to facilitate meaning making in reading, speaking and listening. (3.3)	• **Student Interactions with Each Other** through a rich homeroom curriculum designed to facilitate peer to peer connections and understanding. (2.3b) • **Student Cognitive Coaching** designed to help students own and reflect on their emotions and their behavioral choices. (2.2b)	• **Blending Learning/ Workshop Model** to provide targeted small group interventions and facilitate self-driven learning (1.3a) • **Student Self Reflection** via an online learning dashboard to promote student ownership and drive. (3.4c, 4.4c)	• Students will take **ownership** of their learning, their school campus, their classmates, and their future. • Students, parents and teachers will **celebrate** key school milestones and student success. • Students, parents and teachers will speak with clarity around the **vi** including what makes ou • Students will **give back** to community.

Charter Middle School

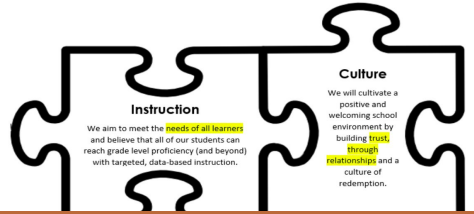
2025 - 2026 CCMS School Success Plan (SSP)



DRAFT (last edited on 7/29 25 by CE & VP)

Our Vision Statement

PUC Community Charter Elementary School's vision is to **inspire** students to become **lifelong learners**, **critical thinkers** and **agents of change**. We are committed to supporting students to develop their voice as community leaders prepared to voice their ideas and **inspire** others to do the same. Our students will be prepared with the tools they need to succeed as they move on to middle school and beyond.



VISION

The vision of PUC CCECHS is to leverage the resources of our students, families, community, teachers, and staff to create a learning environment that is grounded in developing critically conscious, empathetic, and academically prepared young people. The graduates of CCECHS will be academically and socially prepared to maneuver through and succeed in college, work, and life. We envision our young people as the innovators and problem-solvers of the global community who will be co-creators of a word that is equitable and compassionate to all.

ACTION PLAN

Instructional Planning	School Culture	Data Analysis
Essential Foci: Backwards Unit Planning of Rigorous and Culturally Relevant Instructional Plans *ELA 80% Proficiency* *Math 55% Proficiency* **Description:** PUC CCECHS will focus on developing instructional plans that emphasize student meaning-making through application of critical thinking skills and content knowledge. With an emphasis on performance-based tasks and culturally relevant lessons, teachers will provide students opportunities to practice and engage with academic content and thinking skills in authentic ways. Focus Area: **Measurement:** Professional development, unit plans, daily lesson plans, summative and formative assessments, observations of learning experiences, grade data, benchmark data, CAASPP data, Lexile data	**Essential Foci:** A school-wide culture that is built on authentically caring and positive relationships and restorative discipline practices. *Development and Coordination of Anti-Bully and Positive Behavior Support Systems* **Description:** At PUC CCECHS authentic and positive relationships between all stakeholders is foundational for rigorous and relevant learning to take place. To prepare our students to be caring and emotionally intelligent individuals, we will actively create an anti-bully and discipline system that is grounded in restorative justice practices that emphasize positive rather than punitive approaches to student discipline. Focus Area: **Measurement:** Anti-bully curriculum and system, positive behavior support committee, log entries, awards assemblies, student leadership campaigns, family survey, positive teacher phone calls home	**Essential Foci:** School-wide focus on meeting student academic needs through data analysis and which will inform academic content, instructional strategies, and opportunities for differentiation and intervention. *Teachers score a 3 or higher on TDS indicator 1.3A* *Re-teaching and Reassessment based on student data* **Description:** Rigorous and culturally relevant learning require continuous collection and analysis of student data. Analysis of student data provide teachers opportunities to understand how to plan and deliver instruction that meaningful to students and targeted to the needs of specific student subgroups. Focus Area: **Measurement:** Professional development, student data cited in unit and daily lesson plans, differentiated instruction, grade data, classroom observations, student data analysis reflection, implementation of college-ready grading system