Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on February 7, 2022 at 1:03 PM PST

Date and Time
Thursday February 10, 2022 at 4:00 PM PST

Location
Topic: CNCA Regular Board Meeting 02/10/2022
Time: Feb 10, 2022 04:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/93181440229?pwd=SHhaVjBORlg0UHV5OW55cGl4UnpUQT09
Meeting ID: 931 8144 0229
Passcode: yVe786
One tap mobile
+16699009128,,93181440229#,,,,*872020# US (San Jose)
+13462487799,,93181440229#,,,,*872020# US (Houston)
Dial by your location
+1 669 900 9128 US (San Jose)
+1 346 248 7799 US (Houston)
+1 253 215 8782 US (Tacoma)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
Meeting ID: 931 8144 0229
Passcode: 872020
Find your local number: https://caminonuevo-org.zoom.us/u/abd4iKwgQ9

In accordance with Mayor Garcetti's "Safer at Home" City Order (Link) and Governor Newsome's State Executive Order(Link) CNCA will be holding Board Meetings via ZOOM video conference and telephone. No physical CNCA school locations will be open to the public.

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ZOOM Link

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Ruby Rodriguez in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or ruby.rodriguez@pueblonuevo.org Brown Act regulations restrict the board from discussing and taking action on any subject presented that is not on the agenda. Speakers are limited to no more than 2 minutes each and it is up to the Board President's discretion to lower or increase that time. Speakers may also sign up in person the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			**4:00 PM**
A. Record Attendance		David Gidlow	1 m
B. Call the Meeting to Order		Cindy Smet	1 m
II. Approve Minutes			**4:02 PM**
A. 01-11-2022 CNCA Regular Board Meeting Minutes	Approve Minutes	Cindy Smet	4 m
B. 01-07-2022 CNCA Emergency Board Meeting Minutes	Approve Minutes		
C. 12-16-2021 CNCA Special Board Meeting Minutes	Approve Minutes		
D. 11-09-2021 CNCA Regular Board Meeting Minutes	Approve Minutes		
III. Public Comment			**4:06 PM**
A. 2-Minute Limit per Speaker	FYI	Cindy Smet	5 m
IV. Consent Agenda			**4:11 PM**
A. Edgenuity Contract	Vote	Rachel Hazlehurst	3 m

CNCA requests Board approval for the 2021-2022 Edgenuity contract for external independent studies

B. SARC (School Accountability Report Cards)		Lissette Flores	

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. In compliance with EC Section

	Purpose	Presenter	Time

35256, we present a SARC for each Camino Nuevo school site. Each document is formally updated annually and published by the CDE at: https://sarconline.org/public/findASarc.

C. 2021-22 LAUSD Compliance Monitoring Certifications: CNCA #1, CNCA #2, CNCA #3, CNCA #4, CNHS #2 — Esperanza Bacilio

LAUSD monitors each charter public school's compliance with the applicable legal, charter, and policy requirements. The compliance monitoring certification is designed to serve as a formal acknowledgment from charter school governing boards of their review. ***Note: certification page will be sent to board chair via AdobeSign for signature.**

V. Continuing Remote BOD Meetings — 4:14 PM

A. Continuing Remote BOD Meetings — Vote — Cindy Smet — 1 m

California's Ralph M. Brown Act has been amended to allow fully virtual board meetings during a state of emergency after the Governor signed Assembly Bill 361 into law on September 16, 2021 with some provisions. Since the guidance from local authorities regarding the safety precautions for COVID-19 is dynamic, the CNCA board must evaluate the need to meet virtually on a regular basis. At each meeting, the CNCA board will:

1. Reconsider the circumstances of the state of emergency and
2. Determine if the state of emergency continues to directly impact the ability of the member to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

VI. LCAP Mid-Year Update — 4:15 PM

A. One-Time Supplement to the Annual Update for the 2021-22 LCAP — Vote — Rachel Hazlehurst, Esperanza Bacilio — 12 m

Section 124(e) of AB 130 requires LEAs to present an update on the Annual Update portion of the 21-22 LCAP and Budget Overview for Parents on or before February 28, 2022. The report includes the One-Time Supplement, available mid-year data related to the metrics outlined in the 21-22 LCAP, and a mid-year expenditure update related to the actions outlined in the 21-22 LCAP. This One-Time Supplement will be included as part of the Annual Update for the 2022-23 LCAP.

VII. 22-23 Academic Calendars — 4:27 PM

A. 22-23 Academic Calendar — Vote — Adriana Abich — 2 m

Adriana Abich, CEO will present the TK-12 2022-2023 calendar for board approval. After presenting a calendar draft and collecting feedback from various stakeholders, shifts were made to respond to the ongoing COVID-19 pandemic needs. The calendar prioritizes the need for operations trainings, teacher and leader collaboration time, re-entry COVID testing, and staff professional development and restoration at key intervals. The High School calendar includes a more equitable distribution of quarters to support the secondary 4x4 model. Calendars were reviewed and quality controlled by a cross functional team including the KM team, Operations team, Principals, and Senior Leaders, led by Adriana Abich and Chantavia Moore. Attachment: 2022-2023 Calendar

	Purpose	Presenter	Time
VIII. Financial Reports			**4:29 PM**
A. Financial Reports	FYI	Sonia Oliva	15 m
IX. Closing Items			**4:44 PM**
A. Adjourn Meeting	Vote	Cindy Smet	1 m

Cover Sheet

01-11-2022 CNCA Regular Board Meeting Minutes

Section:	II. Approve Minutes
Item:	A. 01-11-2022 CNCA Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for CNCA Regular Board Meeting on January 11, 2022

APPROVED

Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time
Tuesday January 11, 2022 at 4:00 PM

Location
Topic: CNCA Regular Board Meeting 01/11/22
Time: Jan 11, 2022 04:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/96099623932?pwd=WmZRdVl6dW1PWnN4VDJBL3BVUmNBQT09
Meeting ID: 960 9962 3932
Passcode: v1QL41
One tap mobile
+16699009128,,96099623932#,,,,*406942# US (San Jose)
+12532158782,,96099623932#,,,,*406942# US (Tacoma)
Dial by your location
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+1 346 248 7799 US (Houston)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
Meeting ID: 960 9962 3932
Passcode: 406942
Find your local number: https://caminonuevo-org.zoom.us/u/aeGbjFTAIz

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Directors Present
C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), J. Ortega (remote), L. Jennings (remote)

Directors Absent
A. Jimenez Villareal, T. Powers

Guests Present
A. Abich (remote), A. Skrumbis (remote), R. Rodriguez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Jan 11, 2022 at 4:02 PM.

C. Merge Agenda

C. Smet made a motion to merge the regular board meeting agenda with the special board meeting agenda.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

III. Consent Agenda

A.

Regular Board Meeting Schedule

G. Flores made a motion to approve each of the items contained in the consent agenda.
E. Lopez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. SB 740 Leases - DAL & ECE

IV. Continuing Remote BOD Meetings

A. Continuing Remote BOD Meetings

D. Gidlow made a motion to approve the continuation of remote BOD meetings.
C. Garcia Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Academic Update

A. Academic Update

Rachel Hazlehurst, Vice President of Curriculum and Instruction, presented an update on mid-year academic data and strategy for the balance of the academic year.

VI. Titles I and III Program Evaluation 20-21

A. Titles I and III Program Evaluation 20-21

L. Jennings made a motion to approve CNCA's Title I and Title III program evaluation for academic year 2020-2021.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. One-Time Supplement to the Annual Update for the 2021-22 LCAP

A. One-Time Supplement to the Annual Update for the 2021-22 LCAP

Chantavia Moore, Vice President of Strategy and Operations, presented the one-time supplement to the annual LCAP update for academic year 2021-2022.

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VIII. CEO Report

A. TK Expansion At CNCA

G. Flores made a motion to approve the TK expansion plan at CNCA.
L. Jennings seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Update on School Reopening

Adriana Abich, CEO of CNCA, presented an update on the reopening of each site following Christmas break.

IX. Governance

A. Brown Act Training

John Lemmo, of the law firm Procopio Cory Hargreaves & Savitch led the annual board training on the Brown Act.

X. Closing Items

A. Adjourn Meeting

L. Jennings made a motion to adjourn the meeting.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:04 PM.

Respectfully Submitted,
D. Gidlow

Cover Sheet

01-07-2022 CNCA Emergency Board Meeting Minutes

Section: II. Approve Minutes
Item: B. 01-07-2022 CNCA Emergency Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CNCA Emergency Board Meeting on January 7, 2022

APPROVED

Camino Nuevo Charter Academy

Minutes

CNCA Emergency Board Meeting

Date and Time
Friday January 7, 2022 at 3:00 PM

Location
Topic: CNCA Emergency Board Meeting 1.7.22
Time: Jan 7, 2022 03:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/94041945798?pwd=L1ZSY1R6UHZKZ3p3MFY5bXR0cExYUT09
Meeting ID: 940 4194 5798
Passcode: 26SJdR
One tap mobile
+16699009128,,94041945798#,,,,*566851# US (San Jose)
+12532158782,,94041945798#,,,,*566851# US (Tacoma)
Dial by your location
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+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
Meeting ID: 940 4194 5798
Passcode: 566851
Find your local number: https://caminonuevo-org.zoom.us/u/aderZTcRxm

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Directors Present
A. Jimenez Villareal (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), T. Powers (remote)

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

Guests Present
A. Abich (remote), R. Rodriguez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Friday Jan 7, 2022 at 3:02 PM.

II. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

III. Discussion of School Reopening

A. Discussion of School Reopening

Adriana Abich, CEO of CNCA, and Chantavia Moore, Vice President of Strategy and Operations, presented the post-Christmas vacation reopening plans for each campus.

IV. Closing Items

A. Adjourn Meeting

C. Smet made a motion to adjourn the meeting.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Jennings	Absent
A. Jimenez Villareal	Aye

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:46 PM.

Respectfully Submitted,
D. Gidlow

Cover Sheet

12-16-2021 CNCA Special Board Meeting Minutes

Section: II. Approve Minutes
Item: C. 12-16-2021 CNCA Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CNCA Special Board Meeting on December 16, 2021

APPROVED

Camino Nuevo Charter Academy

Minutes

CNCA Special Board Meeting

Date and Time
Thursday December 16, 2021 at 4:00 PM

Location
Topic: CNCA Special Board Meeting
Time: Dec 16, 2021 04:00 PM Pacific Time (US and Canada)
Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/91314062358?pwd=LzhmODRmaHg2ZmJiRmtHbmdkdE8wZz09
Meeting ID: 913 1406 2358
Passcode: Qudnm7
One tap mobile
+16699009128,,91314062358#,,,,*572476# US (San Jose)
+12532158782,,91314062358#,,,,*572476# US (Tacoma)
Dial by your location
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+1 346 248 7799 US (Houston)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
Meeting ID: 913 1406 2358
Passcode: 572476
Find your local number: https://caminonuevo-org.zoom.us/u/acFNLlp0pz

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Directors Present
C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), J. Ortega (remote), T. Powers (remote)

Directors Absent
A. Jimenez Villareal, L. Jennings

Guests Present
A. Abich (remote), R. Rodriguez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Thursday Dec 16, 2021 at 4:02 PM.

II. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

III. Consent Agenda

A. Continuing Remote BOD Meetings

D. Gidlow made a motion to approve continuation of remote BOD meetings.
J. Ortega seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Educator Effectiveness Grant

A. Educator Effectiveness Grant

C. Garcia Alvarado made a motion to approve adoption of all LEA spending plans for the Educator Effectiveness Grant.
E. Lopez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Closing Items

A. Adjourn Meeting

C. Smet made a motion to adjourn the meeting.
J. Ortega seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:21 PM.

Respectfully Submitted,
D. Gidlow

Cover Sheet

11-09-2021 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: D. 11-09-2021 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CNCA Regular Board Meeting on November 9, 2021

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Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time
Tuesday November 9, 2021 at 4:00 PM

Location
Join Zoom Meeting
https://caminonuevo-org.zoom.us/j/95356112607?pwd=UHkveXBwMC90b21GbE4wSkUxWHpyQT09
Meeting ID: 953 5611 2607
Passcode: xb7zGm
One tap mobile
+16699009128,,95356112607#,,,,*275354# US (San Jose)
+13462487799,,95356112607#,,,,*275354# US (Houston)
Dial by your location
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+1 346 248 7799 US (Houston)
+1 253 215 8782 US (Tacoma)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
Meeting ID: 953 5611 2607
Passcode: 275354
Find your local number: https://caminonuevo-org.zoom.us/u/aA5GrhJDJ

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Directors Present
A. Jimenez Villareal (remote), C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), L. Jennings (remote)

Directors Absent
J. Ortega, T. Powers

Directors who arrived after the meeting opened
E. Lopez, L. Jennings

Guests Present
A. Abich (remote), R. Rodriguez (remote)

I. Opening Items

A. Record Attendance

L. Jennings arrived at 4:38 PM.
E. Lopez arrived at 4:44 PM.

B. Call the Meeting to Order

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Nov 9, 2021 at 4:04 PM.

C. Approve Minutes

G. Flores made a motion to approve the minutes from the CNCA Regular Board Meeting on 10-19-21.
C. Smet seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Amend Agenda

C. Smet made a motion to add an item to the agenda.
G. Flores seconded the motion.

A motion was made to add an item to the agenda covering Educator Effectiveness Funds. This was an urgent item requiring immediate attention, failure to address this item could have resulted in significant financial loss to CNCA.
The board **VOTED** to approve the motion.

Roll Call

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

II. Public Comment

A. 2-Minute Limit per Speaker

Laura Farrel of the Dalzell-Lance campus, and President of the Camino Nuevo Teachers Association, addressed the board meeting.

III. Continuing Remote BOD Meetings

A. Continuing Remote BOD Meetings

D. Gidlow made a motion to continue remote BOD meetings.
C. Garcia Alvarado seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Powers	Absent
G. Flores	Aye
C. Smet	Aye
D. Gidlow	Aye
C. Garcia Alvarado	Aye
J. Ortega	Absent
A. Jimenez Villareal	Aye
L. Jennings	Absent

IV. Consent Agenda

A. MOU between CNCA and CNTA Regarding Independent Study

D. Gidlow made a motion to approve all items contained in the Consent Agenda.
C. Smet seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Jimenez Villareal	Aye
L. Jennings	Absent
C. Garcia Alvarado	Aye
T. Powers	Absent
G. Flores	Aye
E. Lopez	Absent
D. Gidlow	Aye
C. Smet	Aye

Roll Call

J. Ortega	Absent

B. Fiscal Policies

C. CSULB Affiliate Agreement

V. Academic Update

A. Q1 Academic Data & Intervention Plans

Rachel Hazlehurst, Vice President of Curriculum and Instruction, presented an update on Q1 academic data and intervention plans.

VI. CEO Advisory Group

A. Education Update

Celia Garcia Alvarado, member of the CNCA Board of Directors, presented an education update from the CEO Education Advisory Group.

VII. September 2021 Financials

A. Financials

Sonia Oliva of ExEd presented the updated financial reports as of September 2021.

VIII. Audit Vote

A. Audit Vote

C. Smet made a motion to approve the CNCA consolidated audit for fiscal year 2020-2021.
L. Jennings seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Retain Auditor Vote

C. Smet made a motion to retain the firm CliffordLarsenAllen LLP, as our auditors for fiscal year 2021-2022.
L. Jennings seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Aye

Roll Call

A. Jimenez Villareal	Aye
J. Ortega	Absent
E. Lopez	Aye
T. Powers	Absent
L. Jennings	Aye
C. Smet	Aye
D. Gidlow	Aye
G. Flores	Aye

IX. CEO Update

A. Vaccination Update

Adriana Abich, CEO of CNCA, made a presentation on the vaccination status of teachers and staff across all CNCA campuses.

B. TK Legislation

G. Flores made a motion to expand TK across CNCA based on recommendations from the Finance Committee.
C. Smet seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. CNCA Finance Committee Recommendation

X. Public Hearing

A. Educator Effectiveness Funds

Adriana Abich, CEO of CNCA, made a presentation on the availability of Educator Effectiveness Funds. A vote on this program will be taken next month in a special board meeting.

XI. Closed Session

A. Anticipated Litigation (G.C. 54956.9(d)(2))

The board moved into closed session at 5:38PM. The board returned to open session at 6:17PM.

No action was taken.

XII. Closing Items

A.

Adjourn Meeting

L. Jennings made a motion to adjourn the meeting.
A. Jimenez Villareal seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:18 PM.

Respectfully Submitted,
D. Gidlow

Cover Sheet

Edgenuity Contract

Section: IV. Consent Agenda
Item: A. Edgenuity Contract
Purpose: Vote
Submitted by:
Related Material: CNCA Edgenuity Contract 2021-2022.pdf

Edgenuity

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
Camino Nuevo Charter Academy
Los Angeles CA
Account Number 344765
Quote Number 207525
Total $568,600.00
Date 7/14/2021

Payment Schedule	Contract Start	Contract End
Net 30 days	8/1/2021	7/31/2022

Site	Description	Comment	End Date	Per Unit Cost	Qty	Cost
	IS PD Webinar		07/31/2022	$625.00	4	$2,500.00
	IS Teaching for Full-time Elementary Student- One Semester (18 week), up to 6 courses. Includes all Workbooks (non-refundable, 4 core courses) (14 day drop/add grace period)		07/31/2022	$1,600.00	201	$321,600.00
	IS Teaching per Semester (18 week) Course (21 day drop/add grace period)		07/31/2022	$275.00	880	$242,000.00
	Nightly Imports - User data and Course		07/31/2022	$2,500.00	1	$2,500.00

1. Camino Nuevo Charter Academy

Subtotal	$568,600.00
Total	$568,600.00

Thank you for your business.

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

Camino Nuevo Charter Academy

Signature: Rachel Hazlehurst

Print Name: Rachel Hazlehurst

Title: VP of Curriculum and Instruction

Date: 8/3/2021

Edgenuity Inc. Representative

Doug Reznicek, M.Ed.
Account Executive-LA & Orange County
douglas.reznicek@edgenuity.com
949-324-9649

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at https://edgenuity.formstack.com/forms/ar. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

Cover Sheet

SARC (School Accountability Report Cards)

Section: IV. Consent Agenda
Item: B. SARC (School Accountability Report Cards)
Purpose:
Submitted by:
Related Material: School Accountability Report Card_2020-2021_KAY.pdf
School Accountability Report Card_2020-2021_CASEIS.pdf
School Accountability Report Card_2020-2021_BUR.pdf
School Accountability Report Card_2020-2021_DAL.pdf
School Accountability Report Card_2020-2021_CIS.pdf

School Accountability Report Card

Camino Nuevo Charter Academy

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	697 South Burlington Ave. Los Angeles, CA , 90057-3743	**Principal:**	Juliana Santos, Interim Principal
Phone:	(213) 413-4245	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

School Accountability Report Card

About This School

Juliana Santos, Interim Principal

Principal, Camino Nuevo Charter Academy

About Our School

No two kids learn the same way, and every family and community deserves high-quality public education. That's why, in 1999, the leaders of the Pueblo Nuevo Education and Development Group together with residents from the MacArthur Park community created Camino Nuevo Charter Academy (CNCA), a school built on the belief that every student should have the chance to go to a great school that puts their needs first, regardless of zip code, income, or ability level.

Today, seven CNCA schools are educating over 3,000 students from early childhood through high school and proving that all children can learn and achieve when held to high expectations, exposed to rigorous and relevant learning experiences, and when given targeted intervention and support in a safe and welcoming environment.

At the Burlington Campus, we offer students exceptional programs, including a dual-language program to help them achieve academic proficiency in Spanish and English. Students also receive a rich educational experience through weekly art, dance, STEM, and physical education instruction. After eighth grade, we offer our students the opportunity to attend our award-winning high school.

At our Camino Nuevo high school, all seniors graduate meeting admissions requirements for the University of California and California State University systems. In 2018, 70 percent of them achieved admission to four-year universities. While only 9 percent of low-income students nationwide earn a bachelor's degree within six years, the rate is more than three times higher for Camino Nuevo graduates.

Our schools have won state and national awards for improving outcomes for all students. In 2015, Camino Nuevo earned the Bright Spot Award from the White House Initiative on Educational Excellence for Hispanics for closing achievement gaps between English learners and native English speakers. In 2018, the National Alliance for Public Charter Schools recognized our schools with a special induction into the Charter Schools Hall of Fame. In 2020, our campus was nominated for Top Los Angeles County Public Schools, which celebrates the 278 schools closing the opportunity gap for low-income African American and Latino students in Los Angeles County.

Educational and economic inequities persist in our communities, but our resolve to reverse these disparities and change the trajectory of students' lives is stronger than ever. Join us in helping our students achieve their college and career dreams by becoming a mentor to our students, volunteering at our schools, or making an investment in our work. If you're a parent looking for a great school, apply today. We're free, public schools open to all students.

I invite you to return to our website regularly and follow us on social media to learn more about our community.

Contact

Camino Nuevo Charter Academy
697 South Burlington Ave.
Los Angeles, CA 90057-3743

Phone: (213) 413-4245
Email: Juliana.Santos@caminonuevo.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Camino Nuevo Charter Academy
Street	697 South Burlington Ave.

School Accountability Report Card

City, State, Zip	Los Angeles, CA , 90057-3743
Phone Number	(213) 413-4245
Principal	Juliana Santos, Interim Principal
Email Address	Juliana.Santos@caminonuevo.org
Website	http://burlington.caminonuevo.org
County-District-School (CDS) Code	19647336117667

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

Welcome to the Burlington Campus - Home of the Dragons!

I am honored to serve as the Interim Principal of the first Camino Nuevo Charter Academy school and to lead a highly-motivated team that is determined to give every child a high-quality education.

Our team is driven by these values: community, curiosity, urgency, and activism. 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.

To prepare students for success, our school offers a dual-language program that promotes academic achievement and a sense of well-being about the student's cultural place in the world. We maintain a safe and supportive learning environment and communicate regularly with families. We also offer a variety of extracurricular opportunities for students to develop their talents and explore their passions.

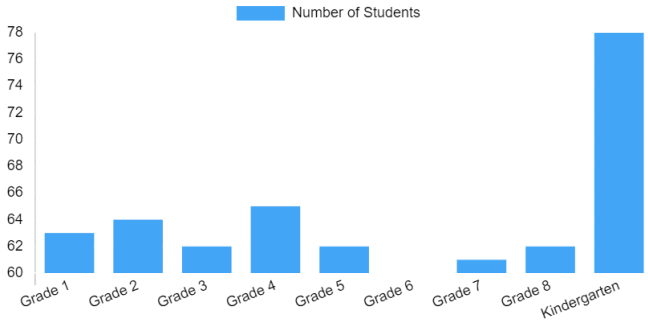
Founded nearly 20 years ago, our school has a long tradition and culture of preparing young children for success and pushing against a status quo that does not serve all students well. We believe all children can learn and achieve at the highest levels, regardless of where they live or where they come from. With students and parents, we seek to challenge, support, and engage. With teachers and staff, we vulnerably reflect, learn, and collaborate.

Know that we will not stop striving for the absolute best for all students. Sí se puede!

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	63
Grade 2	64
Grade 3	62
Grade 4	65
Grade 5	62
Grade 6	60
Grade 7	61
Grade 8	62
Kindergarten	78
Total Enrollment	577



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.09%
Male	49.91%
Non-Binary	0.00%
American Indian or Alaska Native	0.17%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	98.44%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	52.00%
Foster Youth	0.34%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	99.65%
Students with Disabilities	14.59%

School Accountability Report Card

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC)	Yes	0%
Mathematics	Bridges College Preparatory Mathematics	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	History Alive!		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

School Facility is in good repair, all critical systems and infratructure are mainted and repaired on an on-going basis. Most work is outsourced and performed by specialized vendors. PM is performed on HVAC including quarterly filter changes and monthly PM service, PM is performed on gates and doors, PM is performed on alarm systems. Also electrical and plumbing undergo frequent checks and repairs as needed.

Some repairs have occured due to normal operations such as roof leaks, painting and window resealing. Pest control using IPM are performed monthly. Cleaning and disinfecting are performed by an outsourced janitorial vendor.

Last updated: 1/21/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues with utility systems and all are in good repair.
Interior: Interior Surfaces	Good	Interior surfaces are in good condition, maintained and repaired as needed. At this time, no anticipated repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues with pests/vermin. Monthly IPM pest service is performed. Overall cleanliness and disinfecting due to Covid is performed daily M-F, by school custodians and oustourced janitorial vendor.
Electrical: Electrical	Good	No know problems, electrical systems maintained.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All in good condition. Added 5 each touchless water bottle fillers in August 2021. Systems are filtered and in good working order.
Safety: Fire Safety, Hazardous Materials	Good	No hazardous materials on site, fire compliance is a priority, buildings were inspected by LAFD fire inspector in October 2021 with minor issues with items left in stairwells that have been removed. Fire systems passed inspections.
Structural: Structural Damage, Roofs	Good	No known issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All systems maintained and in good repair. A few sections of fence were replaced in December 2021 due to homeless vandalism, about 4 lineal feet of fence.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary

Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the

most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/25/22

School Accountability Report Card

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	373	100.00	0.00	36.46
Female	188	188	100.00	0.00	44.68
Male	185	185	100.00	0.00	28.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	373	373	100.00	0.00	36.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	185	185	100.00	0.00	17.30
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	372	372	100.00	0.00	36.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	17.65

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

School Accountability Report Card

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	371	99.46	0.54	29.49
Female	188	187	99.47	0.53	33.69
Male	185	184	99.46	0.54	25.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	373	371	99.46	0.54	29.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	185	184	99.46	0.54	17.49
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	372	370	99.46	0.54	29.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	10.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

School Accountability Report Card

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	8.00	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/25/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	125	100.00	0.00	8.00
Female	72	72	100.00	0.00	8.33
Male	53	53	100.00	0.00	7.55
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	125	125	100.00	0.00	8.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	30	30	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100.00	0.00	8.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/25/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/25/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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, at the school level and provide input to school leaders. 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 case management for families in need.
• Each school site has several leadership committees that families can join. One of them is the English Learner Advisory Committee (ELAC): Each campus with 21 or more English learners' students has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. The Site Based Council (SBC) or the School Site Council (SSC) serves as an advisory council to the school site principals. The committee is responsible for reviewing policies and the LCAP goals (i.e. School Safety Plan, share resources available to support students & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).
• Annual School Satisfaction Survey: Every year during the winter, parents received a survey to share comments, suggestions and concerns about the school. Parents can share the areas of the school they feel happiest about, areas that need improvement and suggestions to improve school-home communication. The survey is divided in different sections: college readiness, family engagement, family support, learning behaviors, school climate, school fit and he technology/communication. Results from the survey are shared with school leaders, parents, teachers and the Home Support Office. Data from the survey informs school decisions, helps shape the Family as Partners Program and determines goals for the school year.
• Capacity Building/Family Workshops: Various family workshops and school special events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain parents how to read and understand SBAC reports. During spring, they also host parent workshops to explain the school's expectations about SBAC. The workshop includes helpful tips on what parents can do to support and prep their children at home for testing. Child's academic progress is monitored during parent-teacher conferences held in October, January and April and report cards are distributed at this time. Schools host parent workshops twice a year on how to have successful parent conferences. Parents not only receive sample questions to trigger conversations with teachers but they also receive information on how to prepare for conferences and how-to follow-up with teachers afterwards. In addition, during the school year, parents are encouraged to reach out to teachers if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.
• Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated every year during an SBC meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.
• School-Parent Compact – Describes the best possible ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Parents/guardians are

encouraged to complete 15 hours of volunteer service per family, per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.

• Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training which includes a session on our Families as Partners Program. New classified and certified staff learn about how to build trusting relationships with their families and how to link the learning in the classroom with learning at home. The session highlights how to better communicate and partner with families, as well as how to engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.

• School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robo-calls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children as well as referrals for any social or medical services. All communication to families is done in English and Spanish making sure that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

• Community Partnerships: We leverage the expertise of our community partners like Promotoras Comunitarias, Breese Foundation and Central City Neighborhood Partners, to provide services and resources beyond academics.

• Health & Wellness: To serve the whole child and provide a continuum of care we also provide access to mental health services , case management, community referrals and parent support groups.

• Community Building: Each school offers opportunities to build community like parent meetings called Coffee with the Leadership Team, Open House, Math/Literacy Night and Back to School Nights, and a network-wide Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families as well as spending quality time with families from other school sites.

Family Services Coordinator: Yedid Ruvalcaba (213) 413-4245

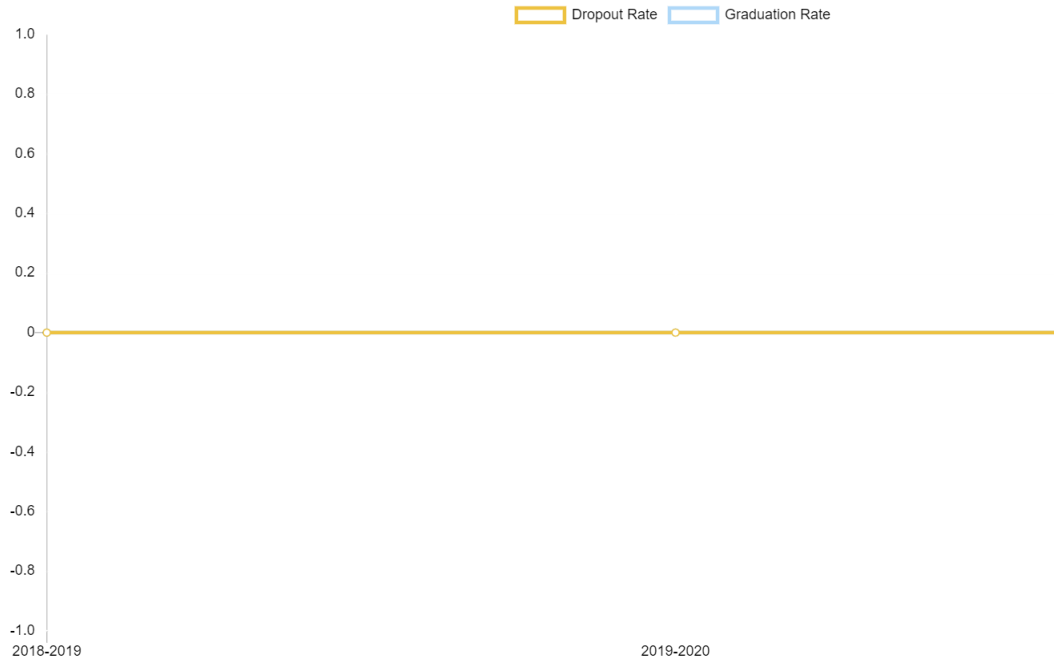
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	0.00%	0.00%	0.00%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	0.00%	0.00%	0.00%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	578	38	6.6
Female	293	290	9	3.1
Male	294	288	29	10.1
American Indian or Alaska Native	0	0	0	10.1
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	586	577	38	6.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	371	369	34	9.2
Foster Youth	2	2	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	582	576	38	6.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	85	4	4.7

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.70%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.35%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Comprehensive School Safety Plan (CSSP) was reviewed and updated with the Site Based Council on May 18, 2021.

Key elements of the CSSP are:
- Campus Emergency Procedures, scenarios, and required supplies
- Current status of school crime
- Child neglect and abuse reporting procedures
- Suspension/expulsion procedures
- Procedures to notify teachers of dangerous pupils
- Nondiscrimination policy
- Harassment, discrimination and bullying policy

Last updated: 1/24/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	0	3	4
1	22.00	0	3	2
2	22.00	0	3	3
3	22.00	0	3	1
4	31.00	0	2	1
5	30.00	0	4	4
6	30.00	0	4	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	2	3
1	21.00	1	2	3
2	21.00	1	2	3
3	22.00	0	3	3
4	32.00	0	2	2
5	31.00	0	4	2
6	30.00	0	3	4
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00	0	3	0
1	21.00	0	3	0
2	21.00	1	3	0
3	21.00	0	2	0
4	33.00	0	1	0
5	31.00	0	2	0
6	30.00	3	8	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	3	0	0
Math	30.00	1	3	0
Science	29.00	1	4	0
Social Science	30.00	1	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	0	7	0
Math	30.00	0	9	0
Science	30.00	0	9	0
Social Science	30.00	0	9	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	3	4	0
Math	21.00	0	4	0
Science	33.00	0	4	1
Social Science	25.00	0	4	0

Last updated: 2/2/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13368.39	$3629.51	$9738.88	$60073.33
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	22.57%	-16.99%

Last updated: 1/27/22

Note: Cells with N/A values do not require data.

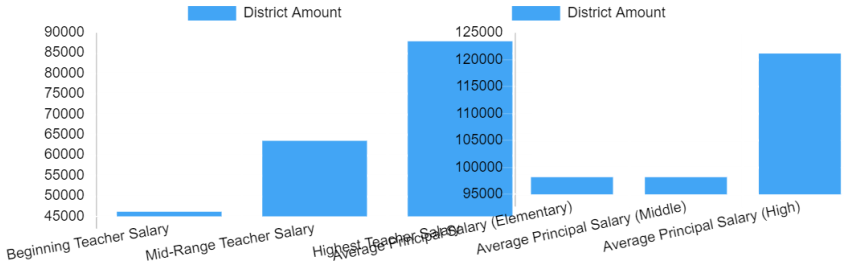
Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46162.00	$50897.00
Mid-Range Teacher Salary	$63520.00	$78461.00
Highest Teacher Salary	$87869.00	$104322.00
Average Principal Salary (Elementary)	$98193.30	$131863.00
Average Principal Salary (Middle)	$98193.00	$137086.00
Average Principal Salary (High)	$121119.00	--
Superintendent Salary	$350000.00	$297037.00

School Accountability Report Card

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Camino Nuevo Elementary #3

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	1723 Cordova St. Los Angeles, CA , 90007-1114	**Principal:**	Jay Laughlin, Principal
Phone:	(323) 730-7160	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Jay Laughlin, Principal

Principal, Camino Nuevo Elementary #3

About Our School

Hello Jaguar Families and Prospective Jaguar Families,

At Castellanos and Eisner CNCA #3, our mission is to 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. We serve our students as one school, located on two campuses. Castellanos is where our Tk-5 grade students learn and grow, while Eisner is where our 6-8 grade students prepare to take-off for high school, college, and beyond. Our dual-language instructional program enables us to equitably serve all our students, while our vertically aligned, standards-based curriculum creates a pathway for all students to access and succeed with grade-level content. At the root of our approach is social-emotional learning supports and Ethnic Studies pillars that guie our decisions for both what and how we teach.

We are committed to demonstrating CARE for our entire school community, with Communidad (Community), Alegria (Joy), Respeto (Respect), and Equidad (Equity) serving as core values of our approach. We are excited to continue to grow our instructional program as one school serving all of our studnets across TK-8.

Thank you,
Jay Laughlin, Principal

Contact

Camino Nuevo Elementary #3
1723 Cordova St.
Los Angeles, CA 90007-1114

Phone: (323) 730-7160
Email: jay.laughlin@caminonuevo.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Camino Nuevo Elementary #3
Street	1723 Cordova St.
City, State, Zip	Los Angeles, CA , 90007-1114
Phone Number	(323) 730-7160
Principal	Jay Laughlin, Principal
Email Address	jay.laughlin@caminonuevo.org
Website	https://castellanos.caminonuevo.org/
County-District-School (CDS) Code	19647330122564

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

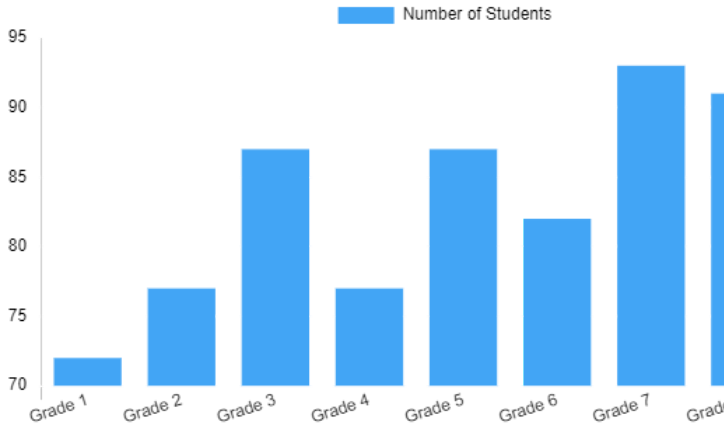
Camino Nuevo Elementary School #3 is comprised of two campuses, our Jose A. Castellanos campus serving grades TK-5, and our Jane B. Eisner campus which serves grades 6-8. As a school community, we are committed to educating students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. Our K-8 scholars benefit from a rigorous academic program and an inclusive community where each individual learner is a valued and celebrated member of our community. Our school is distinguished by our dual language Spanish-English program designed to support students in becoming bilingual and biliterate.

This dual-language program has been a hallmark of our Castellanos campus for several years, and we will be expanding our dual language program offerings to the Eisner campus in the coming years. We are committed to building on the cultural capital and social experiences that each scholar brings to our school. We strive daily to embody the Camino Nuevo anchor values of Joy, Excellence, Equity, Innovation, and Community as we prepare our students for college and beyond, beginning from their very first day of school until they promote on to high school. Families are our most important partners in the work that we do, and we invite them into the learning and events of the school with regular opportunities for families to participate in the school community. We are honored to continue to have the opportunity to serve the families and students in our community.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	72
Grade 2	77
Grade 3	87
Grade 4	77
Grade 5	87
Grade 6	82
Grade 7	93
Grade 8	91
Kindergarten	74
Total Enrollment	740



Last updated: 1/24/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.14%
Asian	0.27%
Black or African American	0.40%
Filipino	0.00%
Hispanic or Latino	95.94%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.14%
White	1.08%

Student Group (Other)	Percent of Total Enrollment
English Learners	46.35%
Foster Youth	0.81%
Homeless	0.14%
Migrant	0.00%
Socioeconomically Disavantaged	96.62%
Students with Disabilities	13.38%

School Accountability Report Card

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC)	Yes	0%
Mathematics	Bridges College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	History Alive!		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

School Facility is in good repair, all critical systems and infratructure are mainted and repaired on an on-going basis. Most work is outsourced and performed by specialized vendors. PM is performed on HVAC including quarterly filter changes and monthly PM service, PM is performed on gates and doors, PM is performed on alarm systems. Also electrical and plumbing undergo frequent checks and repairs as needed.

Some repairs have occured due to normal operations such as roof leaks, painting and window resealing. Pest control using IPM are performed monthly. Cleaning and disinfecting are performed by an outsourced janitorial vendor.

Last updated: 1/21/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No known issues.
Interior: Interior Surfaces	Good	No known issues, all in good repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No known issues, pest control performed with IPM practices monthly. Kitchen area has extra treatment for roaches to ensure no issues. Cleanling performed by both custodians and outsourced janitorial weekly M-F and as needed. Cleaning and disinfecting are a priority and additional staff was added.
Electrical: Electrical	Good	Minor electrical repair issues, two electical outlets and lighting in two classrooms that were repaired in a timely manner. No other issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, sinks and fountains in good repair. Minor repairs and maintenance have been performed.
Safety: Fire Safety, Hazardous Materials	Good	No known issues. Hallways and stairwell are kept clear for fire egress. Fire systems and inspections have been performed and passed.
Structural: Structural Damage, Roofs	Good	Minor repairs - there are 10 roof leaks primarily in the Classroom building that are scheduled for repair in February 2022, pending availability by roofing crew. PO was issued and is in the budget.

School Accountability Report Card

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No major issues. Control board was replaced for Main Parking Gate January 2022.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary

Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

School Accountability Report Card

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/25/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	518	506	97.68	2.31	22.52
Female	243	237	97.53	2.47	27
Male	275	269	97.81	2.18	14.87
American Indian or Alaska Native	1	1	100	0	0
Asian	2	2	100	0	50
Black or African American	3	3	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	502	490	97.61	2.39	16.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	6	6	100	0	0
White	4	4	100	0	0
English Learners	245	239	97.55	2.44	2.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	487	478	98.15	1.84	15.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	64	92.75	7.25	4.69

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	518	494	95.37	4.63	14.37
Female	243	232	95.47	4.74	6.89
Male	275	262	95.27	4.73	12.97
American Indian or Alaska Native	1	1	100	0	0
Asian	2	2	100	0	0
Black or African American	3	3	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	502	479	95.41	4.59	10.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	3	75	25	66
English Learners	245	229	93.47	6.53	0.87
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	487	467	95.89	4.11	9.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	61	89.70	10.3	0

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	9.15	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/26/22

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CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	179	160	89.39	10.61	9.15
Female	92	82	89.13	10.87	11.25
Male	87	78	89.66	10.34	6.85
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	177	159	89.83	10.17	9.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	0	0	0	0	0
English Learners	88	76	86.36	13.64	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	157	89.71	10.29	9.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	25	73.53	26.47	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/25/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/25/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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, at the school level and provide input to school leaders. 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 case management for families in need.
• Each school site has several leadership committees that families can join. One of them is the English Learner Advisory Committee (ELAC): Each campus with 21 or more English learners' students has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. The Site Based Council (SBC) or the School Site Council (SSC) serves as an advisory council to the school site principals. The committee is responsible for reviewing policies and the LCAP goals (i.e. School Safety Plan, share resources available to support students & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).
• Annual School Satisfaction Survey: Every year during the winter, parents received a survey to share comments, suggestions and concerns about the school. Parents can share the areas of the school they feel happiest about, areas that need improvement and suggestions to improve school-home communication. The survey is divided in different sections: college readiness, family engagement, family support, learning behaviors, school climate, school fit and he technology/communication. Results from the survey are shared with school leaders, parents, teachers and the Home Support Office. Data from the survey informs school decisions, helps shape the Family as Partners Program and determines goals for the school year.
• Capacity Building/Family Workshops: Various family workshops and school special events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain parents how to read and understand SBAC reports. During spring, they also host parent workshops to explain the school's expectations about SBAC. The workshop includes helpful tips on what parents can do to support and prep their children at home for testing. Child's academic progress is monitored during parent-teacher conferences held in October, January and April and report cards are distributed at this time. Schools host parent workshops twice a year on how to have successful parent conferences. Parents not only receive sample questions to trigger conversations with teachers but they also receive information on how to prepare for conferences and how-to follow-up with teachers afterwards. In addition, during the school year, parents are encouraged to reach out to teachers if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.
• Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated every year during an SBC meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the

annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.

• School-Parent Compact – Describes the best possible ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family, per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.

• Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training which includes a session on our Families as Partners Program. New classified and certified staff learn about how to build trusting relationships with their families and how to link the learning in the classroom with learning at home. The session highlights how to better communicate and partner with families, as well as how to engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.

• School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robo-calls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children as well as referrals for any social or medical services. All communication to families is done in English and Spanish making sure that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

• Community Partnerships: We leverage the expertise of our community partners like Promotoras Comunitarias, Breese Foundation and Central City Neighborhood Partners, to provide services and resources beyond academics.

• Health & Wellness: To serve the whole child and provide a continuum of care we also provide access to mental health services , case management, community referrals and parent support groups.

• Community Building: Each school offers opportunities to build community like parent meetings called Coffee with the Leadership Team, Open House, Math/Literacy Night and Back to School Nights, and a network-wide Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families as well as spending quality time with families from other school sites.

Family Services Coordinator: Yesenia Rivas (323) 730-7160

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	756	228	30.2
Female	369	360	105	29.2
Male	403	396	123	31.1
American Indian or Alaska Native	3	3	1	31.1
Asian	1	1	0	0.0
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	737	722	218	30.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	12	12	3	25.0
English Learners	409	401	135	33.7
Foster Youth	10	8	1	12.5
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	737	726	223	30.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	101	39	38.6

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	1.19%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	2.71%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Comprehensive School Safety Plan (CSSP) was reviewed and updated with the Site Based Council on May 17, 2021.

Key elements of the CSSP are:
- Campus Emergency Procedures, scenarios, and required supplies
- Current status of school crime
- Child neglect and abuse reporting procedures
- Suspension/expulsion procedures
- Procedures to notify teachers of dangerous pupils
- Nondiscrimination policy
- Harassment, discrimination and bullying policy

Last updated: 1/24/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	3	0
1	22.00	0	4	0
2	22.00	1	2	0
3	24.00	0	3	0
4	28.00	0	3	0
5	29.00	0	3	0
6	30.00	0	6	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	3	0
1	27.00	0	3	0
2	26.00	0	3	0
3	23.00	0	3	0
4	28.00	0	3	0
5	27.00	0	3	0
6	30.00	0	4	0
Other**	25.00	0	3	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00	0	3	0
1	25.00	0	3	0
2	26.00	0	3	0
3	32.00	0	2	1
4	26.00	0	3	0
5	29.00	0	10	0
6	20.00	5	4	1
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	9	1	0
Math	30.00	0	8	0
Science	26.00	0	7	0
Social Science	31.00	0	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	2	6	0
Math	26.00	0	7	0
Science	29.00	1	5	1
Social Science	30.00	0	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00	0	9	0

School Accountability Report Card

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Math	29.00	0	9	0
Science	29.00	0	9	0
Social Science	29.00	0	9	0

Last updated: 1/25/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12215.80	$2901.48	$9314.33	$57279.16
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/26/22

Note: Cells with N/A values do not require data.

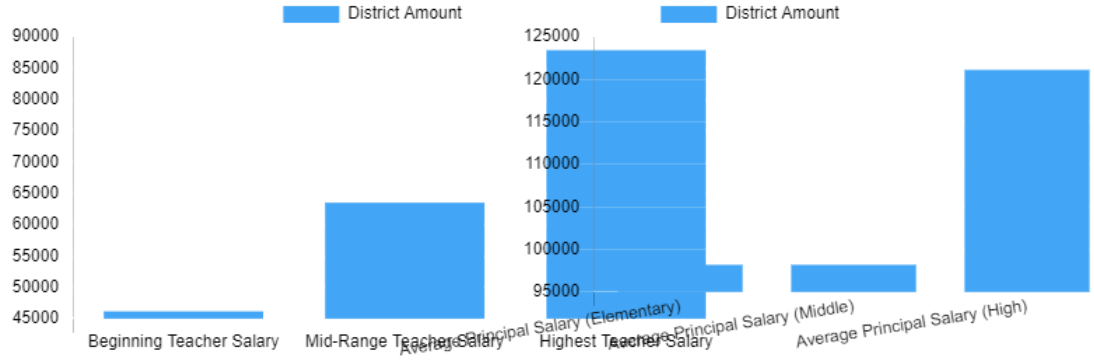
Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46162.00	$50897.00
Mid-Range Teacher Salary	$63520.00	$78461.00
Highest Teacher Salary	$87869.00	$104322.00

School Accountability Report Card

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$98193.30	$131863.00
Average Principal Salary (Middle)	$98193.30	$137086.00
Average Principal Salary (High)	$121119.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/25/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	50	46	48

Camino Nuevo Charter Academy #4

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	1018 Mohawk St. Los Angeles, CA , 90026-3131	**Principal:**	Melissa Mendoza, Principal
Phone:	(213) 353-5300	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Melissa Mendoza, Principal

Principal, Camino Nuevo Charter Academy #4

About Our School

Welcome to Camino Nuevo Charter - Cisneros Campus ! We are a caring community of learners committed to teaching students the skills and habits necessary to succeed in college, fulfill their dreams, and contribute positively to the world. We call ourselves the "Superstars," because by committing to constantly being our best selves, our students will be superstars in whatever they pursue. This year, our instructional focuses for our Superstars has been on helping students close any gaps created by the pandemic. Our literacy (ARC) and math (Bridges) programs are common core standards aligned and focus on multi teir interventions for studnets. We are excited to offer our students opportunities to regularly engage in the arts (visual, dance, music), and in Technology (2 to 1 tech if offered for school and home support), and are especially proud of our scholars in the K-8 bilingual program who have the added pricledge of learning content in English and Spanish.

Our school is also unique in that we practice mindfulness in all classrooms through the MindUP curriculum, address issues of behavior and equity through a restorative justice approach and support the social-emotional well-being of our students with the support of 2 in house mental health therapist. We also rely on our CNCA anchors to guide the work we do as a school community. Our 5 anchors are Excellence, Equity, Community, Innovation and Joy.

Our teachers and staff are committed members of our professional learning community, and with the leadership team as instructional coaches, we are focused as a team on constantly improving teaching and learning school wide so that our students get the best education possible. We consider parents and families to be our partners, and welcome them into our school to work together with us to create a school community that students and families can be proud of.

Melissa Mendoza
Principal

Contact

Camino Nuevo Charter Academy #4
1018 Mohawk St.
Los Angeles, CA 90026-3131

Phone: (213) 353-5300
Email: melissa.mendoza@caminonuevo.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Camino Nuevo Charter Academy #4
Street	1018 Mohawk St.
City, State, Zip	Los Angeles, CA , 90026-3131
Phone Number	(213) 353-5300
Principal	Melissa Mendoza, Principal
Email Address	melissa.mendoza@caminonuevo.org

School Accountability Report Card

Website	https://cisneros.caminonuevo.org/
County-District-School (CDS) Code	19647330124826

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

The Sandra Cisneros Campus is part of the Camino Nuevo Charter Academy network, a community of high-performing charter public schools that prepares and empowers students for success in college and in life.

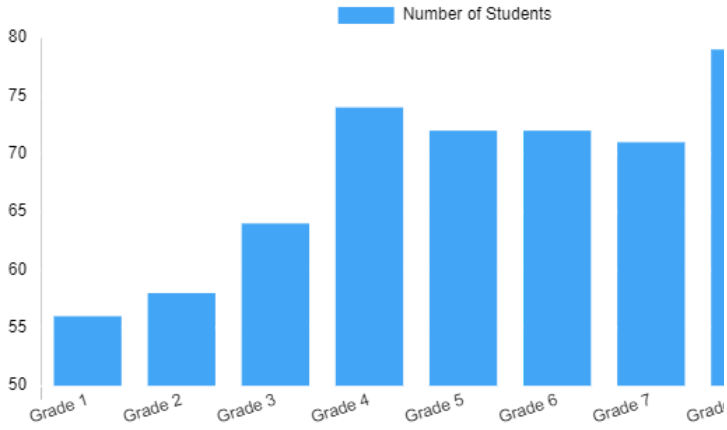
Our K-8 school serves the children and families of Echo Park in Los Angeles. Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world.

Our 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.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	56
Grade 2	58
Grade 3	64
Grade 4	74
Grade 5	72
Grade 6	72
Grade 7	71
Grade 8	79
Kindergarten	52
Total Enrollment	598



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.30%
Male	52.70%
Non-Binary	0.00%
American Indian or Alaska Native	3.20%
Asian	0.00%
Black or African American	0.30%
Filipino	1.50%
Hispanic or Latino	93.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.50%
White	1.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.30%
Foster Youth	0.80%
Homeless	2.50%
Migrant	0.00%
Socioeconomically Disavantaged	83.90%
Students with Disabilities	15.60%

School Accountability Report Card

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC)	Yes	0%
Mathematics	Bridges College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	A Young People's History of the United States Teacher-curated materials		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

School Facility is in good repair, all critical systems and infratructure are mainted and repaired on an on-going basis. Most work is outsourced and performed by specialized vendors. PM is performed on HVAC including quarterly filter changes and monthly PM service, PM is performed on gates and doors, PM is performed on alarm systems. Also electrical and plumbing undergo frequent checks and repairs as needed.

Some repairs have occured due to normal operations such as roof leaks, painting and window resealing. Pest control using IPM are performed monthly. Cleaning and disinfecting are performed by an outsourced janitorial vendor.

Last updated: 1/21/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No known issues, currently all in good repair. HVAC is mainted monthly under a PM program and any issues are repaired in a timely manner. Two evaporator coils were replaced in October 2021.
Interior: Interior Surfaces	Good	No known issues, all in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest control through IPM monthly with no pest issues. School is cleaned and disinfected daily M-F by in-house custodians and outsourced night cleaning crew. Restrooms are cleaned and disnfected 3X daily when school is in session. Cleaning and disinfecting is a priority.
Electrical: Electrical	Good	No electrical issues or needed repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms and plumbing fixtures in good order. 4 touchless water bottle filler/fountains added in August 2021.
Safety: Fire Safety, Hazardous Materials	Good	School complies with fire safety code, has passed inspections including fire safety systems. No hazardous materials are stored at the facility. School staff complies with fire code requirements.
Structural: Structural Damage, Roofs	Good	No known issues including roof leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues with doors, gates and playground. Lunch tables were added to the playground September 2021.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary

Last updated: 2/1/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

School Accountability Report Card

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/25/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	438	407	92.71	7.29	32.43
Female	200	187	93.50	6.50	37.43
Male	239	220	92.05	7.95	28.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	417	385	92.33	7.67	31.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	107	93.04	6.96	7.48
Foster Youth	--	--	--	--	--
Homeless	15	15	100	0	20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	334	92.78	7.22	32.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	59	86.76	13.24	8.47

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	438	405	92.26	7.74	12.62
Female	200	188	94.00	6.00	9.57
Male	239	217	90.79	9.21	15.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	417	383	91.85	8.15	12.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	106	92.17	7.83	5.66
Foster Youth	--	--	--	--	--
Homeless	15	15	100	0	6.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	333	92.50	7.50	13.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	58	85.29	14.71	8.77

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	15.97	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/26/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	144	94.12	5.88	15.97
Female	68	63	92.65	7.35	14.29
Male	85	81	95.29	4.71	17.28
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	149	140	93.96	6.04	16.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	26	24	92.31	7.69	4.17
Foster Youth	--	--	--	--	--
Homeless	3	0	0	100	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	130	94.20	5.80	17.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	5.00

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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, at the school level and provide input to school leaders. 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 case management for families in need.
• Each school site has several leadership committees that families can join. One of them is the English Learner Advisory Committee (ELAC): Each campus with 21 or more English learners' students has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. The Site Based Council (SBC) or the School Site Council (SSC) serves as an advisory council to the school site principals. The committee is responsible for reviewing policies and the LCAP goals (i.e. School Safety Plan, share resources available to support students & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).
• Annual School Satisfaction Survey: Every year during the winter, parents received a survey to share comments, suggestions and concerns about the school. Parents can share the areas of the school they feel happiest about, areas that need improvement and suggestions to improve school-home communication. The survey is divided in different sections: college readiness, family engagement, family support, learning behaviors, school climate, school fit and he technology/communication. Results from the survey are shared with school leaders, parents, teachers and the Home Support Office. Data from the survey informs school decisions, helps shape the Family as Partners Program and determines goals for the school year.
• Capacity Building/Family Workshops: Various family workshops and school special events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain parents how to read and understand SBAC reports. During spring, they also host parent workshops to explain the school's expectations about SBAC. The workshop includes helpful tips on what parents can do to support and prep their children at home for testing. Child's academic progress is monitored during parent-teacher conferences held in October, January and April and report cards are distributed at this time. Schools host parent workshops twice a year on how to have successful parent conferences. Parents not only receive sample questions to trigger conversations with teachers but they also receive information on how to prepare for conferences and how-to follow-up with teachers afterwards. In addition, during the school year, parents are encouraged to reach out to teachers if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.
• Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated every year during an SBC meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the

annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.

• School-Parent Compact – Describes the best possible ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family, per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.

• Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training which includes a session on our Families as Partners Program. New classified and certified staff learn about how to build trusting relationships with their families and how to link the learning in the classroom with learning at home. The session highlights how to better communicate and partner with families, as well as how to engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.

• School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robo-calls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children as well as referrals for any social or medical services. All communication to families is done in English and Spanish making sure that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

• Community Partnerships: We leverage the expertise of our community partners like Promotoras Comunitarias, Breese Foundation and Central City Neighborhood Partners, to provide services and resources beyond academics.

• Health & Wellness: To serve the whole child and provide a continuum of care we also provide access to mental health services , case management, community referrals and parent support groups.

• Community Building: Each school offers opportunities to build community like parent meetings called Coffee with the Leadership Team, Open House, Math/Literacy Night and Back to School Nights, and a network-wide Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families as well as spending quality time with families from other school sites.

Family Services Coordinator: Daisy Aguirre (213) 353-5300

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	643	621	97	15.6
Female	304	293	47	16.0
Male	339	328	50	15.2
American Indian or Alaska Native	0	0	0	15.2
Asian	19	18	6	33.3
Black or African American	2	2	0	0.0
Filipino	12	10	1	10.0
Hispanic or Latino	596	578	87	15.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	0	0.0
White	8	7	2	28.6
English Learners	227	224	37	16.5
Foster Youth	7	7	5	71.4
Homeless	23	22	7	31.8
Socioeconomically Disadvantaged	540	521	85	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	96	24	25.0

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	2.22%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.91%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Comprehensive School Safety Plan (CSSP) was reviewed and updated with the Site Based Council on April 26, 2021.

Key elements of the CSSP are:

- Campus Emergency Procedures, scenarios, and required supplies
- Current status of school crime
- Child neglect and abuse reporting procedures
- Suspension/expulsion procedures
- Procedures to notify teachers of dangerous pupils
- Nondiscrimination policy
- Harassment, discrimination and bullying policy

Last updated: 1/24/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	32.00	0	3	3
1	20.00	6	0	0
2	28.00	0	6	1
3	21.00	4	2	0
4	26.00	3	2	1
5	26.00	3	2	1
6	27.00	0	19	1
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	0	3	0
1	19.00	2	1	0
2	19.00	2	1	0
3	25.00	0	3	0
4	23.00	0	3	0
5	25.00	0	3	0
6	18.00	8	17	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	2	0	0
1	19.00	2	1	0
2	19.00	2	1	0
3	22.00	0	3	0
4	26.00	0	3	0
5	27.00	0	3	0
6	25.00	5	12	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	4	5	0
Math	28.00	0	5	0
Science	28.00	0	5	0
Social Science	24.00	2	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	1	6	0
Math	24.00	1	6	0
Science	26.00	0	6	0
Social Science	23.00	1	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	2	12	0

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Math	23.00	0	6	0
Science	25.00	0	6	0
Social Science	25.00	0	6	0

Last updated: 1/25/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12646.14	$3310.52	$9335.62	$59344.46
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/26/22

Note: Cells with N/A values do not require data.

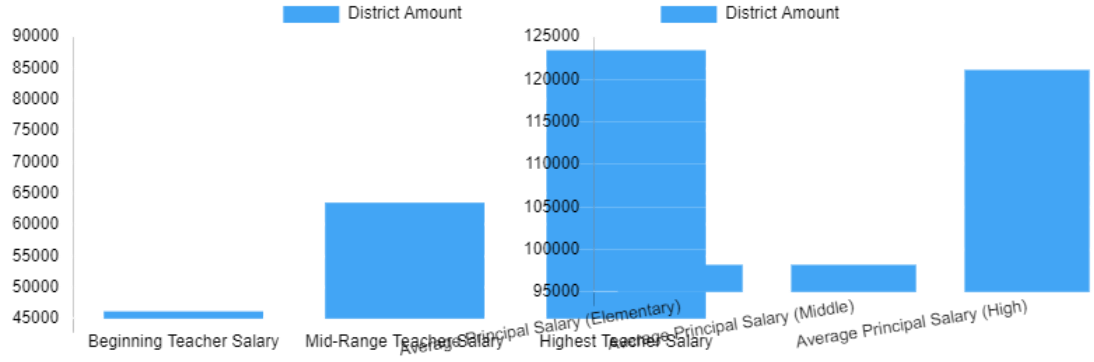
Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46162.00	$50897.00
Mid-Range Teacher Salary	$63520.00	$78461.00
Highest Teacher Salary	$87869.00	$104322.00

School Accountability Report Card

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$98193.30	$131863.00
Average Principal Salary (Middle)	$98193.30	$137086.00
Average Principal Salary (High)	$121119.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/26/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	50	46	48

School Accountability Report Card

Camino Nuevo High #2

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	3500 West Temple St. Los Angeles, CA , 90004-3620	**Principal:**	Lawrence Boone, Principal
Phone:	(213) 736-5566	**Grade Span:**	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Lawrence Boone, Principal

Principal, Camino Nuevo High #2

About Our School

Welcome to Camino Nuevo High School No. 2!!!

The purpose of this School Accountability Report Card is to provide you, the parents and the community, with specific information about academic achievements, student safety, campus facilities, qualifications of professional staff, instructional materials and progress in meeting state standards.

The underlying philosophy of CNHS No. 2 is that when under-served students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success throughout their educational careers.CNHS No. 2 serves 465 students from grades 9-12. Approximately 98% of our students qualify for free or reduced meals, and approximately 98% of our student population is Hispanic/Latino. Our students reside in some of the most historically under served areas of Central Los Angeles, including the communities of MacArthur Park, Pico-Union, U.S., where the annual family income is among the lowest in the city.

Despite these economic and social disadvantages, our students are bucking the community trend with exceptional academic excellence, preparation for college, and civic engagement. The graduating for the class of 2020, 100% of graduating seniors met A-G requirements and 74% of graduating seniors were accepted into four-year colleges. Additionally, CNHS No. 2 students are becoming youth leaders in the community through school-based clubs, service learning projects, and involvement in college-readiness programs.

Our school has been able to overcome many of the barriers to high achievement that plague historically underserved communities. We are committed to reducing and eventually eliminating these disparities through a rigorous academic program that builds upon the diverse strengths of all students, regardless of the challenges they may bring to school. Similarly, we maintain a shared commitment to do "whatever it takes" to ensure that our students successfully navigate the social obstacles that hinder academic achievement by involving families and working relentlessly to create success for all.

Contact

Camino Nuevo High #2
3500 West Temple St.
Los Angeles, CA 90004-3620

Phone: (213) 736-5566
Email: lawrence.boone@caminonuevo.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Camino Nuevo High #2
Street	3500 West Temple St.
City, State, Zip	Los Angeles, CA , 90004-3620
Phone Number	(213) 736-5566
Principal	Lawrence Boone, Principal
Email Address	lawrence.boone@caminonuevo.org
Website	http://dalzelllance.caminonuevo.org
County-District-School (CDS) Code	19647330127910

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

Camino Nuevo High School No. 2 aims to provide an academically rigorous, college preparatory program that prepares students to compete for admission to four-year colleges. The ultimate aim of the program is to graduate students who are well-educated, and engaged in addressing the social justice issues that plague their communities. All students are held to the highest standards of achievement and supported by a dedicated community of teachers and administrators. Building upon the success of the elementary and middle school programs of its sister schools, CNHS No.2 provides a high-quality college-preparatory high school option for its students.

When new students enter into CNHS No. 2, they are acclimated to our program with academic advising though Advisory and graduation path planning with site leaders. The high school program also utilizes many of the same programmatic components that have made the Elementary and Middle schools a success, including a college-going culture of high expectations, high quality core instruction including authentic literacy and conceptual math practices, a relevant curriculum that employs best practices for English language learners, and innovative programs to foster genuine partnerships with parents at the high school level. Our instructional program focuses on increasing rigor and full implementation of the Common Core State Standards, while infusing the importance of social justice, character education, and a college going culture to meet the needs of the whole child.

Furthermore, CNHS No. 2 maintains a small school environment with the capacity to serve 480 students. In comparison to larger schools, small schools have been shown to produce more favorable student attitudes, positive social behavior, better attendance, lower dropout rates, and positive interpersonal relationships that support academic success. We firmly believe that students have a much greater chance of academic and social success in this type of academic setting. All CNCA schools strive to create a culture of care for each individual student. We believe in teaching the whole child and using differentiated small group instruction to inspire students to self-define what motivates them to learn.

We maintain an unwavering commitment to providing high-quality educational opportunities to the students of this community and continue to work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

The CNHS No. 2 campus is distinguished by a number of exceptional offerings, including a college- preparatory instructional program that ensures all-student access to A-G coursework, Advanced Placement classes, and curricula designed to support students' social and emotional needs. Our course sequence is backwards planned from the demands of Advanced Placement courses, so as to adequately prepare students for the demands of college and career. Teachers design rigorous Common Core standards-based curriculum with authentic reading and writing at its core across the content areas.

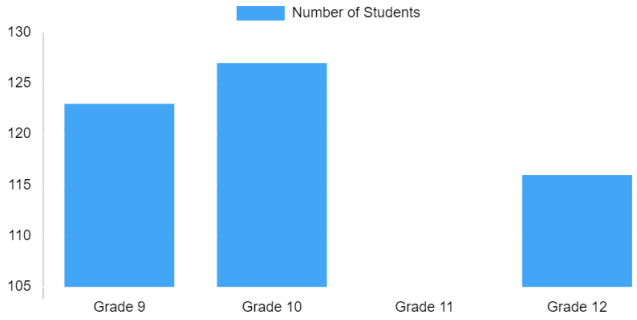
Conceptual math, science and technology coursework provides students the 21st century skills they need to succeed. In addition, project-based learning is used strategically to prepare students with the academic skills needed for college and career. All of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the K-12 continuum.

We have also established a partnership with our local community college, Los Angeles Community College to offer college courses to our students via the concurrent enrollment program. Classes are entry-level college courses, each granting students three transferable college credits. LACC offers classes the courses at our school site, and CNHS No. 2 provides students books and other needed instructional materials to ensure all-student access to the courses. This helps ensure our students are not only ready for college level coursework, but also prepared to complete college in four years.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	123
Grade 10	127
Grade 11	105
Grade 12	116
Total Enrollment	471



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	43.30%
Male	56.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.60%
Black or African American	0.20%
Filipino	1.50%
Hispanic or Latino	94.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.00%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.70%
Foster Youth	0.40%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disavantaged	90.40%
Students with Disabilities	16.60%

School Accountability Report Card

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-curated materials	No	0%
Mathematics	College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	Teacher-curated materials		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

School Facility is in good repair, all critical systems and infratructure are mainted and repaired on an on-going basis. Most work is outsourced and performed by specialized vendors. PM is performed on HVAC including quarterly filter changes and monthly PM service, PM is performed on gates and doors, PM is performed on alarm systems. Also electrical and plumbing undergo frequent checks and repairs as needed.

Some repairs have occured due to normal operations such as roof leaks, painting and window resealing. Pest control using IPM are performed monthly. Cleaning and disinfecting are performed by an outsourced janitorial vendor.

Last updated: 1/21/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No known issues. HVAC PM performed monthly with quarterly filter changes.
Interior: Interior Surfaces	Good	No known issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest control using IPM practices performed monthly. Cleaning and disinfecting is good, performed daily M-F by both in-house custodians and outsourced janitorial.
Electrical: Electrical	Good	No known issues. New LEDS lights were installed December 2021 in classroom and admin building.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Minor plumbing issues and repairs that are performed in a timely manner. Two new touchless water bottle fillers were installed July 2021. Restrooms were also upgraded July 2021.
Safety: Fire Safety, Hazardous Materials	Good	Fire safety is practiced. In January 2022, PM for the emergency lighting inverter was peformed and a new control display was added. School practices fire safety.
Structural: Structural Damage, Roofs	Good	Two roof leaks occured December 2021 that need to be repaired as soon as the roofer is available. These are in the admin builidng and are minor.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues with doors and windows. The main parking gate operator and controller were replaced in December 2021 along with the ground loop detectors for gate opening. The Main Pedestrian gate access system was replaced in July 2021. Rekeying of classroom doors occured June 2021.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary

School Accountability Report Card

Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the

most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/12/22

School Accountability Report Card

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	97	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	63	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	97	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): iReady Diagnostic
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	100	72	72	28	29
Female	38	30	79	21	40
Male	62	42	68	32	23
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	95	68	72	28	31
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	22	14	64	36	7
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	92	67	73	27	31
Students Receiving Migrant Education Services					
Students with Disabilities	20	11	55	45	0

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): iReady Diagnostic
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	100	64	64	36	25
Female	38	26	68	32	31
Male	62	38	61	39	22
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	95	60	63	37	27
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	22	11	50	50	9
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	92	59	64	36	27
Students Receiving Migrant Education Services					
Students with Disabilities	20	9	45	55	0

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

School Accountability Report Card

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/25/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	65	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	114	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	2	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	8.07%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/25/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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, at the school level and provide input to school leaders. 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 case management for families in need.
• Each school site has several leadership committees that families can join. One of them is the English Learner Advisory Committee (ELAC): Each campus with 21 or more English learners' students has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. The Site Based Council (SBC) or the School Site Council (SSC) serves as an advisory council to the school site principals. The committee is responsible for reviewing policies and the LCAP goals (i.e. School Safety Plan, share resources available to support students & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).
• Annual School Satisfaction Survey: Every year during the winter, parents received a survey to share comments, suggestions and concerns about the school. Parents can share the areas of the school they feel happiest about, areas that need improvement and suggestions to improve school-home communication. The survey is divided in different sections: college readiness, family engagement, family support, learning behaviors, school climate, school fit and he technology/communication. Results from the survey are shared with school leaders, parents, teachers and the Home Support Office. Data from the survey informs school decisions, helps shape the Family as Partners Program and determines goals for the school year.
• Capacity Building/Family Workshops: Various family workshops and school special events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain parents how to read and understand SBAC reports. During spring, they also host parent workshops to explain the school's expectations about SBAC. The workshop includes helpful tips on what parents can do to support and prep their children at home for testing. Child's academic progress is monitored during parent-teacher conferences held in October, January and April and report cards are distributed at this time. Schools host parent workshops twice a year on how to have successful parent conferences. Parents not only receive sample questions to trigger conversations with teachers but they also receive information on how to prepare for conferences and how-to follow-up with teachers afterwards. In addition, during the school year, parents are encouraged to reach out to teachers if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.
• Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated every year during an SBC meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.
• School-Parent Compact – Describes the best possible ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Parents/guardians are

encouraged to complete 15 hours of volunteer service per family, per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.

• Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training which includes a session on our Families as Partners Program. New classified and certified staff learn about how to build trusting relationships with their families and how to link the learning in the classroom with learning at home. The session highlights how to better communicate and partner with families, as well as how to engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.

• School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robo-calls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children as well as referrals for any social or medical services. All communication to families is done in English and Spanish making sure that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

• Community Partnerships: We leverage the expertise of our community partners like Promotoras Comunitarias, Breese Foundation and Central City Neighborhood Partners, to provide services and resources beyond academics.

• Health & Wellness: To serve the whole child and provide a continuum of care we also provide access to mental health services , case management, community referrals and parent support groups.

• Community Building: Each school offers opportunities to build community like parent meetings called Coffee with the Leadership Team, Open House, Math/Literacy Night and Back to School Nights, and a network-wide Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families as well as spending quality time with families from other school sites.

Family Services Coordinator: Tanya Castro (213) 736-5566

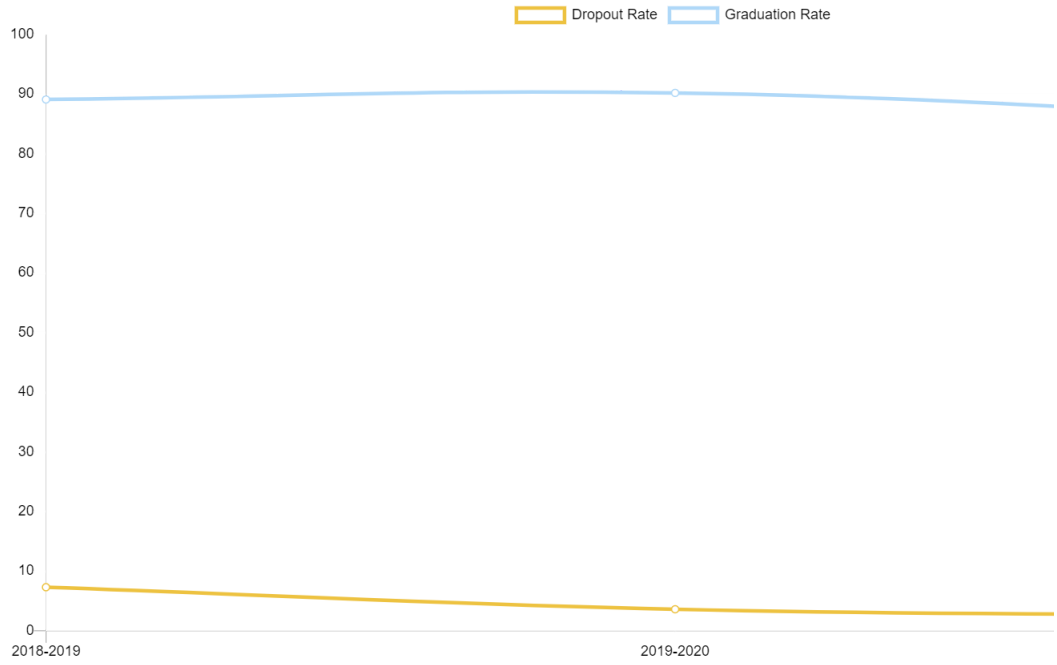
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	7.30%	3.60%	2.50%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	89.10%	90.20%	86.00%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	121	104	86.0
Female	53	48	90.6
Male	68	56	82.4
Non-Binary	--	--	0.0
American Indian or Alaska Native	0	0	82.4
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	120	103	85.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	35	24	68.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	121	104	86.0
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	24	20	83.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	473	230	48.6
Female	207	205	86	42.0
Male	276	268	144	53.7
American Indian or Alaska Native	3	3	1	53.7
Asian	2	2	0	0.0
Black or African American	1	1	1	100.0
Filipino	7	7	4	57.1
Hispanic or Latino	460	450	220	48.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	3	75.0
English Learners	99	97	57	58.8
Foster Youth	3	3	3	100.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	436	429	214	49.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	79	51	64.6

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	1.25%	0.21%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	3.02%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0
Female	0	0
Male	0.36	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Comprehensive School Safety Plan (CSSP) was reviewed and updated with the Site Based Council on May 26, 2021.

Key elements of the CSSP are:
- Campus Emergency Procedures, scenarios, and required supplies
- Current status of school crime
- Child neglect and abuse reporting procedures
- Suspension/expulsion procedures
- Procedures to notify teachers of dangerous pupils
- Nondiscrimination policy
- Harassment, discrimination and bullying policy

Last updated: 1/25/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00	3	13	4
Math	22.00	10	15	0
Science	29.00	2	11	3
Social Science	29.00	3	17	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	6	17	0
Math	26.00	16	11	0
Science	30.00	1	17	0
Social Science	28.00	2	17	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	11	4	5
Math	25.00	4	11	6
Science	26.00	2	22	3
Social Science	27.00	1	15	6

Last updated: 1/25/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	1

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14577.06	$3111.48	$11464.58	$67546.43
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/25/22

Note: Cells with N/A values do not require data.

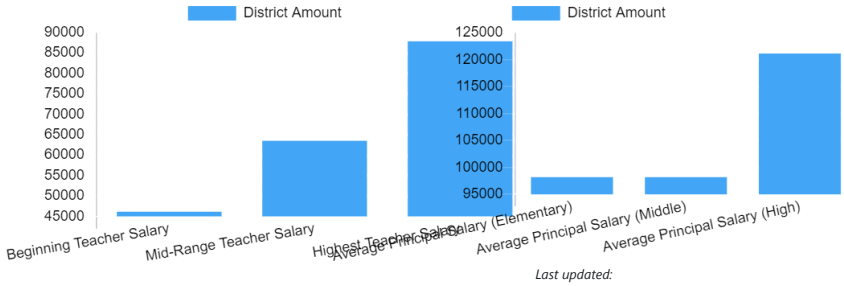
Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46162.00	$50897.00
Mid-Range Teacher Salary	$63520.00	$78461.00
Highest Teacher Salary	$87869.00	$104322.00
Average Principal Salary (Elementary)	$98193.30	$131863.00
Average Principal Salary (Middle)	$98193.30	$137086.00
Average Principal Salary (High)	$121119.00	--
Superintendent Salary	$350000.00	$297037.00

School Accountability Report Card

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 30.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	2
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	11.00%

Last updated: 1/25/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

School Accountability Report Card

Camino Nuevo Charter Academy #2

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	3400 West 3rd St. Los Angeles, CA , 90020-1605	**Principal:**	Mallory Baquero, Principal
Phone:	(213) 736-5542	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Mallory Baquero, Principal

Principal, Camino Nuevo Charter Academy #2

About Our School

Camino Nuevo Charter Academy #2 is the Kayne Siart campus of the Camino Nuevo Charter Academy network. We serve 693 students from grades TK – 8 from underserved neighborhoods in Central Los Angeles, including Koreatown, Echo Park, and Rampart Village, with 86.1% of our students being eligible for free or reduced-price meals. Our network'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.

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, 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 school in particular is proud of our inclusion program, which ensures that students with disabilities have their academic needs met within the context of the general education setting. Additionally, we have a strong and unique partnership with the Los Angeles Philharmonic for our Youth Orchestra Los Angeles (YOLA) at Camino Nuevo program, wherein our students receive comprehensive music instruction both during and after school. Lastly, we provide comprehensive wellness supports for our families, including workshops, and literacy classes, understanding the critical role they play as their children's first teachers. Throughout each of these programs and strategies, our approach is guided by a foundational belief that we must provide academic and nonacademic supports so that our students can be successful in school, college, and life.

Contact

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3400 West 3rd St.
Los Angeles, CA 90020-1605

Phone: (213) 736-5542
Email: mallory.baquero@caminonuevo.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Camino Nuevo Charter Academy #2
Street	3400 West 3rd St.
City, State, Zip	Los Angeles, CA , 90020-1605
Phone Number	(213) 736-5542
Principal	Mallory Baquero, Principal
Email Address	mallory.baquero@caminonuevo.org
Website	http://kaynesiart.caminonuevo.org
County-District-School	19647330122861

School Accountability Report Card

(CDS) Code

Last updated: 1/29/22

School Accountability Report Card

School Description and Mission Statement (School Year 2021—2022)

Camino Nuevo Charter Academy Kayne Siart Campus is a K-8 public charter school that serves the children and families of Los Angeles. It is part of a community of nonprofit charter public schools that prepares and empowers students for success in college and in life. We utilize a comprehensive approach that integrates academic rigor, community, family, and wellness to empower students to thrive in a culturally connected and changing world.

With a focus on providing a student-centered approach to teaching, Kayne Siart uses the Dynamic Blended Inclusion (DBI) model that educates students with disabilities alongside their peers in the same classroom. The DBI model is a data-based, proactive approach that identifies and addresses the dynamic learning strengths and needs of all students through strategic collaboration and targeted differentiation in the most inclusive manner possible. This model of special education ensures teachers are meeting the educational needs of each child.

A unique highlight of our school is our YOLA program which provides students with free instruments, intensive music instruction (up to 18 hours per week), academic support, and leadership training. The program began as an adaptation of Venezuela's revolutionary El Sistema music education program, but it is now an innovative model in its own right, guiding students and teachers from nearly 100 music programs around the country.

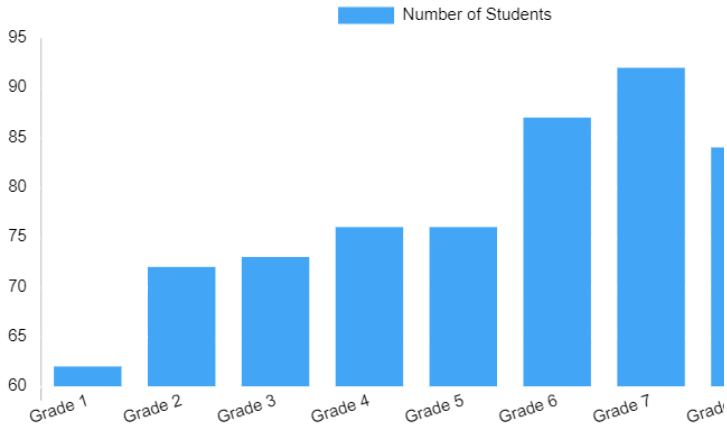
Staffed by bilingual and bicultural mental health professionals and interns, the Camino Nuevo Kayne Siart campus offers parent support groups, parenting workshops, student support groups, art classes, English classes, Spanish literacy classes, cooking classes, substance abuse prevention programs, individual and group counseling, crisis intervention, and teacher training. In particular, the Mental Health Program serves low-income, high-risk students and families in need of counseling and treatment intervention.

In partnership with Think Together, we offer an after-school program with both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college-preparatory counseling. Tutoring and project-based activities are also offered every school day on the Kayne Siart campus until 6 pm.

Last updated: 1/29/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	62
Grade 2	72
Grade 3	73
Grade 4	76
Grade 5	76
Grade 6	87
Grade 7	92
Grade 8	84
Kindergarten	66
Total Enrollment	688



Last updated: 1/22/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.90%
Male	50.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.30%
Black or African American	0.30%
Filipino	0.40%
Hispanic or Latino	97.80%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	0.00%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.80%
Foster Youth	0.60%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disavantaged	86.30%
Students with Disabilities	17.00%

School Accountability Report Card

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC)	Yes	0%
Mathematics	Bridges College Preparatory Mathematics (CPM)	Yes	0%
Science	STEMScopes	Yes	0%
History-Social Science	History Alive!		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

School Facility is in good repair, all critical systems and infratructure are mainted and repaired on an on-going basis. Most work is outsourced and performed by specialized vendors. PM is performed on HVAC including quarterly filter changes and monthly PM service, PM is performed on gates and doors, PM is performed on alarm systems. Also electrical and plumbing undergo frequent checks and repairs as needed.

Some repairs have occured due to normal operations such as roof leaks, painting and window resealing. Pest control using IPM are performed monthly. Cleaning and disinfecting are performed by an outsourced janitorial vendor.

Last updated: 1/21/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No none issues or repairs required.
Interior: Interior Surfaces	Good	No known issues or repairs required.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Monthly pest control using IPM is performed with no known pest infestations. Cleaning and disnfecting performed by both in-house custodial and outsourced janitorial.
Electrical: Electrical	Good	No known issues. Repairs are minimal and performed as needed in a timely manner, primarily lighting ballasts and exit signs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No know issues. A touchless water bottle filler was added August 2021.
Safety: Fire Safety, Hazardous Materials	Good	School passed on fire safety systems including elevator. 6 fire exit signes were replaced August 2021. No known issues.
Structural: Structural Damage, Roofs	Good	Minor issue with waterproofing on second floor of B Building, 178 SF needs to be waterproofed. No roof issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All are in good repair. The main parking gate operator and system were upgraded in January 2022.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

School Accountability Report Card

Overall Rating	Exemplary

Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

School Accountability Report Card

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/24/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	494	448	90.51	9.49	34.69
Female	248	230	92.74	7.26	37.17
Male	247	218	88.26	11.74	32.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	484	437	90.29	9.71	34.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	102	79.69	20.31	7.00
Foster Youth	--	--	--	--	--
Homeless	6	5	83.30	16.70	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	428	398	93	7	32.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	70	85.37	14.63	10.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	494	443	89.49	10.51	24.94
Female	248	229	92.34	7.66	26.79
Male	247	214	86.64	13.36	23.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	484	432	89.26	10.74	24.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	101	78.91	21.09	11.00
Foster Youth	--	--	--	--	--
Homeless	6	4	66.70	33.30	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	429	386	89.98	10.02	26.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	69	84.15	15.85	10.29

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	7.53	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/25/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	151	92.64	7.36	7.53
Female	82	76	92.68	7.32	12.16
Male	81	75	92.59	7.41	2.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	146	92.41	7.59	7.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	33	30	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	1	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	135	91.84	8.16	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/24/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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, at the school level and provide input to school leaders. 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 case management for families in need.
• Each school site has several leadership committees that families can join. One of them is the English Learner Advisory Committee (ELAC): Each campus with 21 or more English learners' students has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. The Site Based Council (SBC) or the School Site Council (SSC) serves as an advisory council to the school site principals. The committee is responsible for reviewing policies and the LCAP goals (i.e. School Safety Plan, share resources available to support students & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).
• Annual School Satisfaction Survey: Every year during the winter, parents received a survey to share comments, suggestions and concerns about the school. Parents can share the areas of the school they feel happiest about, areas that need improvement and suggestions to improve school-home communication. The survey is divided in different sections: college readiness, family engagement, family support, learning behaviors, school climate, school fit and he technology/communication. Results from the survey are shared with school leaders, parents, teachers and the Home Support Office. Data from the survey informs school decisions, helps shape the Family as Partners Program and determines goals for the school year.
• Capacity Building/Family Workshops: Various family workshops and school special events and activities are held during the school year. Family Services Coordinators and/or school leaders facilitate parent workshops to explain parents how to read and understand SBAC reports. During spring, they also host parent workshops to explain the school's expectations about SBAC. The workshop includes helpful tips on what parents can do to support and prep their children at home for testing. Child's academic progress is monitored during parent-teacher conferences held in October, January and April and report cards are distributed at this time. Schools host parent workshops twice a year on how to have successful parent conferences. Parents not only receive sample questions to trigger conversations with teachers but they also receive information on how to prepare for conferences and how-to follow-up with teachers afterwards. In addition, during the school year, parents are encouraged to reach out to teachers if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.
• Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated every year during an SBC meeting. Principals gather feedback from parents and other members, and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the

annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.

• School-Parent Compact – Describes the best possible ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family, per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.

• Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training which includes a session on our Families as Partners Program. New classified and certified staff learn about how to build trusting relationships with their families and how to link the learning in the classroom with learning at home. The session highlights how to better communicate and partner with families, as well as how to engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.

• School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robo-calls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children as well as referrals for any social or medical services. All communication to families is done in English and Spanish making sure that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings including conferences and workshops to assure understanding and maximize communication.

• Community Partnerships: We leverage the expertise of our community partners like Promotoras Comunitarias, Breese Foundation and Central City Neighborhood Partners, to provide services and resources beyond academics.

• Health & Wellness: To serve the whole child and provide a continuum of care we also provide access to mental health services , case management, community referrals and parent support groups.

• Community Building: Each school offers opportunities to build community like parent meetings called Coffee with the Leadership Team, Open House, Math/Literacy Night and Back to School Nights, and a network-wide Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families as well as spending quality time with families from other school sites.

Family Services Coordinator: Lilian Ramirez (213) 736-5542

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	733	701	99	14.1
Female	356	346	45	13.0
Male	377	355	54	15.2
American Indian or Alaska Native	4	2	0	15.2
Asian	3	3	0	0.0
Black or African American	3	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	711	683	98	14.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	6	5	1	20.0
English Learners	274	263	48	18.3
Foster Youth	7	4	0	0.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	623	605	87	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	119	29	24.4

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	1.53%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.23%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Comprehensive School Safety Plan (CSSP) was reviewed and updated with the Site Based Council on May 3, 2021.

Key elements of the CSSP are:

- Campus Emergency Procedures, scenarios, and required supplies
- Current status of school crime
- Child neglect and abuse reporting procedures
- Suspension/expulsion procedures
- Procedures to notify teachers of dangerous pupils
- Nondiscrimination policy
- Harassment, discrimination and bullying policy

Last updated: 1/24/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	0	3	0
1	24.00	0	3	0
2	24.00	0	3	0
3	24.00	0	3	0
4	30.00	0	2	0
5	30.00	0	3	0
6	26.00	4	17	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	0	3	0
1	23.00	0	3	0
2	24.00	0	3	0
3	24.00	0	3	0
4	30.00	0	2	0
5	30.00	0	2	0
6	20.00	15	19	0
Other**	30.00	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	0	3	0
1	21.00	1	2	0
2	24.00	0	3	0
3	24.00	0	3	0
4	31.00	0	2	0
5	30.00	0	2	0
6	28.00	1	18	0
Other**	30.00	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	8.00	4	0	0
Math	24.00	4	3	0
Science	30.00	0	6	0
Social Science	30.00	0	12	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	1	0	0
Math	30.00	3	6	0
Science	30.00	0	6	0
Social Science	24.00	2	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00	0	0	1

School Accountability Report Card

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Math	30.00	0	6	0
Science	29.00	0	6	0
Social Science	29.00	0	6	0

Last updated: 2/2/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11803.52	$3585.17	$8218.34	$60124.28
District	N/A	N/A	--	$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/26/22

Note: Cells with N/A values do not require data.

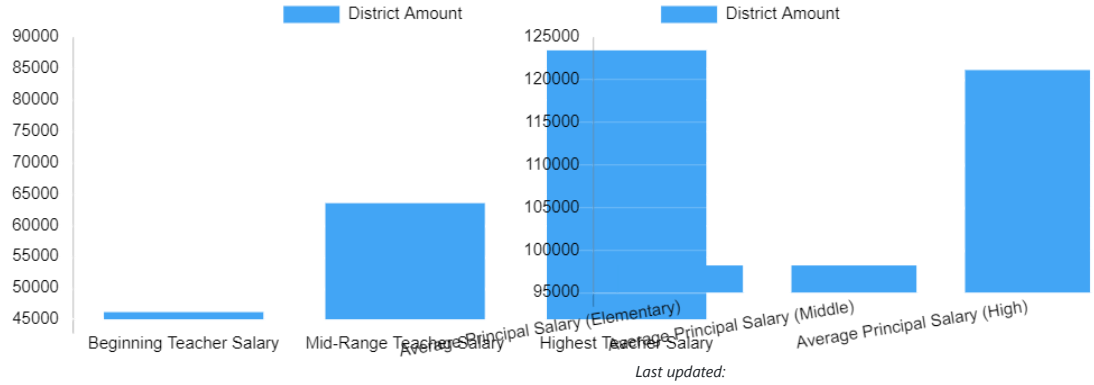
Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46162.00	$50897.00
Mid-Range Teacher Salary	$63520.00	$78461.00
Highest Teacher Salary	$87869.00	$104322.00

School Accountability Report Card

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$98193.30	$131863.00
Average Principal Salary (Middle)	$98193.30	$137086.00
Average Principal Salary (High)	$121119.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	16	10	17

Cover Sheet

2021-22 LAUSD Compliance Monitoring Certifications: CNCA #1, CNCA #2, CNCA #3, CNCA #4, CNHS #2

Section: IV. Consent Agenda
Item: C. 2021-22 LAUSD Compliance Monitoring Certifications: CNCA #1, CNCA #2, CNCA #3, CNCA #4, CNHS #2
Purpose:
Submitted by:
Related Material: CNCA LAUSD Compliance Monitoring BOD Cert 2021-22.pdf
CNCA 2 LAUSD Compliance Monitoring BOD Cert 2021-22.pdf
CNHS 2 LAUSD Compliance Monitoring BOD Cert 2021-22.pdf
CNCA 4 LAUSD Compliance Monitoring BOD Cert 2021-22.pdf
CNES 3 LAUSD Compliance Monitoring BOD Cert 2021-22.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

(1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with *only* the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

(2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

(3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **Camino Nuevo Charter Academy 2**

Board President Name: **Cindy Smet**

Charter Management Organization: **Camino Nuevo Charter Academy**

LAUSD Loc. Code: **5987**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☐	☐	☐
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☒
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	☒	☐	☒
21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes	☐	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 *Suicide Prevention, Intervention, and Postvention*) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes	☒	☐	☒
23. **For High Schools Only**: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	☐	☐	☐
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☐	☐	☐
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	☒	☐	☒
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	☒	☐	☒

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on _____ **the School Administrator of**
Date(s)

_____
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on **February 10, 2022** **, the Governing Board of**
Date(s)

Camino Nuevo Charter Academy 2
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☐ Board Minutes

☐ Board Agenda Approving the Minutes

Cindy Smet		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
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Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

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(2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

(3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **Camino Nuevo Charter Academy 4**

Board President Name: **Cindy Smet**

Charter Management Organization: **Camino Nuevo Charter Academy**

LAUSD Loc. Code: **2251**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☐	☐	☐
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☒
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	☒	☐	☒
21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes	☐	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 *Suicide Prevention, Intervention, and Postvention*) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes	☒	☐	☒
23. **For High Schools Only**: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	☐	☐	☐
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☐	☐	☐
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	☒	☐	☒
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	☒	☐	☒

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on _____ **the School Administrator of**
Date(s)

_____
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on **February 10, 2022** **, the Governing Board of**
Date(s)

Camino Nuevo Charter Academy 4
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☐ Board Minutes

☐ Board Agenda Approving the Minutes

Cindy Smet		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

(1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with *only* the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

(2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

(3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **Camino Nuevo Charter Academy**

Board President Name: **Cindy Smet**

Charter Management Organization: **Camino Nuevo Charter Academy**

LAUSD Loc. Code: **2017**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☐	☐	☐
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☒
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	☒	☐	☒
21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes	☐	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 *Suicide Prevention, Intervention, and Postvention*) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes	☒	☐	☒
23. **For High Schools Only**: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	☐	☐	☐
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☐	☐	☐
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	☒	☐	☒
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	☒	☐	☒

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on _____ **the School Administrator of**
Date(s)

_____
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on **February 10, 2022** **, the Governing Board of**
Date(s)

Camino Nuevo Charter Academy
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☐ Board Minutes

☐ Board Agenda Approving the Minutes

Cindy Smet		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

(1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with *only* the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

(2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

(3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **Camino Nuevo Elementary 3**

Board President Name: **Cindy Smet**

Charter Management Organization: **Camino Nuevo Charter Academy**

LAUSD Loc. Code: **2157**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☐	☐	☐
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☒
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
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CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on _____ **the School Administrator of**
Date(s)

_____
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

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Date(s)

Camino Nuevo Elementary 3
Name of Charter School

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This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☐ Board Minutes

☐ Board Agenda Approving the Minutes

Cindy Smet		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

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CHARTER SCHOOLS DIVISION
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Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

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We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **Camino Nuevo High School 2**

Board President Name: **Cindy Smet**

Charter Management Organization: **Camino Nuevo Charter Academy**

LAUSD Loc. Code: **7624**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☐	☐	☐
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☒
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	☒	☐	☒
21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 *Suicide Prevention, Intervention, and Postvention*) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes	☒	☐	☒
23. **For High Schools Only**: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	☒	☐	☒
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☒	☐	☒
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	☒	☐	☒
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	☒	☐	☒

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on _____ **the School Administrator of**
Date(s)

_____
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on **February 10, 2022** **, the Governing Board of**
Date(s)

Camino Nuevo High School 2
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☐ Board Minutes

☐ Board Agenda Approving the Minutes

Cindy Smet		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

Cover Sheet

One-Time Supplement to the Annual Update for the 2021-22 LCAP

Section: VI. LCAP Mid-Year Update
Item: A. One-Time Supplement to the Annual Update for the 2021-22 LCAP
Purpose: Vote
Submitted by:
Related Material: One Time MOY LCAP Update.KAY.pdf
One Time MOY LCAP Update.DAL.pdf
One Time MOY LCAP Update.CASEIS.pdf
One Time MOY LCAP Update. BUR.pdf
One Time MOY LCAP Update.CIS.pdf
LCAP One-Time Supplement PPT.pdf

LCAP One-Time Supplement

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Feb 2022

CDE: LCAP

- 3-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities
- Submitted for a 3-year cycle with annual updates
- Development includes
  - Reflection on prior plans and follow-up actions
  - Addressing 8 state priorities and CA Dashboard Status
  - Goal, action, and metric development
  - Gathering stakeholder feedback (School Site Council, General Parent Advisory, and EL Parent Advisory Committee)
  - Resource allocation of state and federal funds

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CDE: 2021-2024 LCAP

1. **Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.**
    - State Priorities: 2. Implementation of State Standards, 3. Parent Involvement, 4. Pupil Achievement
    - Metrics: SBAC (ELA and Math); CAST, EL Reclassification Rate; I-ready performance; Family Survey prompt; AP exam scores; A-G requirements
2. **All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.**
    - State Priorities: 1. Basic, 7. Course Access, 8. Other Pupil Outcomes
    - Metrics: CA Dashboard Local Indicators (teacher credentials, standards-aligned materials, college-readiness course enrollment; facility audit)
3. **Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.**
    - State Priorities: 5. Pupil Engagement, 6. School Climate
    - Metrics: Attendance, Suspension, Chronic Absenteeism, Expulsion, middle school dropout, and high school graduation rates; Student Survey prompt

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LCAP – One Time Supplement Components

1. The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
   - A. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
   - B. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.
   - C. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
   - D. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.
   - E. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.
2. All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
3. Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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Supplemental Funds – Expand LCAP Plans

- Funds were used to add:
  - Intervention staff
  - Campus Aides
  - Elective teachers
- All in alignment with LCAP goals related to rigorous instructional program & positive school climate

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Mid-Year Outcome Data – GOAL 1

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

LCAP Metric	BUR	KAY	CASEIS	CIS	DAL
SBAC ELA	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
SBAC Math	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
SBAC Science	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	14%	20%	10%	17%	16%
Local Indicator: % of students meeting EOY expectations via iReady Math	17%	15%	6%	12%	10%
For HS only: Pupils that pass AP exams with a score of 3 or higher					Not Yet Collected
For HS only: pupils prepared for college by the EAP (Gr.11 SBAC)					Not Yet Collected
For HS Only: A-G requirements progress/A-G (graduation rate).					Not Yet Collected

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Mid-Year Outcome Data – GOAL 1 Progress

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

LCAP Metric	BUR	KAY	CASEIS	CIS	DAL
SBAC ELA	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
SBAC Math	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
SBAC Science	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	14%*	20%*	10%*	17%*	16%*
Local Indicator: % of students meeting EOY expectations via iReady Math	17%*	15%*	6%*	12%*	10%*
For HS only: Pupils that pass AP exams with a score of 3 or higher					Not Yet Collected
For HS only: pupils prepared for college by the EAP (Gr.11 SBAC)					Not Yet Collected
For HS Only: A-G requirements progress/A-G (graduation rate).					Not Yet Collected

Improved or Stayed the Same

Did Not Improve

* = new baseline

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Mid-Year Outcome Data – GOAL 2

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

LCAP Metric	BUR	KAY	CASEIS	CIS	DAL
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	87%	86%	79%	97%	75%
Local Indicator: # of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: % of students enrolled in college-readiness courses					22.95%
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected

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Mid-Year Outcome Data – GOAL 2 Progress

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

LCAP Metric	BUR	KAY	CASEIS	CIS	DAL
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	87%	86%	79%	97%	75%
Local Indicator: # of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: % of students enrolled in college-readiness courses					23%*
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected

Improved or Stayed the Same

Did Not Improve

* = new baseline

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Mid-Year Outcome Data – GOAL 3

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

LCAP Metric	BUR	KAY	CASEIS	CIS	DAL
Attendance Rate	87.3%	88.0%	87.8%	89.8%	97.4%
Chronic Absenteeism Rate	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
Middle School Drop Out Rate	0.0%	0.0%	0.0%	0.0%	
Suspension Rate	0.5%	0.0%	0.0%	0.6%	0.2%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	73.0%	54.0%	68.0%	77.0%	60.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
High School Drop Out Rate					2.5%
High School Graduation Rate					Not Yet Collected

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Mid-Year Outcome Data – GOAL 3 Progress

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

LCAP Metric	BUR	KAY	CASEIS	CIS	DAL
Attendance Rate	87.3%	88.0%	87.8%	89.8%	97.4%
Chronic Absenteeism Rate	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
Middle School Drop Out Rate	0.0%	0.0%	0.0%	0.0%	
Suspension Rate	0.5%	0.0%	0.0%	0.6%	0.2%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	73.0%	54.0%	68.0%	77.0%	60.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected	Not Yet Collected
High School Drop Out Rate					2.5%
High School Graduation Rate					Not Yet Collected

Improved or Stayed the Same

Did Not Improve

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Mid-Year Expenditure Analysis

	BUR	KAY	CASEIS	CIS	DAL
Budget*	$3,169,527	$2,973,990	$4,261,985	$2,680,236	$2,938,453
12/31/21 YTD Expenses	$1,329,338	$1,286,337	$1,617,049	$1,188,180	$1,196,620
Balance	$1,840,190	$1,687,653	$2,644,936	$1,492,056	$1,741,833
SUMMARY	9 of 9 actions with expenses on track	7 of 8 actions with expenses on track	6 of 8 actions with expenses on track	6 of 8 actions with expenses on track	2 of 9 actions with expenses on track
		Building Maintenance		ASES grant and contract	Building Maintenance and Staff
			Staffing expenses	Projected expenses covered by other funds	Staffing expenses

*LCFF and Supplement combined

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

5	A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.	Our 2021-2022 LCAP and Annual Update outline goals for improved student achievement, as measured by increased SBAC performance in ELA and math. The fiscal resources addressed in these plans are also being allocated toward expenditures aligned to student achievement goals. Our intervention program is one (Tie strategy toward raising levels of academic achievement for all students, while much of our LCAP describes plans to address achievement through Tier 1 strategies. In addition, our LCAP outlines student engagemen and culture goals, which our increased campus aide and elective teacher expenditures support.

LCAP Metric	BUR
SBAC ELA	Not Yet Collected
SBAC Math	Not Yet Collected
SBAC Science	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	14.0%
Local Indicator: % of students meeting EOY expectations via iReady Math	17.0%
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	87.0%
Local Indicator: # of students with standards-aligned materials	100.0%
Local Indicator: % of students enrolled in college-readiness courses	
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected
Attendance Rate	87.3%
Chronic Absenteeism Rate	Not Yet Collected
Middle School Drop Out Rate	0.0%
Suspension Rate	0.5%
Expulsion Rate	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	73.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected

Local Control and Accountability Plan

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

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

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

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/21 YTD Expenses
1	Provide necessary standards-aligned curriculum	Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as theydo research around best practices, apply them, look at student work, analyze data, andadjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such asEnglish Learners and students with IEPs. We will also leverage teacher collaboration and development to deepen teacher knowledge and practices on supporting language learning in all content areas. This means that we will continue to maintain a targeted focus on English Language Development planning and instruction, whilealso ensuring general content teachers are consistently addressing the language needsof their students.	Teacher stipends –1175 - $17,000 3000 - $4,250 Buyback days –1175 - $16,820 3000 - $4,205	9 teachers on ILT who support in developing PLCs and PD. Also, stipends have been delivered. Expenses are on track for buy-back days.	$32,250 Expenses on Track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	The Assistant Principal, in collaboration with the Family and Student Services Coordinator,will work with targeted groups of families suchas low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will workto create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home. School leadership will work with families to build their capacity to support their child's academic and social-emotional learning andgrowth. We will also work to strengthen our communication systems with our families byfinding ways to make our communication more accessible to all families (seeking translators for various indigenous languagesspoken by some families, making our workshops recorded live for families, and ensuring our family calendar is ready and accessible from the beginning of the year).	AP Salary and benefits 1300 - $283,784 3000 - $70,946	With the transition of one of our APs into Interim Principal position, we will distributing duties and responsibilities across the team and not fill the position until after June 2022.	$165,960 YTD Expenses on Track, may have cost savings by year-end
3	Provide elective courses	The Assistant Principal of Student Services will work in tandem with teachers and familiesto provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies. Enriching courses such as these provide much needed context for building knowledgeand language, both of which are essential forlow income students and English Learners.	Art, STEM, teacher salary and benefitslisted here. 1110 - $118,253 3000 - $29,563 AP Salary and benefits 1300 - $283,784 (Repeated)3000 - $70,946(Repeated)	Expenses are on track.	$68,551 Expenses are on track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
4	Use federal funding to supplement our curriculum	Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support. Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executing lesson plans, co-planning and co- teaching, and support the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level. Title II Staff tuition reimbursement. CNCA reimburses teachers up to $4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential. Burlington partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices. Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC. Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science) Train and develop all staff around an alignedvision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom Train and develop all teachers around an aligned vision for active engagement in theclassroom Title III The Director of Biliteracy and English Learners leads professional development andcoaching for instructional leaders to promote student achievement for English Learners	Federal Funding sources: Title I Title II Title III Title IV TI - % teacher time for ELA 1110 - $175,336 3000 - $43,834 Teacher Aide Salaries 2111 - $140,804 3000 - $35,201 TII –PD, Achievement Network, Induction tuition reimbursement for staff 5211 - $11,000 5852 - $18,813 TIII – Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - $34,905 4311 - $6,900 TIV – Ethnic studies materials, PD, stipends 1175 - $4,000 3000 - $1,000 College Field Trip 5812 - $12,000 STEMScopes online subscription STEM Supplies 4111 - $7,800	Currently 16 TAs, 4 RSP TAs Intervention Teachers 6 Currently working with Anet. Only 1 Ethnic Studies Stipend issued ($2,000) College field trips – currently postponed/cancelled - no current plans to use those funds	$233,342 Expenses are on track

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

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Ensure adequate schoolfacility operations	Ensure the school's classrooms and offices have adequatesupplies and equipment Allocate funds to improve conditions of schools multi-purpose room(MPR) so students have a welcoming and safe environment for eating. Allocate funds to ensure a new TK classroom has adequatesupplies and equipment Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system,and ensure an adequate facility location. Contract external custodial "night crew" in addition to our staffcustodians to ensure a clean and healthy facility. CNCA #1 is located in a low-income area that has high crime rates.In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.	Vendor Repairs 5631 - $43,000 HVAC Maintenance 5599 - $8,976 Custodial (internal/contracted) 2200 - $74,059 3000 - $18,515 5531 - $86,550 Campus SecurityGuards 5521 - $36,000 Non-Capitalized equipment 4411 - $10,409 25% of rent 5611 - $143,794 Office supplies 4351 - $18,600	All expenses on track, however, MPR improvements have not started.	$272,484 Expenses on track

2	Ensure students have accessand are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for theschool through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population. School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such asthese provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The Principal and API will use CNCA Org-Wide aligned data- analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, andteaching planning to inform future instructional decisions, including targeted supports for high-needs students The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement ofschool operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered manychallenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resourcefor assistance and support. School leadership works with PNEDG Human Resources and theTalent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students. The Assistant Principal of Student Services will lead a team of teachers called the School Culture Taskforce. These teachers willreceive a stipend and will meet regularly to ensure we are being thoughtful,	PE, Science teacher salary and benefits listed here. 1110 - $90,504 3000 - $22,626 PNEDG cost 5881 - $996,553 Books 4211 -$1,000 Software 5861 - $23,274 SOM salaryand benefits 2400 - $65,920 3000 - $16,480	All expenses on track.	$354,836 Expenses on track

		systematic, and responsive in building a vibrant, positive, supportive, and trauma-informed culture that aims to support students' social-emotional well-being. The Principal and API will allocate funds so that classes can takeregular educational field trips to connect to their field of study. CNCA #1 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safeand clean facilities to support the educational program. <u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards acrossa broad range of study (math, language arts, science, and social science) Purchase Books and materials for professional study <u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior			

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Actions

ction #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
1	Leverage school staff across departments to foster positivepupil engagement	Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families. The Family Services Coordinator (FSC) and School Leadership Team will conduct Home visits both as partof the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement. Host quarterly student success team meetings for students with less than proficient attendance or engagement. The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners. The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. Assistant Principal of Student Services will lead the COST Referral process with the support of the school'sMental Health Therapist and FSC to identify students or families that may need short-term or long-term wrap-around supports.	FSC salary andbenefits 2900 - $60,7453000 - $15,186 Registrar's salaryand benefits 2400 - $39,6723000 - $9,918 Front office clerks/staff positions salaryand benefits 2400 - $58,5953000 - $14,649	All expenses on track. Health Clerk hired to facilitate COVID compliance protocols such as testing and monitoring of the program.	$97,657 Expenses on track

		Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom. The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attendsto sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school office team which models respectful, professional relationships and promotes collegial school climate.			

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Provide student-facing supportsacross the school community to improve school climate	Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled. Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom. Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture. Partner with outside agencies to provide extracurricular opportunities We will use Dean's List software as tool for positive reinforcement and weekly student and family reports that provide feedback on students' decisions and engagement throughout the week.	Campus aides salary and benefits 2900 - $76,6833000 - $19,171 ASES 5844 - $177,559 Dean's ListSoftware 5861 - $4,675 (RepeatedCost)	Middle School Transition Coordinator hired. 7 Campus Aides.	$104,257 Expenses on track

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

5	A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.	Our 2021-2022 LCAP and Annual Update outline goals for improved student achievement, as measured by increased SBAC performance in ELA and math. The fiscal resources addressed in these plans are also being allocated toward expenditures aligned to student achievement goals. Our intervention program is one (Tie strategy toward raising levels of academic achievement for all students, while much of our LCAP describes plans to address achievement through Tier 1 strategies. In addition, our LCAP outlines student engagemen and culture goals, which our increased campus aide and elective teacher expenditures support.

LCAP Metric	CASEIS
SBAC ELA	Not Yet Collected
SBAC Math	Not Yet Collected
SBAC Science	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	10.0%
Local Indicator: % of students meeting EOY expectations via iReady Math	6.0%
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	79.0%
Local Indicator: # of students with standards-aligned materials	100.0%
Local Indicator: % of students enrolled in college-readiness courses	
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected
Attendance Rate	87.8%
Chronic Absenteeism Rate	Not Yet Collected
Middle School Drop Out Rate	0.0%
Suspension Rate	0.0%
Expulsion Rate	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	68.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected

Local Control and Accountability Plan

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

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

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

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Actions

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

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles,increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high- need student groups in order to ensure a seamless collaboration between school and home. Building capacity of families to support studentswith personalized online learning platforms thatcan equip students with pre-requisite learning needed to effectively engage in classroom instruction on grade level standards.	AP Salary and benefits 1300 - $480,770 3000 - $120,193		$312,257 Expenses on track
3	Provide elective courses	The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom. Intervention teachers and classes will be scheduled to provide targeted supports basedon student needs (from data) that will complement the classroom-based instruction for math and ELA We will have full time art teachers at CAS andEIS so that students have opportunity to take Art during regular school day. The Assistant Principal of Student Services willwork in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies. Enriching courses such as these provide muchneeded context for building knowledge and language, both of which are essential for low income students and English Learners.	1. Intervention teachers salary and benefits 1110 - $124,548 2131 - $139,550 3000 - $66,025 2. Art Teacher (1 CAS, 1 EIS) 1110 - $62274 3000 - $15,569 3. APs Salary and benefits 1300 - $480,770 (repeated) 3000 - $120,193 (repeated)	Our intervention teachers at CAS were hired after start of school year. David Bautista stepped into the intervention classified teacher role mid first semester and Diana Avila stepped into the Intervention teacher role in December.	$138,779 Lower than planned due to open positions and changes in staff

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
4	Use federal funding to supplement our curriculum	Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support. Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executinglesson plans, co-planning and co-teaching, andsupport the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level. Title II Staff tuition reimbursement. CNCA reimbursesteachers up to $4,500 for the cost of tuition forcompleting a California approved induction program to clear their California teaching credential. Cas Eis partnered with Achievement Network(ANet) to accelerate our adult development ofELA intellectual preparation and instructional practices. Host PD around best instructional practices including classroom walkthroughs, reflection,and data analysis to improve student instruction. Host PD for teachers to support planning, datacollection and analysis and teaching in order toimprove student performance on SBAC. Provide professional development to supportteachers in executing rigorous, standards- based instruction and the implementation of state content and performance standards withinour instructional frameworks across the instructional day (math, language arts, science,and social science) Train and develop all staff around an aligned vision for trauma-sensitive education, includingtiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom Train and develop all teachers around an aligned vision for active engagement in theclassroom Title III The Director of Biliteracy and English Learnersleads professional development and coaching for instructional leaders to promote student achievement for English Learners	Federal Funding sources: Title I Title II Title III Title IV **TI** - % teacher time for ELA 1110 - $214,909 3000 - $53,727 Teacher Assistants 2111 - $62,408 3000 - $15,602 **TII** – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - $8,000 5852 - $33,938 **TIII** –_Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - $35,138 4311 - $10,185 **TIV** – Ethnic studies materials, PD, stipends 1175 - $4,000 3000 - $1,000 College Field Trip 5812 - $12,000 STEMScopes online subscription STEM Supplies 4111 - $9,678	With COVID, I'm not sure if we'll still be able to go forward with college field trip of 12,000 TAs were hired so that not all TAs began on day 1 – this may impact expenditures as these will be reduced for later start dates for some of our TAs. - 1 TA transitioned to teacher role in September (Hernandez in 6th math) - TAs hired later for CAS	$122,170 Expenses on track to spend, YTD lower due to staffing changes

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

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Actions

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

2	Ensure students have accessand are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for theschool through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population. School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such asthese provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. School leadership team will ensure students have access to a variety of classes outside the core content areas. Examples mayinclude art, physical education, STEM, coding, engineering, and dance. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The Principal and API will use CNCA Org-Wide aligned data- analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, andteaching planning to inform future instructional decisions, includingtargeted supports for high-needs students The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement ofschool operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered manychallenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resourcefor assistance and support.	1. PE, Scienceteacher salary and benefits listed here. 1110 - $122,1303000 - $30,533 2. PNEDG cost5881 - $1,167,217 3. Books 4211 - $1,000 4. Software5861 - $35,075 5. SOM salary and benefits2400 - $128,8353000 - $32,209		$465,015 Expenses on track

		School leadership works with PNEDG Human Resources and theTalent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students. Castellanos and Eisner each have a facilities maintenance plan andschool facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program. <u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards acrossa broad range of study (math, language arts, science, and social science) Purchase Books and materials for professional study <u>Software</u> Purchase student data software to track both academic data as well as attendance and behavior			

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Actions

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

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

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

5	A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.	Our 2021-2022 LCAP and Annual Update outline goals for improved student achievement, as measured by increased SBAC performance in ELA and math. The fiscal resources addressed in these plans are also being allocated toward expenditures aligned to student achievement goals. Our intervention program is one (Tie strategy toward raising levels of academic achievement for all students, while much of our LCAP describes plans to address achievement through Tier 1 strategies. In addition, our LCAP outlines student engagemen and culture goals, which our increased campus aide and elective teacher expenditures support.

LCAP Metric	CIS
SBAC ELA	Not Yet Collected
SBAC Math	Not Yet Collected
SBAC Science	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	17.0%
Local Indicator: % of students meeting EOY expectations via iReady Math	12.0%
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	97.0%
Local Indicator: # of students with standards-aligned materials	100.0%
Local Indicator: % of students enrolled in college-readiness courses	
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected
Attendance Rate	89.8%
Chronic Absenteeism Rate	Not Yet Collected
Middle School Drop Out Rate	0.0%
Suspension Rate	0.6%
Expulsion Rate	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	77.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 4	Melissa Mendoza, Principal	Melissa.Mendoza@CaminoNuevo.org (213) 353-5300

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

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
1	Provide necessary standards-aligned curriculum	Utilize Professional Learning Communities (PLC) training for teachers to develop tools thatwill help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement.This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs. We will also leverage teacher collaboration and development to deepen teacher knowledge and practices on supporting language learning in all content areas. This means that we will continueto maintain a targeted focus on English Language Development planning and instruction, while also ensuring general content teachers are consistently addressing the language needs of their students. Support students in demonstrating proficiencyon the ELPAC to facilitate reclassification. Review/Revise pacing plans	1. Teacher stipends 1175 - $16,000 3000 - $4,000 2. Buyback days 1175 - $19,720 3000 - $4,930	No change on these funds but want to double check the stipend amount total here it is $20 K I think we had less	$28,500 Reduced expenses projected as some expenses were transferred to Title IV

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	The Principal and School Leadership Team willhold various informational sessions throughoutthe school year to teach parents how to help their scholars at home including specialized sessions for E.L.s The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work tocreate a vision for family engagement, increasethe number of parent leadership roles, increaseparent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high- need student groups in order to ensure a seamless collaboration between school and home. School leadership will work with families to build their capacity to support their child's academic and social-emotional learning andgrowth.	Principal and AP Salary and benefits 1300 - $277,402 3000 - $69,351	No change in funds but double check amount as there was a salary increase for leaders last year	$181,553 Expenses on track

3	Provide elective courses	The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work tocreate a vision for family engagement, increasethe number of parent leadership roles, increaseparent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high- need student groups in order to ensure a seamless collaboration between school and home. The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners School leadership will work with families to build their capacity to support their child's academic and social-emotional learning andgrowth. The School Leadership Team will hold various informational sessions throughout the school year to teach parents how to help their scholarsat home. Specialized sessions for Els. The principal and assistant principals will train and develop all teachers around an aligned vision for active engagement in the classroom.	1. Art, Music, teacher salary and benefits listed here. 1110 - $134,965 3000 - $33,741 2. Principal and AP Salary and benefits 1300 - $277,402 (Repeated) 3000 - $69,351 (Repeated)	These salaries are still in the budget but teachers received raises so need to double check the amount totals	$78,173 Expenses on track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
4	Use federal funding to supplement our curriculum	Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support. Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executinglesson plans, co-planning and co-teaching, andsupport the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level. Title II Staff tuition reimbursement. CNCA reimburses teachers up to $4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential. CNCA #4 partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices. Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC. Provide professional development to support teachers in executing rigorous, standards- based instruction and the implementation of state content and performance standards withinour instructional frameworks across the	Federal Funding sources: Title I Title II Title III Title IV **TI** - % teacher time for ELA 1110 - $201,936 3000 - $50,484 **TII** – PD, Achievement Network tuition reimbursement for staff (MD description) 5852 - $27,250 **TIII** – Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - $9,673 4311 - $13,000 **TIV** – Ethnic studies materials, PD, stipends 1175 - $4,000 3000 - $1,000 College Field Trip 5812 - $6,000 STEMScopes online subscription STEM Supplies 4111 - $5,500	These funds stay the same but the college field trip may not happen due to COVID safety – need to discuss moving those funds to student materials	$152,058 Expenses on track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
		instructional day (math, language arts, science,and social science) Train and develop all staff around an aligned vision for trauma-sensitive education Train and develop all teachers around an aligned vision for active engagement in the classroom Title III The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners. Title IV Purchase instructional materials, fund external professional development, and award stipendsfor leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience STEMScopes/STEM Materials – Implement NGSS-aligned curriculum Fund college exploration activities such as fieldtrips to university campuses.			

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Ensure adequate school facility operations	Ensure the school's classrooms and offices have adequatesupplies and equipment Purchase Video Surveillance System Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system,and ensure an adequate facility location. Contract external custodial "night crew" in addition to our staffcustodians to ensure a clean and healthy facility. CNCA #4 is located in a low-income area that has high crime rates.In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.	Capital Improvements Vendor Repairs 5631 - $40,000 HVAC Maintenance 5599 - $15,792 Custodial (internal/contracted) 2200 - $85,152 3000 - $21,288 5531 - $114,300 Campus SecurityGuards Non-Capitalizedequipment 4411 - $15,648 25% of rent Office supplies 5631 - $15,600	The use of the funds is the same but need to check with Jess at HSO if the amounts are correct for this year	$140,890 Expenses on track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for theschool through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training. School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such asthese provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The Principal and API will use CNCA Org-Wide aligned data- analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, andteaching planning to inform future instructional decisions, including targeted supports for high-needs students The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered manychallenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resourcefor assistance and support. School leadership works with PNEDG Human Resources and theTalent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students. Utilize CNCA Org-Wide aligned data-analysis systems	1. PE, Science teacher salary and benefits listed here. 1110 - $132,043 3000 - $33,011 2. PNEDG cost 5881 - $899,352 3. Books 4211 - $1,000 4. Software 5861 - $24,544 5. SOM salaryand benefits 2400 - $67,764 3000 - $16,941	Correct funds – check salary amount for SOM for this school year	$392,013 Expenses on track

		to ensure allteachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions. CNCA#4 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safeand clean facilities to support the educational program. <u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards acrossa broad range of study (math, language arts, science, and social science) Purchase Books and materials for professional study <u>Software</u> Purchase student data software to track both academic data as wellas attendance and behavior			

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Leverage school staff across departments to foster positive pupil engagement	Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families. The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement. The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingual and proficient in culturally-relevant practices in order to effectively partner with the families of English Learners. The APSS will host quarterly student success team meetings for students with less than proficient attendance The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program	FSC salary and benefits 2900 - $65,697 3000 - $16,424 Registrars salary andbenefits 2400 - $41,597 3000 - $10,399 Front office clerks/staffpositions salary and benefits 2400 - $33,930 3000 - $8,483 APSS staff position salaryand benefits 1300 - $277,402 (Repeated) 3000 - $69,351 (Repeated	All positions still the same but wondering if the salary amounts have changed this year	$83,987 Expenses on track

		participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists with attendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory and filling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The school receptionist supports the whole office "customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan andemergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting infront office and assist in conflict resolution as necessary. The receptionist is part of the school office team which models respectful, professional relationships and promotes collegial school climate			

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Provide student-facing supports across the school community to improve school climate	Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk of being suspended or expelled. Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture. Partner with outside agencies to provide extracurricular opportunities	Campus aides salary andbenefits 2900 - $71,319 3000 - $17,830 ASES 5844 - $53,172	Correct – added more campus aids need to check total amount now for salary	$131,006 Expenses higher as ASES grant and contract were increased this year.

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

5	A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.	Our 2021-2022 LCAP and Annual Update outline goals for improved student achievement, as measured by increased SBAC performance in ELA and math. The fiscal resources addressed in these plans are also being allocated toward expenditures aligned to student achievement goals. Our intervention program is one (Tie strategy toward raising levels of academic achievement for all students, while much of our LCAP describes plans to address achievement through Tier 1 strategies. In addition, our LCAP outlines student engagemen and culture goals, which our increased campus aide and elective teacher expenditures support.

LCAP Metric	DAL
SBAC ELA	Not Yet Collected
SBAC Math	Not Yet Collected
SBAC Science	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	16.0%
Local Indicator: % of students meeting EOY expectations via iReady Math	10.0%
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	75.0%
Local Indicator: # of students with standards-aligned materials	100.0%
Local Indicator: % of students enrolled in college-readiness courses	23.0%
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected
Attendance Rate	97.4%
Chronic Absenteeism Rate	Not Yet Collected
Middle School Drop Out Rate	
Suspension Rate	0.2%
Expulsion Rate	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	60.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected
For HS only: Pupils that pass AP exams with a score of 3 or higher	Not Yet Collected
For HS only: pupils prepared for college by the EAP (Gr.11 SBAC)	Not Yet Collected
For HS Only: A-G requirements progress/A-G (graduation rate).	Not Yet Collected
High School Drop Out Rate	2.5%
High School Graduation Rate	Not Yet Collected

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo High School 2	Lawrence Boone, Principal	Lawrence.Boone@caminonuevo.org (213) 736-5566

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

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Provide necessary standards-aligned curriculum	Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement. This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices for how to adapt instruction for diverse learners such as English Learners and students with IEPs. Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. Review/Revise pacing plans Provide CPM licenses and training for students and teachers Provide verified data source assessment to help determine which students need support College counselors support students in completing A-G courses prior to graduation and preparation for post-secondary plans. Provide College Counselor Assistant to support college counselors with providing services to our students and their families. Our college counseling department is especially helpful for our low-income and English Learner families, many of which are navigating the college admissions landscape for the first time. We strive to hire staff to these positions who are bilingual to ease communication with English Learner families.	1. Teacher stipends 1175 - $21,000 3000 - $5,250 2. Buyback days 1175 - $16,240 3000 - $4,060 3. College Counselors salary and benefits 1300 - $132,991 3000 - $33,248 4. College Assistant's salary and benefits 2900 - $19,703 3000 - $4,926	These amounts are the same. No changes here.	$137,961 Expenses on Track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Support parents in helping their students increase SBAC proficiency in ELA and Math	The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home. School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.	AP Salary and benefits 1300 - $280,840 3000 - $70,210	These figures should be lower. We have been without two API's for most of the year. We also hired an "interim API" in November.	$147,108 Expenses lower due to open positions and staff changes
3	Provide elective courses	The Assistant Principal of Student Services will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. We will work to provide students with a variety of elective learning options such as art, physical education, dance, STEM, engineering, coding, and ethnic studies. Enriching courses such as these provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The assistant principal will train and develop all teachers around an aligned vision for active engagement in the classroom. The school will provide a variety of election choices that include Art, Computer Science, Spanish, PE, Yearbook and Leadership to support our literacy and provide student choice.	1. Art, Computer Science and Spanish teacher salary and benefits 1110 - $277,102 3000 - $69,276 2. AP Salary and benefits 1300 - $280,840 (Repeated) 3000 - $70,210 (Repeated)	#2 Should be lower. We have been without two API's for most of the year. We also hired an "interim API" in November.	$317,078 Expenses lower due to open positions and staff changes

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
4	Use federal funding to supplement our curriculum	Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support. Title II Staff tuition reimbursement. CNCA reimburses teachers up to $4,500 for the cost of tuition for completing a California approved induction program to clear their California teaching credential. Dalzell Lance is partnering with Relay next year to accelerate our adult development of ELA intellectual preparation and instructional practices. We also partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation and instructional practices. Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instruction Host PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC. Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science) Train and develop all staff around an aligned vision for trauma-sensitive education, including tiered classroom management systems that ensure every student has the opportunity to learn and have their needs addressed within the classroom Train and develop all teachers around an aligned vision for active engagement in the classroom Title III The Director of Biliteracy and English Learners leads professional development and coaching	Title I Title II Title III Title IV Federal Funding sources: Teacher allocation for **TI** - % teacher time for ELA 1110 - $147,802 3000 - $36,950 **TII** – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - $20,000 5852 - $563 **TIII** – Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - $34,905 4311 - $6,900 **TIV** – Ethnic studies materials, PD, stipends 1175 - $4,000 3000 - $1,000 College Field Trip 5812 - $12,000 STEMScopes online subscription STEM Supplies 4111 - $7,800	All figures should be the same except for the college field trip and ANET. The college field trip is not happening due to COVID. We are not working with ANET this year.	$91,128 Expenses on target

		for instructional leaders to promote student achievement for English Learners Rosetta Stone Foundations is supplemental instructional software used in an intervention context for English language learners. Title IV Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and success in, a well-rounded educational experience STEMScopes/STEM Materials – Implement NGSS-aligned curriculum Fund college exploration activities such as field trips to university campuses.				

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Support parents in helping their students increase SBAC proficiency in ELA and Math	The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. These family partnerships are especially essential for high-need student groups in order to ensure a seamless collaboration between school and home. School leadership will work with families to build their capacity to support their child's academic and social-emotional learning and growth.	AP Salary and benefits 1300 - $280,840 3000 - $70,210	This figure should be lower. We have been without two API's for most of the year. We also hired an "interim API" in November.	$147,108 Expenses lower due to open positions and staff changes
2	Ensure adequate school facility operations	Ensure the school's classrooms and offices have adequatesupplies and equipment Purchase Video Surveillance System Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system,and ensure an adequate facility location. Contract external custodial "night crew" in addition to our staffcustodians to ensure a clean and healthy facility.	Vendor Repairs 5631 - $35,000 HVAC Maintenance 5599 - $6,984 Custodial (internal/contracted) 2200 - $54,288 3000 - $13,572 Non-Capitalizedequipment 4411 - $61,898 25% of rent 5611 - $133,301 Office supplies 4351 - $18,000	These figures should roughly be the same except for the HVAC Maintenance. The HVAC Maintenance figure should be higher - most likely double. Please check with Jess for updated figures.	$199,417 Expenses higher due to additional building maintenance expenses

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
3	Ensure students have accessand are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for theschool through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training. School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such asthese provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The Principal and API will use CNCA Org-Wide aligned data- analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, andteaching planning to inform future instructional decisions, includingtargeted supports for high-needs students The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement ofschool operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered manychallenges to receiving services, the SOM leads the work at	1. PE, Scienceteacher salary and benefits listed here. 1110 - $73,588 3000 - $18,397 2. PNEDG cost 5881 - $924,524 3. Books 4. Software 5. Consultants 6. SOM salary and benefits 2400 - $65,368 3000 - $16,342	These figures should be the same except for the SOM figure. She has been on leave for the last 3 months.	$314,466 Expenses lower due to open positions and staff changes

		the school's front office to ensure that our families' school is a resourcefor assistance and support. School leadership works with PNEDG Human Resources and theTalent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students. Dalzell Lance has a facilities maintenance plan and school facilitiesmaintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safeand clean facilities to support the educational program. <u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards acrossa broad range of study (math, language arts, science, and social science) Purchase Books and materials for professional study<u>Software</u> Purchase student data software to track both academic data as wellas attendance and behavior <u>Consultants</u> Hire a part time instructional coach/consultant to provide additionalinstructional coaching and support to Els, Foster Youth Hire Consultants to provide technical expertise to staff - which consultants? Bring external consultants in to PD spaces to provide specialized training.			

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Leverage school staff across departments to foster positive pupil engagement	Conduct attendance monitoring and data collection forindividual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families. The Family Services Coordinator (FSC) and School Leadership Team will conduct Home visits both as partof the SARB/SART process as well as to provide support for students who are struggling due to poor family engagement. Host quarterly student success team meetings for students with less than proficient attendance or engagement. The FSC will increase parent partnership and engagement on the improvement of school culture andclimate via participation in school wide events and school committees. The FSC is required to be bilingualand proficient in culturally-relevant practices in order to effectively partner with the families of English Learners. The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, andadvocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. Assistant Principal of Student Services will	FSC salary and benefits 2900 - $57,462 3000 - $14,366 Registrars salary and benefits 2400 - $40,194 3000 - $10,049 Front office clerks/staff positions salary and benefits 2400 - $68,382 3000 - $17,096	These figures should be the same.	$93,338 Expenses on target

		lead the COST Referral process with the support of the school's Mental Health Therapist and FSC to identify students or families that may need short-term or long-term wrap-around supports. Assistant Principal of Student Services will facilitate aStudent Success Plan process for any students who consistently do not meet engagement expectations inthe classroom. The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists withattendance and discipline reports as needed. The registrar is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory andfilling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The school receptionist supports the whole office"customer service" approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to			

		sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school officeteam which models respectful, professional relationships and promotes collegial school climate.			
2	Provide student-facing supports across the school community to improve schoolclimate	Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk ofbeing suspended or expelled. Assistant Principal of Student Services will facilitate aStudent Success Plan process for any students who consistently do not meet engagement expectations inthe classroom. Ensure students safety and appropriate supervision bycampus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture.	Campus aides salaryand benefits 2900 - $43,643 3000 - $10,911	We hired an additional campus aide. We now have a total of 3. The figure should be higher.	$45,232 Expenses higher due to increased staffing

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

5	A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.	Our 2021-2022 LCAP and Annual Update outline goals for improved student achievement, as measured by increased SBAC performance in ELA and math. The fiscal resources addressed in these plans are also being allocated toward expenditures aligned to student achievement goals. Our intervention program is one (Tie strategy toward raising levels of academic achievement for all students, while much of our LCAP describes plans to address achievement through Tier 1 strategies. In addition, our LCAP outlines student engagemen and culture goals, which our increased campus aide and elective teacher expenditures support.

LCAP Metric	KAY
SBAC ELA	Not Yet Collected
SBAC Math	Not Yet Collected
SBAC Science	Not Yet Collected
EL Reclassification rate/Percent of ELs who progress in English proficiency (ELPAC)	Not Yet Collected
Local Indicator: % of students meeting EOY expectations via iReady Reading	20.0%
Local Indicator: % of students meeting EOY expectations via iReady Math	15.0%
Local indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	86.0%
Local Indicator: # of students with standards-aligned materials	100.0%
Local Indicator: % of students enrolled in college-readiness courses	
Local Indicator: whether school meets expectations of the CNCA facility audit	Not Yet Collected
Attendance Rate	88.0%
Chronic Absenteeism Rate	Not Yet Collected
Middle School Drop Out Rate	0.0%
Suspension Rate	0.0%
Expulsion Rate	0.0%
Local Indicator: Student survey question: “I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college."	54.0%
Local Indicator: Parent survey subsection: "Family Engagement: The degree to which families become involved with and interact with their child's school"	Not Yet Collected

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy 2	Mallory Baquero, Principal	Mallory.Baquero@caminonuevo.org; (213) 736-5542

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

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
1	Provide necessary standards-aligned curriculum	Utilize Professional Learning Communities (PLC) training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement.This will support teachers in deepening their understanding of the Common Core shifts, content knowledge based on the standards, data-driven instructions cycles, and practices forhow to adapt instruction for diverse learners such as English Learners and students with IEPs. Support students in demonstrating proficiencyon the ELPAC to facilitate reclassification. Teachers and admin will receive extensive training and professional development on newELA curriculum. Review/Revise pacing plans	1. Teacher stipends 1175 - $38,450 3000 - $9,613 2. Buyback days 1175 - $19,140 3000 - $4,785		$37,500 Expenses on track
2	Support parents in helping theirstudents increase SBAC proficiency in ELA and Math	The Assistant Principal, in collaboration with theFamily and Student Services Coordinator, will work with targeted groups of families such as low-income and English Learner families, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work tocreate a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent,and collaborative. These family partnerships areespecially essential for high-need student groups in order to ensure a seamless collaboration between school and home. School leadership will work with families to buildtheir capacity to support their child's academic and social-emotional learning and growth.	AP Salary and benefits 1300 - $277,112 3000 - $69,278		$171,427 Expenses on track

Action #	Title	Description	1. Total Funds	YTD Adjustments	YTD Expenses
3	Provide elective courses	The Principal and Assistant Principal will train and develop all teachers around an aligned vision for active engagement in the classroom. They will work in tandem with teachers and families to provide engaging, diverse, unique, and thought-provoking electives courses for students to widen the scope of students' learning and experience. Enriching courses such as these provide much needed context for building knowledge and language, both of whichare essential for low income students and English Learners.	2. Music, teacher salary and benefitslisted here. 1110 - $195,281 3000 - $48,820 3. AP Salary and benefits 1300 - $277,112 (Repeated) 3000 - $69,278 (Repeated)	At the start of S2, we replaced the Reading Intervention teacher with a Dance Teacher	$106,015 Expenses on track

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
4	Use federal funding to supplement our curriculum	Title I Provide supplemental teacher time for ELA, specifically, Title 1 funds are used to contribute11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support. Teacher Aide (Teacher Assistants) T.A.s serve as in-class support for students. They assist the classroom teacher in executinglesson plans, co-planning and co-teaching, andsupport the classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level. Title II Staff tuition reimbursement. CNCA reimbursesteachers up to $4,500 for the cost of tuition forcompleting a California approved induction program to clear their California teaching credential. CNCA Kayne Siart partnered with Achievement Network (ANet) to accelerate our adult development of ELA intellectual preparation andinstructional practices. Host PD around best instructional practices including classroom walkthroughs, reflection, and data analysis to improve student instructionHost PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC. Provide professional development to support teachers in executing rigorous, standards-basedinstruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and socialscience) Train and develop all staff around an alignedvision for trauma-sensitive education Train and develop all teachers around an aligned vision for active engagement in theclassroom Title III The Director of Biliteracy and English Learnersleads professional development and coaching for instructional leaders to promote student achievement for English Learners Rosetta Stone Foundations is supplemental instructional software used in an interventioncontext for English language learners. Title IV	Federal Funding sources: Title I Title II Title III Title IV **TI** - % teacher time for ELA 1110 - $199,005 3000 - $49,751 Teacher Assistants 2111 - $19,425 3000 - $4,856 **TII** – PD, Achievement Network tuition reimbursement for staff (MD description) 5211 - $11,250 5852 - $17,375 **TIII** – Director of Biliteracy and English Learners, Rosetta Stone Foundations 5849 - $23,401 4311 - $5,046 **TIV** – Ethnic studies materials, PD, stipends 1175 - $4,000 3000 - $1,000 College Field Trip 5812 - $12,000 STEMScopes online subscription STEM Supplies 4111 - $1,600		$160,633 Expenses on track

		Purchase instructional materials, fund external professional development, and award stipends for leadership of an Ethnic Studies program in order to support student access to, and successin, a well-rounded educational experience STEMScopes/STEM Materials – ImplementNGSS-aligned curriculum Fund college exploration activities such as fieldtrips to university campuses.			

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Ensure adequate schoolfacility operations	Ensure the school's classrooms and offices have adequatesupplies and equipment Allocate funds to provide capital improvements to better leveragespace to ensure there is ample room for all service providers. Allocate funds to contract vendors to provide facility repairs in a timely manner, maintain the school's high-quality HVAC system,and ensure an adequate facility location. Contract external custodial "night crew" in addition to our staffcustodians to ensure a clean and healthy facility. CNCA Kayne Siart is located in a low-income area that has highcrime rates. In order to provide the safest possible environment during school hours for the community we serve, we have contracted security guards to assist with school neighborhood safety of students and property.	Capital Improvements 9430 - $8,000 Vendor Repairs 5631 - $30,000 HVAC Maintenance5599 - $13,620 Custodial (internal/contracted) 2200 - $83,977 3000 - $20,994 5531 - $72,000 Campus SecurityGuards Non-Capitalizedequipment 4411 - $12,409 25% of rent Office supplies 4351 - $18,000	We added a part-time custodian	$194,369 Additional Costs being incurred to maintain building

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Ensure students have accessand are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)	<u>PNEDG Back office support</u> Intra-agency fees are targeted to ensure appropriate support for theschool through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training, all of which raise the standard of excellence required for the unique needs of our population. School leadership team will ensure students have access to a variety of classes. Examples may include art, physical education, STEM, coding, engineering, and dance. Enriching courses such asthese provide much needed context for building knowledge and language, both of which are essential for low income students and English Learners. The Principal and API will use CNCA Org-Wide aligned data- analysis systems to ensure all teachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, andteaching planning to inform future instructional decisions, includingtargeted supports for high-needs students The School Operations Manager (SOM) collaborates in the development of structures and processes to increase the level of excellence of the school and oversee operations functions that allow the Instructional Team to drive student achievement. The SOM creates and manages systems for continuous improvement of school operations, collaborates with the Principal to ensure the expenditures for the school are in line with budget and priorities, manages whole office “customer service” approach to welcoming all stakeholders, and contributes to positive school culture by developing strong relationships with CNCA students, families and staff. Since low-income families have historically encountered manychallenges to receiving services, the SOM leads the work at the school’s front office to ensure that our families’ school is a resourcefor assistance and support. School leadership works with PNEDG Human Resources and theTalent Department to ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.	1. PE, Scienceteacher salary and benefits listed here. 1110 - $62,280 2. PNEDG cost 5881 - $1,079,964 3. Books 4211 - $1,000 4. Software 5861 - $21,734 5. SOM salary and benefits 2400 - $62,400 3000 - $15,600	We replaced Art with Ethnic Studies	$394,491 Expenses are on track

		Utilize CNCA Org-Wide aligned data-analysis systems to ensure allteachers and leaders are participating in targeted, weekly data analysis cycles across a broad range of study in which both are analyzing student data, and teaching planning to inform future instructional decisions. CNCA 2 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safeand clean facilities to support the educational program. <u>Books</u> Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards acrossa broad range of study (math, language arts, science, and social science) Purchase Books and materials for professional study <u>Software</u> Purchase student data software to track both academic data as wellas attendance and behavior			

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Actions

Action #	Title	Description	Total Funds	YTD Adjustments	12/31/2021 YTD Expenses
1	Leverage school staff across departments to foster positivepupil engagement	Conduct attendance monitoring and data collection for individual students with less than proficient attendance. We strive to maintain front office staff members such as registrars and clerks who are bilingual to ease communication with English Learner families. The Family Services Coordinator will conduct Home visits both as part of the SARB/SART process as wellas to provide support for students who are struggling due to poor family engagement. The FSC will increase parent partnership and engagement on the improvement of school culture and climate via participation in school wide events and school committees. The FSC is required to be bilingualand proficient in culturally-relevant practices in order to effectively partner with the families of English Learners. Host quarterly student success team meetings for students with less than proficient attendance Instructional Leaders (Principals and/or Assistant Principal) will host instructional workshops (example: What is Phonics?) for families so they aware of what's happening in the classroom and can support their students at home. The Assistant Principal, in collaboration with the Family and Student Services Coordinator, will work with targeted groups of families, such as low-income and E.L.s, and the overall family population to build parent/guardian capacity, knowledge, leadership, and advocacy around supporting their child's educational journey. We will work to create a vision for family engagement, increase the number of parent leadership roles, increase parent feedback and involvement in staff learning, and increase opportunities to keep teacher and family partnership open, consistent, and collaborative. The school Registrar works with the School Operations Manager and the CNCA Home Support Office (PNEDG) to oversee student information systems, manage the data collection process of student enrollment demographics, program participation, course enrollment and completion, discipline and statewide assessment data. The Registrar manages and maintains student data systems and integrity, fulfills state and federal reporting requirements, manages compliance reports, helps maintain accurate student records, ensures the accuracy of students' daily attendance and assists withattendance and discipline reports as needed. The registrar is part of the school	FSC salary and benefits 2900 - $57,416 3000 - $14,354 Registrars salary and benefits 2400 - $34,452 3000 - $8,613 Front office clerks/staff positions salary and benefits 2400 - $34,452 3000 - $8,613	We do not have an Office Assistant. We have a receptionist, registrar and added a health clerk	$85,383 Expenses on track

		office team which modelsrespectful, professional relationships and promotes collegial school climate. The office assistant (OA) supports day-to-day operations of the Main Office. The OA assists with school classroom and technology supply inventory andfilling supply requests, attends to student and parent needs and uses systems to document services offered. The OA also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The OA is part of the school office team which models respectful, professional relationships and promotes collegial school climate. The school receptionist supports the whole office “customer service” approach to welcoming all stakeholders including staff, families, students and visitors to the school in all in-person, telephone and email communications. The receptionist assists with the dissemination of school-wide communications support with the school-wide campus safety plan and emergency preparedness. The receptionist also attends to sick and injured students, ensures all medical incidents are properly documented in accordance with established CNCA policy, provides translation as needed, supervises students waiting in front office and assist in conflict resolution as necessary. The receptionist is part of the school officeteam which models respectful, professional relation			

Action #	Title	Description	Total Funds	YTD Adjustments	YTD Expenses
2	Provide student-facing supports across the school community to improve schoolclimate	Engage all stakeholders (families, students and staff) in the development of a comprehensive, schoolwide positive behavior support plan, grounded in restorative practices. Assistant Principal of Student Services will facilitate a Student Success Plan process for any students who consistently do not meet engagement expectations in the classroom. Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture. Develop support structures for struggling and/or disengaged students, including targeted interventions for students who have previously been, or are at risk ofbeing suspended or expelled. Ensure students safety and appropriate supervision by campus aides. We strive to maintain staff who are bilingual to ease communication with English Learner students and families. Use campus aides to support and reinforce school culture. Professional development for campus aides and administrators on Restorative Practices. Partner with outside agencies to provide extracurricular opportunities	Campus aides salaryand benefits 2900 - $87,836 3000 - $21,959 ASES 5844 - $177,559		$136,518 Expenses on track

Cover Sheet

22-23 Academic Calendar

Section: VII. 22-23 Academic Calendars
Item: A. 22-23 Academic Calendar
Purpose: Vote
Submitted by:
Related Material: BOD Calendars.pdf

2022-2023 School Calendar

BOD approval pending

July 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	NT	NT	NT	NT	NT	23
24	25	26	27	28	29	30
31						

August 2022

Su	Mo	Tu	We	Th	Fr	Sa
	SD	SD	SD	SD	SD	6
7	X	X	X	X	X	13
14	X	X	X	X	X	20
21	X	X	X	X	X	27
28	X	X	X			

September 2022

Su	Mo	Tu	We	Th	Fr	Sa
				X	X	3
4	H	X	X	X	X	10
11	X	X	X	X	X	17
18	X	X	X	X	X	24
25	X	X	X	X	X	

October 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	X	X	X	X	PTF	8
9	H	X	X	X	X	15
16	SD	SD	SD	X	X	22
23	X	X	X	X	X	29
30	X					

November 2022

Su	Mo	Tu	We	Th	Fr	Sa
		X	X	X	X	5
6	X	X	X	X	H	12
13	X	X	X	X	X	19
20	PTF	PTF	PTF	H	H	26
27	X	X	X			

December 2022

Su	Mo	Tu	We	Th	Fr	Sa
				X	X	3
4	X	X	X	X	X	10
11	X	X	X	X	X	17
18	PTF	PTF	PTF	PTF	H	24
25	H	H	H	H	H	31

January 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	H	PTF	SD	SD	SD	7
8	X	X	X	X	X	14
15	H	X	X	X	X	21
22	X	X	X	X	X	28
29	X	X				

February 2023

Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	4
5	X	X	X	X	X	11
12	X	X	X	X	PTF	18
19	H	X	X	X	X	25
26	X	X				

March 2023

Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	4
5	X	X	X	X	SD	11
12	X	X	X	X	X	18
19	X	X	X	X	X	25
26	X	X	X	X	X	

April 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	H	H	H	H	H	8
9	SD	SD	X	X	X	15
16	X	X	X	X	X	22
23	X	X	X	X	X	29
30						

May 2023

Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	X	X	6
7	X	X	X	X	X	13
14	X	X	X	X	X	20
21	X	X	X	X	X	27
28	H	X	X			

June 2023

Su	Mo	Tu	We	Th	Fr	Sa
				X	X	3
4	X	X	X	X	X	10
11	X	X	X	X	SD	17
18	H	20	21	22	23	24
25	26	27	28	29	30	

TK-8	Q1:	8/8/22-10/7/2022	Q2:	10/10/2022-12/16/2022	Q3:	1/9/2023-3/31/2023	Q4:	4/10/2023-6/16/2023
9-12	Q1:	8/8/22-10/7/2022	Q2:	10/10/2022-1/20/2023	Q3:	1/23/2023-3/31/2023	Q4:	4/10/2023-6/16/2023

X	Regular Instructional Day
S	Shortened Days
H	Holiday
NT	New Teacher
SD	Staff Development (In-service, pupil free day)
BD	Buyback day
PTF	Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work this day)

Holidays:

7/4/2022	4th of July
9/5/2022	Labor Day
10/10/2022	Indigenous Peoples' Day
11/11/2022	Veteran's Day
11/24-25/2022	Thanksgiving Break
12/19-1/6/2023	Winter Break
1/1/2023	New Year's Day
1/16/2023	Martin Luther King Jr. Day
2/20/2023	Presidents Day
4/3-7/2023	Spring Break
5/29/2023	Memorial Day
6/19/2023	Juneteenth

Other:

8/8/2022	First Day of School
6/15/2023	Last Day of School
3/10/2023	Success Conference
10/26-28/2022	TK-12 Parent/Teacher Conferences
1/25-27/2023	TK-8 Parent/Teacher Conferences
4/19-21/2023	TK-12 Parent/Teacher Conferences

Cover Sheet

Financial Reports

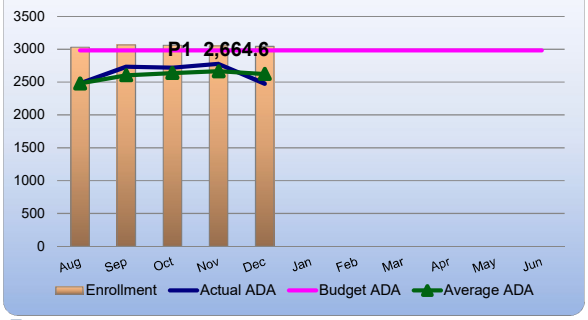
Section:	VIII. Financial Reports
Item:	A. Financial Reports
Purpose:	FYI
Submitted by:	
Related Material:	12.21 - CNCA Consolidated - Financial Packet.pdf

CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (December 2021)

1 Key Performance Indicators

ADA vs. Budget		Cash on Hand	
Net Income / (Loss)		Year-End Cash	

2 ADA & Enrollment



KEY POINTS

The average ADA percentage through Month 5 is at 86.3%. For Month 6 and onward CNCA is projecting to have a 92% ADA rate. This would result on an overall P2 rate of 88% which is 7% less than the original budget. Revisions to Month 1 and 2 attendance reports are expected to happen to properly account for independent study taking place.

ADA is 285 under budget resulting in reduced funding accross all of the charters.

A net loss of $831K is projected, which is $1.7M under budget.

Forecast includes ESSER spending plan.

Cash remains strong and is projected to end at 101 days cash on hand as of 06/30/2022.

3 Average Daily Attendance Analysis

Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	3,044	3,069	3,139	(70)	3,088	3,367
ADA %	86.3%	88.0%	95.0%	-7.0%	89.5%	95.0%
Average ADA	2,622.76	2,696.99	2,982.05	(285.06)	2,762.74	3,218.84

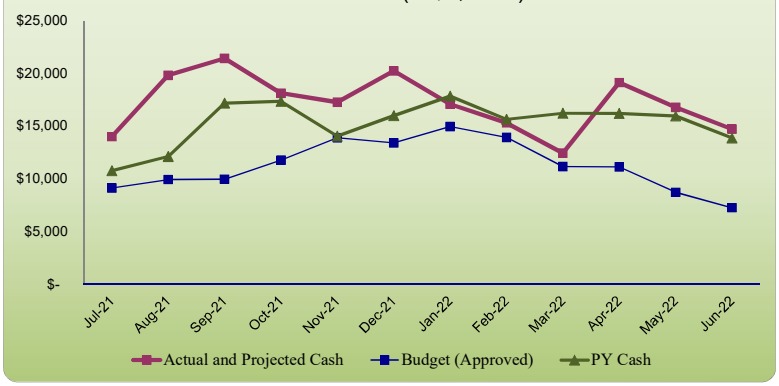
4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	94.7%	94.6%	-0.1%	94.9%
3-Year Average %	95.5%	95.5%	0.0%	96.3%
District UPP C. Grant Cap	85.1%	85.2%	0.1%	85.1%

5

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 12/31/21	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	32,976,533	35,221,394	(2,244,861)	33,776,536	(800,003)	17,274,775	15,423,088	1,851,687	33,411,308	33,437,300
Federal Revenue	13,119,043	4,758,199	8,360,843	13,094,328	24,714	3,633,015	844,073	2,788,942	8,544,443	3,792,642
State Revenue	4,586,738	4,567,013	19,725	4,616,100	(29,361)	2,451,951	1,988,274	463,677	2,578,594	2,107,752
Other Local Revenue	2,602,885	2,209,619	393,267	2,444,552	158,333	1,468,864	1,103,648	365,216	2,587,536	2,379,954
Grants/Fundraising	163,169	112,500	50,669	133,510	29,659	161,741	74,796	86,945	263,396	257,740
TOTAL REVENUE	53,448,368	46,868,725	6,579,644	54,065,027	(616,659)	24,990,345	19,433,878	5,556,467	47,385,276	41,975,388
Total per ADA	19,818	15,717	4,101	20,046	(229)				14,721	14,128
w/o Grants/Fundraising	19,757	15,679	4,078	19,997	(240)				14,639	14,041
Certificated Salaries	16,476,292	15,864,204	(612,088)	16,850,580	374,288	7,597,668	7,480,941	(116,727)	12,866,595	13,306,587
Classified Salaries	6,588,152	5,465,700	(1,122,452)	6,490,357	(97,795)	2,986,006	2,555,177	(430,829)	3,627,635	3,815,754
Benefits	7,214,164	6,862,074	(352,091)	7,312,160	97,996	3,322,911	3,325,687	2,777	4,779,613	5,002,395
Student Supplies	4,770,232	3,557,052	(1,213,180)	5,602,109	831,877	2,670,279	1,739,236	(931,043)	5,238,611	2,615,362
Operating Expenses	17,795,835	12,943,770	(4,852,065)	17,037,419	(758,416)	7,366,912	6,526,568	(840,344)	13,715,921	14,721,963
Other	1,434,696	1,291,310	(143,386)	1,451,594	16,898	701,197	652,839	(48,358)	1,299,959	1,247,575
TOTAL EXPENSES	54,279,371	45,984,109	(8,295,261)	54,744,219	464,848	24,644,973	22,280,449	(2,364,524)	41,528,335	40,709,636
Total per ADA	20,126	15,420	(4,706)	20,298	(172)				12,902	13,702
NET INCOME / (LOSS)	(831,003)	884,615	(1,715,618)	(679,192)	(151,811)	345,372	(2,846,571)	3,240,302	5,856,942	1,265,752
OPERATING INCOME	393,110	1,965,342	(1,572,232)	561,819	(168,709)	940,310	(2,299,991)	3,240,302	6,938,656	2,285,091
EBITDA	603,693	2,175,925	(1,572,232)	772,402	(168,709)	1,046,569	(2,193,732)	3,240,302	7,156,901	2,513,327

6 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
14,734,737	7,258,652	7,476,086

7

Balance Sheet	6/30/2021	11/30/2021	12/31/2021	6/30/2022 FC
Assets				
Cash, Operating	13,877,874	17,270,564	20,256,534	14,734,737
Cash, Restricted	0	0	0	0
Accounts Receivable	8,076,064	112,386	97,842	4,248,067
Due From Others	185,032	22,639	183,733	180,041
Other Assets	305,180	25,401	43,553	247,447
Net Fixed Assets	39,997,763	39,695,417	39,692,405	39,147,406
Total Assets	62,441,913	57,126,408	60,274,067	58,557,699
Liabilities				
A/P & Payroll	2,018,499	1,685,642	1,625,375	2,297,582
Due to Others	2,436,714	2,074,795	2,089,519	1,072,691
Deferred Revenue	1,588,033	8,571	8,571	8,571
Total Debt	10,625,881	10,432,443	10,432,443	10,237,071
Total Liabilities	16,669,127	14,201,452	14,155,908	13,615,915
Equity				
Beginning Fund Bal.	39,915,845	45,772,786	45,772,786	45,772,786
Net Income/(Loss)	5,856,942	(2,847,830)	345,372	(831,003)
Total Equity	45,772,786	42,924,956	46,118,159	44,941,784
Total Liabilities & Equity	62,441,913	57,126,408	60,274,067	58,557,698

Available Line of Credit				
Days Cash on Hand	82	118	139	101
Cash Reserve %	22.3%	32.3%	38.2%	27.8%

ExED 20 YEARS OF EXCELLENCE

Camino Nuevo Charter Academy
Consolidated Budget Summary
Prepared by ExED. For use by ExED and ExED clients only. © 2021 ExED

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast
Enrollment	590	575	697	687	471	446	267	253	738	699	606	604	508	504	-	-	3,139	3,069
ADA	560.50	506.42	662.15	604.69	447.45	371.71	253.65	223.76	701.10	595.47	575.70	537.58	482.60	452.83	-	-	2,982.05	2,696.99
ADA %	95%	89%	95%	90%	95%	86%	95%	90%	95%	88%	95%	90%	95%	91%	-	-	95%	89%
UPP	100%	100%	93%	93%	99%	99%	94%	94%	97%	97%	91%	91%	96%	96%	0%	0%	82%	82%
Income																		
8011-8098 · Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	3,856,871	3,371,325	4,427,685	3,910,194	3,114,400	2,508,358	1,645,238	1,403,710	4,759,637	3,912,068	3,827,826	3,454,079	5,044,024	4,901,939	-	-	21,916,044	19,549,605
8012 Education Protection Account	1,059,320	1,224,429	1,255,284	1,466,525	841,985	894,820	477,304	538,659	1,319,289	1,433,479	1,089,425	1,301,414	96,520	90,566	-	-	4,819,837	5,516,413
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	1,594,920	1,485,375	1,884,168	1,773,610	1,273,232	1,090,259	721,769	656,308	1,995,001	1,746,567	1,638,172	1,576,771	1,373,253	1,328,191	-	-	8,485,513	7,910,514
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 · Local Control Funding Formula Sources	6,511,111	6,081,130	7,567,136	7,150,329	5,229,617	4,493,437	2,844,310	2,598,677	8,073,927	7,092,114	6,555,423	6,332,263	6,513,796	6,320,697	-	-	35,221,394	32,976,533
8100-8299 · Federal Revenue																		
8181 Special Education - Federal (IDEA)	149,822	140,516	176,993	167,783	119,603	103,138	67,801	62,087	187,404	165,225	153,885	149,162	128,999	125,647	-	-	797,102	748,334
8221 Child Nutrition - Federal	570,561	475,790	519,410	292,840	428,932	245,303	152,252	106,708	581,184	352,011	387,254	268,563	224,523	200,647	-	-	2,282,932	1,589,851
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	310,690	299,542	234,893	281,238	213,116	225,453	115,832	127,811	328,948	353,264	207,936	237,226	182,909	198,346	-	-	1,265,376	1,369,616
8292 Title II	29,060	29,418	28,616	28,970	23,304	23,591	12,666	12,822	35,970	36,414	23,768	24,061	20,263	20,512	-	-	137,677	139,375
8294 Title III	41,756	41,756	28,257	28,257	31,346	31,346	11,783	11,783	43,129	43,129	22,194	22,194	10,754	10,754	-	-	146,089	146,089
8295 Title IV, SSAE	23,814	24,324	17,687	18,066	16,335	16,685	9,744	9,952	26,079	26,637	15,938	16,279	14,019	14,320	-	-	97,538	99,626
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	-	1,709,458	-	1,848,467	-	1,575,659	17,771	838,579	17,771	2,414,238	-	1,900,659	13,714	1,153,331	-	-	31,486	9,026,152
Total 8100-8299 · Other Federal Income	1,125,703	2,720,805	1,005,856	2,665,620	832,636	2,221,175	387,849	1,169,742	1,220,486	3,390,917	810,975	2,618,144	595,181	1,723,557	-	-	4,758,199	13,119,043
8300-8599 · Other State Revenue																		
8520 Child Nutrition - State	47,612	31,976	42,917	17,479	35,879	15,224	12,339	6,816	48,218	22,040	32,289	17,908	17,435	12,393	-	-	188,471	101,796
8550 Mandate Block Grant	9,484	9,484	11,534	11,534	7,901	7,899	4,477	4,478	12,377	12,377	10,431	10,431	20,425	20,425	-	-	64,252	64,251
8561 State Lottery - Non Prop 20	84,075	83,422	99,323	99,626	67,118	62,085	38,048	36,825	105,165	98,910	86,355	88,336	72,390	74,232	-	-	447,308	444,525
8562 State Lottery - Prop 20	27,465	33,266	32,445	39,728	21,925	24,758	12,429	14,685	34,354	39,443	28,209	35,226	23,647	29,602	-	-	146,120	177,265
8560 Lottery Revenue	111,540	116,688	131,768	139,354	89,043	86,843	50,476	51,510	139,519	138,353	114,564	123,562	96,037	103,833	-	-	593,428	621,790
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	295,637	333,923	-	-	-	-	123,147	123,147	123,147	123,147	-	-	299,926	299,926	-	-	718,710	756,996
8592 State Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 After School Education & Safety	177,559	203,483	177,559	203,483	177,559	203,483	-	-	177,559	203,483	124,387	203,483	-	-	-	-	657,065	813,931
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 State Revenue - Other	422,026	422,026	517,858	501,728	345,289	369,909	205,264	180,616	550,553	550,525	472,152	472,152	382,499	281,543	-	-	2,345,088	2,227,974
Total 8300-8599 · Other State Income	1,063,857	1,117,579	881,636	873,577	655,671	683,358	395,703	366,567	1,051,374	1,049,925	753,824	827,537	816,323	718,120	-	-	4,567,013	4,586,738
8600-8799 · Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	15,000	15,000	10,000	10,000	12,000	12,000	5,000	5,000	17,000	17,000	10,000	10,000	14,000	14,000	-	-	66,000	66,000
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	10,000	12,500	100,000	108,000	2,500	2,500	-	27,500	2,500	30,000	-	2,500	-	10,000	-	-	112,500	163,000
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	15	-	18	-	12	-	95	-	107	-	16	-	14	-	-	-	169
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	13,440	13,440	14,776	14,776	14,776	14,776	14,776	14,776	29,552	29,552	14,776	14,776	16,741	16,741	-	-	89,284	89,284

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	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast
8698 SELPA Grants	-	30,003	-	49,808	-	17,726	-	10,049	-	27,775	-	16,529	-	22,934	-	-	-	147,050
8699 All Other Local Revenue	-	4,697	-	4,383	-	16,510	-	43	-	16,553	-	4,258	-	5,294	-	-	-	35,185
8792 Transfers of Apportionments - Special Education	386,128	397,838	456,155	475,038	308,248	292,012	174,739	175,784	482,988	467,795	396,600	422,317	332,463	355,739	-	-	2,054,334	2,118,728
Total 8600-8799 · Other Income-Local	**424,568**	**473,494**	**580,931**	**662,023**	**337,524**	**355,536**	**194,515**	**233,246**	**532,040**	**588,782**	**421,376**	**470,395**	**363,204**	**424,721**	**-**	**-**	**2,322,119**	**2,619,416**
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	52,793	-	12,444	-	6,273	-	16,927	-	23,199	-	13,761	-	44,441	-	-	-	146,638
Total Prior Year Adjustments	**-**	**52,793**	**-**	**12,444**	**-**	**6,273**	**-**	**16,927**	**-**	**23,199**	**-**	**13,761**	**-**	**44,441**	**-**	**-**	**-**	**146,638**
TOTAL INCOME	**9,125,239**	**10,445,802**	**10,035,559**	**11,363,994**	**7,055,448**	**7,759,778**	**3,822,378**	**4,385,159**	**10,877,827**	**12,144,937**	**8,541,597**	**10,262,100**	**8,288,503**	**9,231,536**	**-**	**-**	**46,868,725**	**53,448,368**
Expense																		
1000 · Certificated Salaries																		
1110 Teachers' Salaries	1,856,591	1,946,564	2,463,353	2,821,455	1,494,941	1,521,811	881,270	900,733	2,376,211	2,422,544	2,308,249	2,530,335	2,037,137	1,944,203	-	-	11,041,541	11,665,100
1120 Teachers' Hourly	-	-	42,000	735	-	-	-	42,511	-	42,511	13,090	-	-	-	-	-	55,090	43,246
1170 Teachers' Salaries - Substitute	53,723	53,723	61,050	61,050	82,510	83,128	24,050	24,050	106,560	107,178	64,750	64,750	51,870	51,870	-	-	337,953	338,571
1175 Teachers' Salaries - Stipend/Extra Duty	105,410	171,495	99,870	164,000	110,450	149,220	28,540	71,250	138,990	220,470	80,120	167,899	103,255	207,515	-	-	527,645	931,379
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	69,273	60,438	81,571	71,465	50,956	48,222	30,292	27,358	81,249	75,579	67,462	62,162	62,228	52,015	-	-	361,782	321,659
1299 Certificated Pupil Support - Other	110,963	91,107	204,657	107,776	81,624	72,692	48,523	41,240	130,146	113,932	107,846	93,745	99,678	78,410	-	-	653,291	484,970
1300 Certificated Supervisors' & Administrators' Salaries	505,530	402,496	502,580	467,175	436,923	426,876	298,939	297,701	735,862	724,578	498,610	479,112	644,320	618,007	-	-	2,886,903	2,691,367
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**2,701,489**	**2,725,822**	**3,455,081**	**3,693,656**	**2,257,404**	**2,301,949**	**1,311,614**	**1,404,843**	**3,569,018**	**3,706,792**	**3,140,127**	**3,398,002**	**2,998,488**	**2,952,019**	**-**	**-**	**15,864,204**	**16,476,292**
2000 · Classified Salaries																		
2111 Instructional Aide & Other Salaries	447,441	501,112	408,968	528,228	342,671	367,704	103,508	118,894	446,178	486,598	588,855	651,011	309,820	229,610	-	-	2,201,262	2,396,558
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	161,585	228,887	-	41,375	74,400	42,864	65,150	-	139,550	42,864	18,500	-	-	-	-	-	319,635	313,126
2200 Classified Support Salaries	113,209	141,895	142,574	127,012	102,671	103,901	55,785	66,985	158,456	170,886	108,776	109,592	80,127	88,419	-	-	603,142	637,804
2300 Classified Supervisors' & Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	3,098	-	45,387	-	-	-	48,485
2400 Classified Office Staff Salaries	211,705	221,337	178,385	199,730	205,625	220,538	142,096	139,651	347,721	360,189	194,110	203,305	218,365	229,001	-	-	1,150,286	1,213,563
2900 Other Classified Salaries	202,264	397,734	221,242	346,693	201,473	345,571	116,296	157,728	317,769	503,299	272,049	418,710	178,050	312,180	-	-	1,191,375	1,978,616
Total 2000 · Classified Salaries	**1,136,204**	**1,490,965**	**951,169**	**1,243,038**	**926,840**	**1,080,578**	**482,835**	**483,258**	**1,409,674**	**1,563,836**	**1,182,290**	**1,385,716**	**786,362**	**904,598**	**-**	**-**	**5,465,700**	**6,588,152**
3000 · Employee Benefits																		
3111 STRS - State Teachers Retirement System	457,092	443,499	584,600	611,842	381,953	373,732	221,925	233,577	603,878	607,309	531,310	559,287	507,344	487,988	-	-	2,684,223	2,709,925
3212 PERS - Public Employee Retirement System	260,304	334,746	217,913	275,485	212,339	244,746	110,617	108,134	322,956	352,881	270,863	305,179	180,155	200,315	-	-	1,252,192	1,468,605
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	70,445	93,343	58,972	77,382	57,464	69,282	29,936	29,936	87,400	99,218	73,302	86,008	48,754	56,972	-	-	338,873	412,924
3331 MED - Medicare	55,647	60,784	63,891	71,104	46,172	48,758	26,020	27,285	72,191	76,043	62,675	68,972	54,880	55,805	-	-	309,284	332,707
3401 H&W - Health & Welfare	322,253	375,382	379,682	408,814	297,972	291,191	108,085	133,779	406,057	424,971	353,643	363,085	316,147	336,071	-	-	1,777,782	1,908,321
3501 SUI - State Unemployment Insurance	47,204	20,948	54,197	24,505	39,166	16,804	22,072	9,403	61,238	26,207	53,166	23,772	46,554	19,295	-	-	262,358	114,727
3601 Workers' Compensation Insurance	47,595	55,743	46,730	56,146	29,531	36,550	20,342	22,030	49,874	58,579	50,820	60,125	42,343	45,723	-	-	237,361	276,317
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	(8,150)	-	1,967	-	40	-	5,432	-	5,472	-	2,572	-	(11,223)	-	-	-	(9,363)
Total 3000 · Employee Benefits	**1,260,539**	**1,376,295**	**1,405,985**	**1,527,244**	**1,064,597**	**1,081,102**	**538,996**	**569,577**	**1,603,593**	**1,650,679**	**1,395,778**	**1,468,999**	**1,196,178**	**1,190,946**	**-**	**-**	**6,862,074**	**7,214,164**
4000 · Supplies																		
4111 Core Curricula Materials	24,800	344,800	108,300	314,537	16,571	274,210	12,107	127,411	28,678	401,621	27,755	343,566	31,900	54,754	-	-	221,433	1,459,279
4211 Books & Other Reference Materials	1,000	1,459	7,000	10,050	3,325	3,325	375	935	3,700	4,260	4,000	4,250	13,000	13,000	-	-	28,700	33,019
4311 Student Materials	48,800	73,043	58,001	103,321	53,247	73,595	29,095	42,007	82,341	115,602	33,328	56,528	51,420	92,420	-	-	273,889	440,914
4351 Office Supplies	18,600	18,600	18,000	18,000	19,200	19,200	12,000	17,000	31,200	36,200	15,600	15,600	18,000	18,000	-	-	101,400	106,400
4371 Custodial Supplies	13,720	40,362	12,000	34,315	21,600	46,742	12,000	32,142	33,600	78,884	18,000	66,142	22,800	42,942	-	-	100,120	262,645
4391 Food (Non Nutrition Program)	11,150	11,150	8,600	9,600	14,000	14,000	9,000	9,000	23,000	23,000	12,567	12,609	11,250	18,950	-	-	66,567	75,309
4392 Uniforms	9,800	9,800	5,000	11,374	8,565	8,190	4,005	3,795	12,570	11,985	4,000	4,000	15,620	15,560	-	-	46,990	52,719
4393 PE & Sports Equipment	4,000	12,000	5,000	10,000	7,000	10,000	4,000	7,000	11,000	17,000	6,000	6,000	2,500	2,500	-	-	28,500	47,500
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4399 All Other Supplies	12,190	27,145	17,091	34,888	11,413	26,338	8,551	21,509	19,964	47,847	18,318	32,312	30,024	55,012	-	-	97,587	197,204

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	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast
4390 Other Supplies	37,140	60,095	35,691	65,862	40,978	58,528	25,556	41,304	66,534	99,832	40,885	54,921	59,394	92,022	-	-	239,644	372,732
4411 Non Capitalized Equipment	16,309	79,725	12,409	120,126	18,288	38,129	9,156	33,614	27,444	71,742	15,648	58,132	61,898	119,289	-	-	133,708	449,015
4711 Nutrition Program Food & Supplies	598,524	419,070	530,244	323,703	466,679	285,019	176,667	135,563	643,346	420,582	449,383	291,686	236,661	191,187	-	-	2,458,158	1,646,229
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**758,893**	**1,037,154**	**781,645**	**989,915**	**639,888**	**798,749**	**276,956**	**429,976**	**916,843**	**1,228,724**	**604,598**	**890,825**	**495,073**	**623,614**	**-**	**-**	**3,557,052**	**4,770,232**
5000 · Operating Services																		
5211 Travel & Conferences	12,000	17,000	60,250	60,250	8,000	8,597	1,597	1,597	9,597	10,194	5,000	26,600	20,620	25,620	-	-	107,467	139,664
5311 Dues & Memberships	9,205	9,055	11,310	11,265	6,497	5,823	3,170	3,938	9,667	9,761	8,210	8,295	16,500	16,940	-	-	54,892	55,315
5451 General Insurance	-	-	-	-	-	-	25,277	25,277	25,277	25,277	-	-	3,904	3,998	-	-	29,181	29,275
5511 Utilities	144,523	144,523	104,466	104,466	142,541	142,541	49,505	45,756	192,046	188,298	127,924	127,924	120,870	111,000	-	-	689,829	676,210
5521 Security Services	40,740	57,404	1,400	1,400	500	500	2,300	2,300	2,800	2,800	500	500	5,090	14,441	-	-	50,530	76,546
5531 Housekeeping Services	86,550	123,150	72,000	126,545	106,000	147,700	-	24,934	106,000	172,634	114,300	137,100	66,723	89,783	-	-	445,573	649,212
5599 Other Facility Operations & Utilities	41,237	42,104	44,993	45,012	61,875	64,039	21,685	24,119	83,560	88,159	69,955	69,955	55,841	64,609	-	-	295,586	309,839
5611 School Rent - Private Facility	575,176	593,640	-	-	-	-	218,928	218,928	218,928	218,928	-	-	533,202	552,202	-	-	1,327,306	1,364,770
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	8,011	11,458	14,638	14,638	-	3,924	6,908	6,908	6,908	10,832	1,000	3,820	35,866	39,726	-	-	66,423	80,475
5621 Equipment Lease	44,009	44,009	26,459	26,459	38,071	38,071	19,641	19,641	57,712	57,712	30,205	30,205	54,412	56,838	-	-	212,798	215,224
5631 Vendor Repairs	43,000	68,323	30,000	82,000	44,000	44,000	25,000	25,000	69,000	69,000	40,000	60,000	35,000	73,500	-	-	217,000	352,823
5812 Field Trips & Pupil Transportation	16,800	16,800	32,000	40,000	21,465	21,090	17,400	17,400	38,865	38,490	12,000	15,000	48,300	32,000	-	-	147,965	142,290
5821 Legal	-	1,996	-	3,706	-	1,004	-	2,505	-	3,509	15,000	15,000	-	3,088	-	-	15,000	27,299
5823 Audit	-	694	-	1,035	-	554	-	529	-	1,083	-	928	-	597	-	-	-	4,337
5831 Advertisement & Recruitment	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000	10,000	5,000	5,000	5,000	5,000	-	-	30,000	30,000
5841 Contracted Substitute Teachers	-	7,000	-	208,000	-	72,261	-	36,000	-	108,261	-	133,000	1,800	73,240	-	-	1,800	529,501
5842 Special Education Services	330,000	385,910	459,250	396,650	209,000	222,000	104,500	110,000	313,500	332,000	197,500	327,150	185,300	284,000	-	-	1,485,550	1,725,710
5843 Non Public School	-	-	75,185	75,185	-	-	-	-	-	-	2,980	8,680	-	-	-	-	78,165	83,865
5844 After School Services	177,559	203,483	177,559	203,483	177,559	203,483	-	-	177,559	203,483	124,387	203,483	-	-	-	-	657,065	813,931
5849 Other Student Instructional Services	59,280	404,399	-	419,952	-	297,275	-	199,700	-	496,976	8,840	369,544	33,689	458,198	-	-	101,809	2,149,068
5852 Professional Development	18,813	149,631	18,375	165,936	19,675	119,521	19,413	73,076	39,088	192,597	28,250	136,937	3,963	107,387	-	-	108,488	752,487
5854 Nursing & Medical (Non-IEP)	4,100	4,100	6,000	6,000	3,500	3,500	2,500	2,500	6,000	6,000	6,658	6,658	2,000	2,000	-	-	24,758	24,758
5859 All Other Consultants & Services	23,041	178,691	13,946	132,105	36,375	101,345	7,608	39,951	43,983	141,295	33,803	124,479	31,129	140,358	-	-	145,904	716,928
5861 Non Instructional Software	55,664	96,468	61,741	115,881	49,346	81,047	32,369	52,040	81,715	133,087	67,311	85,182	46,751	101,175	-	-	313,182	531,793
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-	-	100
5871 District Oversight Fees	65,111	60,811	75,671	71,503	52,296	44,934	28,443	25,987	80,739	70,921	65,554	63,323	65,138	63,207	-	-	352,214	329,765
5872 Special Education Fees (SELPA)	107,190	107,671	126,630	128,564	85,570	79,030	48,508	47,574	134,078	126,604	110,097	114,296	92,292	96,277	-	-	570,287	573,412
5881 Intra-Agency Fees	1,000,487	941,024	1,084,605	1,013,173	766,046	652,535	421,412	387,539	1,187,458	1,040,074	931,968	896,977	927,906	906,911	-	-	5,132,424	4,798,158
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	11,737	11,737	14,482	14,482	11,025	11,025	5,422	5,422	16,447	16,447	11,590	11,590	13,305	13,305	-	-	67,562	67,562
5911 Office Phone	20,616	20,616	9,492	9,492	13,764	13,764	7,966	7,966	21,730	21,730	9,528	9,528	16,716	16,716	-	-	78,082	78,082
5913 Mobile Phone	792	792	1,512	1,512	4,020	4,020	1,512	1,512	5,532	5,532	3,600	3,600	840	840	-	-	12,276	12,276
5921 Internet	16,800	16,800	18,470	18,470	18,470	18,470	18,470	18,470	36,940	36,940	18,470	18,470	20,926	20,926	-	-	111,605	111,605
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	800	8,000	1,250	6,750	3,500	6,500	500	5,300	4,000	11,800	2,000	4,000	5,000	8,000	-	-	13,050	38,550
5999 Other Communications	-	57,321	-	67,684	-	45,828	-	25,927	-	71,754	-	59,052	-	49,193	-	-	-	305,004
Total 5000 · Operating Services	**2,918,243**	**3,789,612**	**2,546,685**	**3,576,597**	**1,884,097**	**2,459,382**	**1,095,033**	**1,462,795**	**2,979,131**	**3,922,177**	**2,051,629**	**3,076,273**	**2,448,083**	**3,431,176**	**-**	**-**	**12,943,770**	**17,795,835**
6000 · Capital Outlay																		
6901 Depreciation Expense	133,720	151,112	613,199	625,711	68,496	83,817	69,967	82,726	138,464	166,543	88,205	117,409	107,140	163,336	-	-	1,080,727	1,224,112
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	**133,720**	**151,112**	**613,199**	**625,711**	**68,496**	**83,817**	**69,967**	**82,726**	**138,464**	**166,543**	**88,205**	**117,409**	**107,140**	**163,336**	**-**	**-**	**1,080,727**	**1,224,112**
7000 · Other Outgo																		
7438 Interest Expense	-	-	210,583	210,583	-	-	-	-	-	-	-	-	-	-	-	-	210,583	210,583
Total 7000 · Other Outgo	**-**	**-**	**210,583**	**210,583**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**210,583**	**210,583**
TOTAL EXPENSE	**8,909,089**	**10,570,959**	**9,964,346**	**11,866,746**	**6,841,322**	**7,805,577**	**3,775,402**	**4,433,176**	**10,616,723**	**12,238,753**	**8,462,627**	**10,337,224**	**8,031,324**	**9,265,689**	**-**	**-**	**45,984,109**	**54,279,371**
NET INCOME	**216,150**	**(125,158)**	**71,213**	**(502,752)**	**214,126**	**(45,799)**	**46,977**	**(48,017)**	**261,103**	**(93,816)**	**78,969**	**(75,124)**	**257,180**	**(34,153)**	**-**	**-**	**884,615**	**(831,003)**

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast	2021-22 Budget - Approved	2021-22 Forecast
Beginning Cash Balance	2,227,459	3,033,269	971,644	1,677,764	1,227,768	2,000,901	1,802,564	2,032,231	3,030,333	4,033,132	1,172,258	1,849,639	668,193	1,866,820	21,442	1,417,249	8,091,327	13,877,874
Cash Flow from Operating Activities																		
Net Income	216,150	(125,158)	71,213	(502,752)	214,126	(45,799)	46,977	(48,017)	261,103	(93,816)	78,969	(75,124)	257,180	(34,153)	-	-	884,615	(831,003)
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	1,979,895	1,297,747	2,106,104	1,550,032	1,578,042	974,224	796,606	644,569	2,374,648	1,618,793	1,894,225	1,410,778	1,839,838	2,198,714	-	-	10,194,709	8,076,064
Current Year Accounts Receivable	(2,475,412)	(1,142,683)	(2,327,299)	(911,089)	(1,669,828)	(713,232)	(992,812)	(416,930)	(2,662,640)	(1,130,162)	(1,941,711)	(765,289)	(2,688,370)	(298,843)	-	-	(12,095,433)	(4,248,067)
Change in Due from	-	2,132	-	3,157	-	0	-	-	-	0	-	-	-	(218)	-	(80)	-	4,991
Change in Accounts Payable	(18,904)	(5,416)	(21,873)	(7,414)	(16,743)	(9,842)	(7,439)	31,028	(24,182)	21,186	(18,908)	(11,024)	(15,499)	(289,843)	(2,027)	(7,297)	(101,393)	(299,808)
Change in Due to	(818)	52,325	(1,141)	174,250	(742)	28,837	(486)	60,850	(1,227)	89,687	(1,036)	89,704	(730)	(381,318)	-	(1,388,672)	(4,952)	(1,364,024)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	110,051	-	123,932	-	74,701	-	47,516	-	122,217	-	122,469	-	54,697	-	45,525	-	578,891
Change in Prepaid Expenditures	(102,801)	(2,999)	(45,354)	(1,736)	(54,060)	(26,889)	(45,084)	(2,078)	(99,143)	(28,967)	(26,782)	(613)	(99,018)	(2,824)	(15,000)	94,872	(388,098)	57,733
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	(232,704)	-	(368,840)	-	(187,662)	-	(104,924)	-	(292,586)	-	(315,342)	-	(369,990)	-	-	-	(1,579,462)
Depreciation Expense	133,720	151,112	613,199	625,711	68,496	83,817	69,967	82,726	138,464	166,543	88,205	117,409	107,140	163,336	-	-	1,080,727	1,224,112
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	(1,540)	(59,234)	(11,000)	(34,601)	-	(1,297)	(1,500)	(36,430)	(1,500)	(37,726)	-	(120,634)	-	(121,559)	-	-	(14,040)	(373,755)
Cash Flow from Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(388,810)	(388,810)	-	-	-	-	-	-	-	-	-	-	-	-	(388,810)	(388,810)
Ending Cash Balance	1,957,749	3,078,443	966,681	1,939,604	1,347,062	2,177,760	1,668,793	2,290,542	3,015,855	4,468,302	1,245,219	2,301,974	68,733	2,784,818	4,415	161,597	7,258,652	14,734,737

CAMINO NUEVO CHARTER ACADEMY
Financial Analysis
December 2021

Net Income

Camino Nuevo Charter Academy is projected to achieve a net loss of ($831K) in FY21-22 compared to $885K in the board approved budget. Reasons for this negative $1.72M variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2021, the school's cash balance was $20.26M. By June 30, 2022, the school's cash balance is projected to be $14.73M, which represents a 28% reserve.

As of December 31, 2021, the Accounts Receivable balance was $98K, down from $112K in the previous month, due to the receipt of revenue earned in FY20-21.

As of December 31, 2021, the Accounts Payable balance, including payroll liabilities, totaled $1.63M, compared to $1.69M in the prior month.

As of December 31, 2021, CNCA had a debt balance of $10.43M. An additional $195K will be paid this fiscal year. Debt balance is related to 3rd St/Prop 55 Long-Term loan due back to the State.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be $53.45M, which is $6.58M or 14.0% over budgeted revenue of $46.87M.

Local Control Funding Formula Sources: Due to decreased enrollment and ADA, LCFF Sources are projected to be $2.2M under budget.

Object Code 8221: Federal Nutrition Revenue is expected to be $693K under budget. Due to participation rates for the school nutrition program being lower than budgeted. Reduced revenue is partially offset by decreased nutrition food expenses (**Object 4711**).

Object Code 8299: All Other Federal Revenue is expected to be $9.0M over budget due to the inclusion of GEER, ESSER I, ESSER II, and ESSER III spending plans. Revenue is offset by increased expenses.

Object Code 8593: After School Education and Safety (ASES) funding is expected to be $157K over budget due to Cisneros being awarded the full grant which had been reduced in prior years. In addition, ASES funding for all charters increased by 14.6%. This is offset by increased ASES third party provider costs (**Object 5844**).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $100,000 and 10%.

Object Code 8698: SELPA Grants are projected to be $147K over budget based on Round 1 of STEP grants awarded to the charter schools.

Object Code 8999: Prior Year revenue is expected to $147K over largely due to $83K of SB740 adjustments from final appotionments and $20K of SMAA funds received.

Expenses

Total expenses for FY21-22 are projected to be $54.28M, which is $8.30M or 18.0% over budgeted expenditures of $45.98M.

Object Code 1110: Teacher Salaries is projected to be $624K over budget as a result of additional intervention teacher positions added with ESSER funds as well as increased teacher costs based on final teacher bargaining agreement.

Object Code 1175: Teacher Stipends expense is projected to be $404K over budget largely as result of 21-22 Recognition Stipends given to all returning teachers. In addition, Dalzell Lance increased their intervention program for both summer and Saturday school. These increases are funded by ESSER or Expanded Learning Oportunity funds (ELO).

Object Code 1299: Certificated Pupil Support expense is projected to be $168K under budget as a result of multiple open positions for the SPED Program.

Object Code 2900: Other Classified salaries are projected to be $787K over budget. This is related to additional positions added with ESSER funds as well as Health Clerks added across the sites with LACOE COVID funds.

Object Code 3112: PERS expense is projected to be $216K over budget as a result of increases classified salaries being funded by one-time funds.

Object Code 3501: State Unemployment Insurance expense is projected to be $148K under budget based on final SUI percentage decreasing from 1.23% to 0.50%.

Additional one-time funds were used to cover expenses in the following budget line items:

- **Object Code 4111:** Core Curricula Materials are $1.24M over budget. This includes new curriculum across all charter schools.
- **Object Code 4311:** Student Materials are $167K over budget. This includes addition of student software.
- **Object Code 4371:** Custodial Supplies are $163K over budget due to increased COVID related cleaning materials.
- **Object Code 4390:** Other Supplies are $133K over budget. This includes personal protective equipment (PPE) as well as COVID tests.
- **Object Code 4411:** Non Capitalized Equipment is $315K over budget due to planned technology purchases
- **Object Code 5841:** Contracted Substitute Teachers expense is $528K over budget.
- **Object Code 5849:** Other Student Instructional Services expense is $2.05M over budget. This includes Independent Study for the first school semester as well as Mental Health Program Fee.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $100,000 and 10%.

- **Object Code 5852:** Professional Development expense $644K over budget.
- **Object Code 5859:** All Other Consultants & Services is $571K over budget. This includes COVID coordinator expenses across all sites as well as increased technology services.
- **Object Code 5999:** Other Communications expense is $305K over budget. This includes student hotspots for the school year.
- **Object Code 6901:** Depreciation expense is $143K over budget. This includes depreciation for increased capital equipment purchases being made.

Object Code 4711: Nutrition Program Food expense is projected to be $812K under budget due to lower participation rates in the school nutrition program. This is offset by decreased nutrition revenue (**Object Code 8220, 8520)**.

Object Code 5531: Housekeeping Services expense is projected to be $204K over budget due to increased school maintenance costs and the need to outsource custodial services for staff shortages and custodians being out.

Object Code 5631: Vendor Repairs are projected to be $136K over budget due to increased HVAC and other facility repairs.

Object Code 5842: Special Education Services expense is projected to be $240K over budget based on current expenditure trend. This is largely due to usage of SPED services and subsitutes to cover for open positions.

Object Code 5844: After School Services expense is projected to be $157K over budget. As mentioned above, this is related to Cisneros grant increase as well as an overall increase in funding.

Object Code 5861: Non Instructional Software expense is $219K over budget due to additional programs purchased across the school sites.

ADA

Budgeted average ADA for FY21-22 is 2982.05 based on an enrollment of 3139 and a 95.0% attendance rate.

The forecast assumes an ADA of 2696.99 based on an enrollment of 3069 and an 88.0% attendance rate.

In Month 5, ADA was 2475.63 with 3044 students enrolled at the end of the month and an 82.4% ADA rate.

Average ADA for the year (through Month 5) is 2622.76 (an 86.3% ADA rate for the year to date).

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $100,000 and 10%.

CAMINO NUEVO CHARTER ACADEMY

2021-22 Cash Flow Forecast

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Actuals as of 12/31/2021

| | | |

CAMINO NUEVO CHARTER ACADEMY
2021-22 Cash Flow Forecast
Prepared by ExED. For use by ExED and ExED clients only. © 2021 ExED

Actuals as of 12/31/2021

	# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1			
State Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1			
District Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1			

	2021-22 Budget	2021-22 Trend	ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	FORECAST Jul-21 - Jun-22	Budget Variance Better / (Worse)	Budget Variance % Better / (Worse)
Total 8600-8799 · Other Income-Local	**2,322,119**	**2,619,247**	**241,127**	**263,799**	**167,204**	**75,286**	**245,679**	**490,871**	**203,580**	**275,949**	**149,970**	**147,858**	**163,882**	**150,131**	**44,080**	**2,619,416**	**297,298**	**13%**
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	146,638	-	-	13,050	134,384	-	(796)	-	-	-	-	-	-	-	**146,638**	146,638	100%
Total Prior Year Adjustments	**-**	**146,638**	**-**	**-**	**13,050**	**134,384**	**-**	**(796)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**146,638**	146,638	100%
TOTAL INCOME	**46,868,725**	**53,448,200**	**3,303,824**	**3,275,431**	**4,822,392**	**2,678,047**	**2,274,013**	**8,636,638**	**4,045,493**	**2,907,310**	**2,253,118**	**11,423,383**	**2,320,132**	**2,332,933**	**3,175,655**	**53,448,368**	6,579,644	14%
Expense																		
1000 · Certificated Salaries																		
1110 Teachers' Salaries	11,041,541	11,939,057	-	1,025,600	1,023,508	1,043,342	1,054,676	1,058,077	1,075,470	1,076,650	1,081,369	1,073,110	1,079,009	1,068,391	5,899	11,665,100	(623,559)	-6%
1120 Teachers' Hourly	55,090	37,600	-	4,467	4,364	4,219	4,328	4,437	3,384	3,572	4,324	3,008	3,948	2,256	940	43,246	11,844	21%
1170 Teachers' Salaries - Substitute	337,953	338,571	5,016	4,753	6,477	14,597	4,912	12,996	30,471	32,164	38,936	27,086	35,550	20,314	105,299	338,571	(618)	0%
1175 Teachers' Salaries - Stipend/Extra Duty	527,645	935,105	105,081	361,471	10,248	10,181	7,970	127,033	3,848	8,381	8,592	8,222	8,486	205,521	66,345	931,379	(403,734)	-77%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1215 Certificated Pupil Support - Psychologist	361,782	360,700	22,552	28,552	22,552	22,552	22,552	22,552	30,058	30,058	30,058	30,058	30,058	30,058	-	321,659	40,123	11%
1299 Certificated Pupil Support - Other	653,291	557,566	26,059	38,783	33,181	32,130	33,539	33,529	47,350	46,894	48,262	47,350	47,806	47,806	2,280	484,970	168,321	26%
1300 Certificated Supervisors' & Administrators' Salaries	2,886,903	2,691,430	209,550	261,182	230,640	213,516	218,193	228,307	224,074	221,181	221,181	221,181	221,181	221,181	-	2,691,367	195,536	7%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 · Certificated Salaries	**15,864,204**	**16,860,029**	**368,256**	**1,724,808**	**1,330,969**	**1,340,536**	**1,346,170**	**1,486,930**	**1,414,655**	**1,418,900**	**1,432,722**	**1,410,016**	**1,426,039**	**1,595,528**	**180,763**	**16,476,292**	(612,088)	-4%
2000 · Classified Salaries																		
2111 Instructional Aide & Other Salaries	2,201,262	2,724,163	31,170	230,121	200,012	201,994	182,943	161,863	217,730	229,826	278,210	193,538	254,018	153,903	61,230	2,396,558	(195,296)	-9%
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2131 Classified Teacher Salaries	319,635	320,728	1,721	30,365	29,098	26,036	26,384	32,782	26,328	27,790	33,641	23,402	30,715	17,552	7,313	313,126	6,509	2%
2200 Classified Support Salaries	603,142	638,561	36,345	83,351	48,395	48,849	41,849	46,018	52,605	51,271	58,621	51,648	55,852	51,547	11,453	637,804	(34,661)	-6%
2300 Classified Supervisors' & Administrators' Salaries	-	56,376	3,098	-	2,080	4,468	4,721	5,174	4,536	4,320	4,968	4,536	4,752	4,752	1,080	48,485	(48,485)	100%
2400 Classified Office Staff Salaries	1,150,286	1,290,537	80,591	142,943	98,933	89,911	100,207	104,201	95,719	92,911	101,335	95,719	98,527	98,527	14,039	1,213,563	(63,277)	-6%
2900 Other Classified Salaries	1,191,375	2,103,101	48,504	176,009	159,850	163,317	164,752	177,951	173,187	175,529	202,427	163,494	190,230	146,614	36,752	1,978,616	(787,241)	-66%
Total 2000 · Classified Salaries	**5,465,700**	**7,133,466**	**201,428**	**662,790**	**538,368**	**534,575**	**520,855**	**527,990**	**570,104**	**581,647**	**679,201**	**532,337**	**634,094**	**472,894**	**131,869**	**6,588,152**	(1,122,452)	-21%
3000 · Employee Benefits																		
3111 STRS - State Teachers Retirement System	2,684,223	2,852,717	66,743	236,615	222,278	224,361	225,174	232,491	239,360	240,078	242,417	238,575	241,286	269,963	30,585	2,709,925	(25,702)	-1%
3212 PERS - Public Employee Retirement System	1,252,192	1,634,277	55,498	106,021	123,723	121,939	119,712	116,460	130,611	133,255	155,605	121,958	145,271	108,340	30,211	1,468,605	(216,413)	-17%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	338,873	442,275	15,450	41,780	33,686	33,440	32,386	32,850	35,346	36,062	42,110	33,005	39,314	29,319	8,176	412,924	(74,051)	-22%
3331 MED - Medicare	309,284	347,906	9,385	34,164	26,581	26,661	26,402	28,543	28,779	29,008	30,623	28,164	29,872	29,992	4,533	332,707	(23,424)	-8%
3401 H&W - Health & Welfare	1,777,782	1,945,560	260,797	95,348	(41,689)	(43,766)	(51,538)	727,339	189,854	177,353	173,236	173,236	173,236	11,467	63,450	1,908,321	(130,539)	-7%
3501 SUI - State Unemployment Insurance	262,358	119,967	3,205	11,781	9,166	9,225	9,104	9,842	9,924	10,003	10,560	9,712	10,301	10,342	1,563	114,727	147,631	56%
3601 Workers' Compensation Insurance	237,361	273,026	66,901	19,833	19,762	-	19,762	39,524	19,762	19,762	19,762	19,762	31,487	-	-	276,317	(38,955)	-16%
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3902 Other Benefits	-	-	154	-	323	(131)	(41,148)	6,775	4,111	4,111	4,111	4,111	4,111	4,111	-	(9,363)	9,363	100%
Total 3000 · Employee Benefits	**6,862,074**	**7,615,728**	**478,133**	**545,541**	**393,829**	**371,729**	**339,854**	**1,193,825**	**657,747**	**649,632**	**678,423**	**628,522**	**674,876**	**463,535**	**138,518**	**7,214,164**	(352,091)	-5%
4000 · Supplies																		
4111 Core Curricula Materials	221,433	1,459,279	59,060	10,892	309,309	14,039	250,951	530,507	44,985	47,907	47,907	47,907	47,907	47,907	-	1,459,279	(1,237,846)	-559%
4211 Books & Other Reference Materials	28,700	32,560	-	1,177	4,423	3,293	8,256	6,958	1,485	1,485	1,485	1,485	1,485	1,485	-	33,019	(4,319)	-15%
4311 Student Materials	273,889	440,914	36,580	54,674	23,405	14,396	23,605	101,620	31,105	31,105	31,105	31,105	31,105	31,105	-	440,914	(167,024)	-61%
4351 Office Supplies	101,400	106,400	1,543	5,570	7,803	5,493	6,205	9,948	11,640	11,640	11,640	11,640	11,640	11,640	-	106,400	(5,000)	-5%
4371 Custodial Supplies	100,120	262,645	2,959	31,571	9,791	12,352	(25,342)	13,412	36,317	36,317	36,317	36,317	36,317	36,317	-	262,645	(162,525)	-162%
4391 Food (Non Nutrition Program)	66,567	75,309	4,461	11,099	17,346	2,435	7,699	6,261	4,335	4,335	4,335	4,335	4,335	4,335	-	75,309	(8,742)	-13%
4392 Uniforms	46,990	52,719	18,942	-	3,699	463	691	3,534	4,232	4,232	4,232	4,232	4,232	4,232	-	52,719	(5,729)	-12%
4393 PE & Sports Equipment	28,500	47,500	2,853	3,200	3,159	9,010	2,414	224	4,440	4,440	4,440	4,440	4,440	4,440	-	47,500	(19,000)	-67%
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4399 All Other Supplies	97,587	197,204	8,199	4,847	28,185	10,316	7,155	11,075	21,238	21,238	21,238	21,238	21,238	21,238	-	197,204	(99,617)	-102%
4390 Other Supplies	239,644	372,732	34,454	19,146	52,389	22,224	17,959	21,093	34,245	34,245	34,245	34,245	34,245	34,245	-	372,732	(133,088)	-56%
4411 Non Capitalized Equipment	133,708	449,015	24,466	117,377	29,175	38,576	12,268	29,227	32,988	32,988	32,988	32,988	32,988	32,988	-	449,015	(315,307)	-236%
4711 Nutrition Program Food & Supplies	2,458,158	1,645,900	17,400	178,385	128,609	67,370	115,710	210,003	108,026	121,890	154,394	178,772	113,764	170,646	81,260	1,646,229	811,929	33%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 4000 · Supplies	**3,557,052**	**4,769,444**	**176,462**	**418,790**	**564,904**	**177,742**	**409,614**	**922,767**	**300,790**	**317,577**	**350,081**	**374,459**	**309,451**	**366,333**	**81,260**	**4,770,232**	(1,213,180)	-34%
5000 · Operating Services																		
5211 Travel & Conferences	107,467	139,664	2,560	-	1,456	1,335	595	5,280	21,406	21,406	21,406	21,406	21,406	21,406	-	139,664	(32,197)	-30%
5311 Dues & Memberships	54,892	55,315	18,290	-	9,595	202	31,847	1,102	1,262	1,262	1,262	1,262	1,262	(12,033)	-	55,315	(423)	-1%

CAMINO NUEVO CHARTER ACADEMY
2021-22 Cash Flow Forecast
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Actuals as of 12/31/2021

	# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1			
State Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1			
District Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1			

	2021-22 Budget	2021-22 Trend	ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	FORECAST Jul-21 - Jun-22	Budget Variance Better / (Worse)	Budget Variance % Better / (Worse)
5451 General Insurance	29,181	29,275	14,043	-	-	-	-	3,998	-	-	-	-	5,617	5,617	-	29,275	(94)	0%
5511 Utilities	689,829	676,210	984	23,922	38,703	34,536	20,011	106,129	75,321	75,321	75,321	75,321	75,321	75,321	-	676,210	13,619	2%
5521 Security Services	50,530	76,546	5,682	-	1,403	(412)	142	32,210	6,254	6,254	6,254	6,254	6,254	6,254	-	76,546	(26,016)	-51%
5531 Housekeeping Services	445,573	649,212	39,854	45,008	39,655	48,626	62,914	69,702	58,441	57,003	57,003	57,003	57,003	57,003	-	649,212	(203,639)	-46%
5599 Other Facility Operations & Utilities	295,586	309,839	27,889	10,844	19,826	16,694	36,987	37,391	26,701	26,701	26,701	26,701	26,701	26,701	-	309,839	(14,253)	-5%
5611 School Rent - Private Facility	1,327,306	1,364,770	213,043	106,676	106,004	106,491	87,580	106,303	127,735	127,735	127,735	127,735	127,735	-	-	1,364,770	(37,464)	-3%
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5619 Other Facility Rentals	66,423	80,475	958	6,180	-	360	8,058	11,223	8,949	8,949	8,949	8,949	8,949	8,949	-	80,475	(14,052)	-21%
5621 Equipment Lease	212,798	215,224	11,325	3,142	602	1,129	51	34,529	27,408	27,408	27,408	27,408	27,408	27,408	-	215,224	(2,426)	-1%
5631 Vendor Repairs	217,000	352,823	24,473	41,811	35,794	29,141	16,194	45,846	66,568	18,599	18,599	18,599	18,599	18,599	-	352,823	(135,823)	-63%
5812 Field Trips & Pupil Transportation	147,965	142,290	-	-	900	1,800	-	4,134	19,782	23,135	23,135	23,135	23,135	23,135	-	142,290	5,675	4%
5821 Legal	15,000	15,000	74	2,000	-	6,561	-	18,102	80	80	80	80	80	80	80	27,299	(12,299)	-82%
5823 Audit	-	-	-	-	4,337	-	-	-	-	-	-	-	-	-	-	4,337	(4,337)	100%
5831 Advertisement & Recruitment	30,000	30,000	2,051	-	-	-	-	-	3,889	4,812	4,812	4,812	4,812	4,812	-	30,000	(0)	
5841 Contracted Substitute Teachers	1,800	529,501	-	61,486	78,315	118,702	90,586	105,615	39,362	5,906	5,906	5,906	5,906	5,906	5,906	529,501	(527,701)	-29317%
5842 Special Education Services	1,485,550	1,725,710	72,528	100,184	77,054	45,594	80,248	275,722	198,918	145,910	145,910	145,910	145,910	145,910	145,910	1,725,710	(240,160)	-16%
5843 Non Public School	78,165	83,865	-	3,836	-	-	1,293	16,934	8,829	8,829	8,829	8,829	8,829	8,829	8,829	83,865	(5,700)	-7%
5844 After School Services	657,065	813,931	11,500	-	-	202,417	106,879	-	81,297	82,367	82,367	82,367	82,367	82,367	-	813,931	(156,866)	-24%
5849 Other Student Instructional Services	101,809	2,149,068	-	-	915,970	291,750	52,509	29,309	182,613	114,235	114,235	219,976	114,235	114,235	-	2,149,068	(2,047,259)	-2011%
5852 Professional Development	108,488	752,487	38,740	39,113	2,522	69,433	4,958	61,485	77,409	91,766	91,766	91,766	91,766	91,766	-	752,487	(643,999)	-594%
5854 Nursing & Medical (Non-IEP)	24,758	24,758	358	-	-	-	-	-	3,383	4,203	4,203	4,203	4,203	4,203	-	24,758	0	
5859 All Other Consultants & Services	145,904	716,928	129,421	6,479	9,176	1,254	11,555	7,332	81,106	94,121	94,121	94,121	94,121	94,121	-	716,928	(571,024)	-391%
5861 Non Instructional Software	313,182	531,793	219,958	28,070	74,439	25,403	25,447	59,665	12,681	17,226	17,226	17,226	17,226	17,226	-	531,793	(218,611)	-70%
5865 Fundraising Cost	-	100	-	-	-	-	-	100	-	-	-	-	-	-	-	100	(100)	100%
5871 District Oversight Fees	352,214	329,765	20,048	40,093	26,729	4,874	26,729	48,583	27,118	27,118	27,118	27,118	27,118	27,118	-	329,765	22,449	6%
5872 Special Education Fees (SELPA)	570,287	573,412	34,120	68,240	45,496	10,974	57,276	88,416	45,873	74,339	37,170	37,170	37,170	37,170	-	573,412	(3,125)	-1%
5881 Intra-Agency Fees	5,132,424	4,798,158	-	-	1,269,574	-	-	-	588,097	588,097	588,097	588,097	588,097	588,097	-	4,798,158	334,266	7%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5899 All Other Expenses	67,562	67,562	3,269	1,169	1,035	3,853	28,341	5,109	4,131	4,131	4,131	4,131	4,131	4,131	-	67,562	-	
5911 Office Phone	78,082	78,082	4,459	1,347	5,515	5,758	7,340	9,521	7,357	7,357	7,357	7,357	7,357	7,357	-	78,082	-	
5913 Mobile Phone	12,276	12,276	1,443	-	1,436	2,886	1,462	1,351	616	616	616	616	616	616	-	12,276	0	
5921 Internet	111,605	111,605	1,821	-	7,185	-	-	-	17,100	17,100	17,100	17,100	17,100	17,100	-	111,605	(0)	
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	13,050	38,550	900	2,242	3,831	5,420	2,786	3,209	2,148	3,603	3,603	3,603	3,603	3,603	-	38,550	(25,500)	-195%
5999 Other Communications	-	305,004	41,934	266	23,920	266	23,746	23,731	31,857	31,857	31,857	31,857	31,857	31,857	-	305,004	(305,004)	100%
Total 5000 · Operating Services	**12,943,770**	**17,779,200**	**941,724**	**592,108**	**2,800,471**	**1,035,045**	**785,534**	**1,212,031**	**1,853,693**	**1,717,448**	**1,680,278**	**1,786,019**	**1,685,895**	**1,544,865**	**160,725**	**17,795,835**	**(4,852,065)**	**-37%**
6000 · Capital Outlay																		
6901 Depreciation Expense	1,080,727	1,238,497	99,088	99,023	99,277	99,382	98,274	99,894	105,171	105,205	105,085	104,605	104,638	104,470	-	1,224,112	(143,386)	-13%
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 · Capital Outlay	**1,080,727**	**1,238,497**	**99,088**	**99,023**	**99,277**	**99,382**	**98,274**	**99,894**	**105,171**	**105,205**	**105,085**	**104,605**	**104,638**	**104,470**	**-**	**1,224,112**	**(143,386)**	**-13%**
7000 · Other Outgo																		
7438 Interest Expense	210,583	210,583	-	-	108,174	(1,915)	-	-	-	-	104,324	-	-	-	-	210,583	-	
Total 7000 · Other Outgo	**210,583**	**210,583**	**-**	**-**	**108,174**	**(1,915)**	**-**	**-**	**-**	**-**	**104,324**	**-**	**-**	**-**	**-**	**210,583**	**-**	
TOTAL EXPENSE	**45,984,109**	**55,606,948**	**2,265,090**	**4,043,059**	**5,835,993**	**3,557,094**	**3,500,301**	**5,443,436**	**4,902,160**	**4,790,408**	**5,030,116**	**4,835,959**	**4,834,995**	**4,547,625**	**693,136**	**54,279,371**	**(8,295,261)**	**-18%**
NET INCOME	**884,615**	**(2,158,748)**	**1,038,734**	**(767,628)**	**(1,013,601)**	**(879,047)**	**(1,226,287)**	**3,193,202**	**(856,667)**	**(1,883,098)**	**(2,776,999)**	**6,587,424**	**(2,514,863)**	**(2,214,692)**	**2,482,520**	**(831,003)**	**(1,715,618)**	**-194%**
Operating Income	-															**393,110**		
EBITDA	-															**603,693**		
Beginning Cash Balance		13,000,903	13,877,874	14,013,696	19,836,143	21,434,986	18,124,425	17,270,564	20,256,534	17,104,353	15,314,283	12,451,023	19,144,404	16,796,477	14,734,737	13,877,874		
Cash Flow from Operating Activities																		
Net Income		(2,158,748)	1,038,734	(767,628)	(1,013,601)	(879,047)	(1,226,287)	3,193,202	(856,667)	(1,883,098)	(2,776,999)	6,587,424	(2,514,863)	(2,214,692)	2,482,520	(831,003)		
Change in Accounts Receivable		-																
Prior Year Accounts Receivable		7,506,841	911,790	5,819,699	793,819	438,369	-	14,545	24,477	-	4,026	1,351	67,989	-	-	8,076,064		
Current Year Accounts Receivable		(4,248,067)	-	-	-	-	-	-	-	-	-	-	-	-	(4,248,067)	(4,248,067)		
Change in Due from		-	(236,282)	(155,997)	57,467	197,975	299,230	(161,094)	6,062	-	-	-	(2,370)	-	-	4,991		
Change in Accounts Payable		(299,808)	(147,942)	348,158	2,010,910	(3,090,012)	(30,031)	(63,097)	(273,305)	-	-	-	-	252,376	693,136	(299,808)		

CAMINO NUEVO CHARTER ACADEMY

2021-22 Cash Flow Forecast

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Actuals as of 12/31/2021

	# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1			
State Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1			
District Schedule:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	P-1	P-1	P-1	P-1	P-1			

	2021-22 Budget	2021-22 Trend	ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	FORECAST Jul-21 - Jun-22	Budget Variance Better / (Worse)	Budget Variance % Better / (Worse)
Change in Due to		(1,364,024)	159,504	97,902	(560,227)	(59,099)	-	14,724	(2,087,919)	-	-	-	(1,321)	-	1,072,412	(1,364,024)		
Change in Accrued Vacation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Payroll Liabilities		578,891	(332,074)	410,211	467,027	19,649	11,248	2,830	-	-	-	-	-	-	-	578,891		
Change in Prepaid Expenditures		57,733	295,176	-	(13,763)	-	(1,634)	(18,152)	-	-	-	-	-	(203,893)	-	57,733		
Change in Deposits		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Deferred Revenue		(1,579,462)	(1,579,462)	-	-	-	-	-	-	-	-	-	-	-	-	(1,579,462)		
Depreciation Expense		1,224,112	99,088	99,023	99,277	99,382	98,274	99,894	105,171	105,205	105,085	104,605	104,638	104,470	-	1,224,112		
Cash Flow from Investing Activities			-	-	-	-	-	-	-	-	-	-	-	-	-			
Capital Expenditures		(373,755)	(72,709)	(28,922)	(50,544)	(35,863)	(4,660)	(96,881)	(70,000)	(12,176)	-	-	(2,000)	-	-	(373,755)		
Cash Flow from Financing Activities			-	-	-	-	-	-	-	-	-	-	-	-	-			
Source - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Source - Loans		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Loans		(388,810)	-	-	(191,523)	(1,915)	-	-	-	-	(195,372)	-	-	-	-	(388,810)		
Ending Cash Balance		**11,955,808**	**14,013,696**	**19,836,143**	**21,434,986**	**18,124,425**	**17,270,564**	**20,256,534**	**17,104,353**	**15,314,283**	**12,451,023**	**19,144,404**	**16,796,477**	**14,734,737**	**14,734,737**	**14,734,737**		