



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Date and Time

Tuesday May 10, 2022 at 4:00 PM PDT

Location

Topic: CNCA Regular Board Meeting 05/10/2022

Time: May 10, 2022 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://caminonuevo-org.zoom.us/j/98459552801?pwd=S1VoNVI2NGpEbFVKemptMFdJZ0VIZz09>

Meeting ID: 984 5955 2801

Passcode: iVUbM6

One tap mobile

+16699009128,,98459552801#,,,,*860662# US (San Jose)

+13462487799,,98459552801#,,,,*860662# 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)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 984 5955 2801

Passcode: 860662

Find your local number: <https://caminonuevo-org.zoom.us/u/aBwnCclqL>

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.

This meeting is open to the public through the telephone 1 (669) 900-9128 (US Toll) and [ZOOM](#) video conference. To ensure meeting safety, there will be an online ZOOM waiting room set up for participants 10 minutes prior to the meeting. Attendees will be welcomed in prior to the start of the meeting at 4:00 pm. The waiting room will be checked regularly so that anyone joining the meeting late can still join.

[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. 03-08-2022 CNCA Regular Board Meeting Minutes	Approve Minutes	Cindy Smet	1 m
III. Public Comment			4:03 PM
A. 2-Minute Limit per Speaker			5 m
IV. Continuing Remote BOD Meetings			4:08 PM
A. Continuing Remote BOD Meetings	Vote	Cindy Smet	1 m
<p>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:</p> <ol style="list-style-type: none"> 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. 			
V. Wellness Policy			4:09 PM
A. Updated Wellness Policy Draft	Discuss	Esperanza Bacilio	5 m

The Healthy, Hunger-Free Kids Act of 2010 (42 USC 1758b) requires schools that participate in the National School Lunch Program (NSLP), to adopt a districtwide school wellness policy. CNCA prepared a Wellness Policy in SY 2017-18 and is required to reassess the policy every three years. Assessment was due in SY 2020-21 but due to COVID it was extended to SY 2021-22. This draft represents updates to the policy to allow more flexibility with foods that are offered at no cost to students during the school day while

	Purpose	Presenter	Time
still promoting non-food incentives and celebrations. The updates do not change any regulations regarding foods that are offered as part of the meal program or used for fundraising, which are set by state and federal guidelines.			

VI. CEO Update **4:14 PM**

- | | | | |
|----------------------|-----|------------------|------|
| A. Advocacy | FYI | Adriana
Abich | 10 m |
| B. Leadership Update | FYI | Adriana
Abich | 5 m |

VII. A-G Improvement Grant to the Board **4:29 PM**

Camino Nuevo is asking the board to approve the A-G Program Improvement Plan Program plan to support students in grades 9-12.

- | | | | |
|---------------------------------------|------|------------------|------|
| A. A-G Improvement Grant to the Board | Vote | Adriana
Abich | 10 m |
|---------------------------------------|------|------------------|------|

VIII. Resolutions **4:39 PM**

- | | | | |
|------------------------------|------|------------------|-----|
| A. Resolution No. CNCA51022B | Vote | Adriana
Abich | 5 m |
|------------------------------|------|------------------|-----|

The board of directors to approve the Chief Academic Office as the authorized signer for Wells Fargo bank Line of Credit during the period of the CEO's leave of absence.

- | | | | |
|------------------------------|------|------------------|-----|
| B. Resolution No. CNCA51022A | Vote | Adriana
Abich | 5 m |
|------------------------------|------|------------------|-----|

The board of directors to approve the Chief Academic Officer to act as Chief Executive Officer during the period of the CEO's leave of absence.

IX. EL Contract **4:49 PM**

- | | | | |
|----------------|------|------------------|------|
| A. EL Contract | Vote | Adriana
Abich | 10 m |
|----------------|------|------------------|------|

CNCA schools allocated funds for additional EL support in the form of a Director of Biliteracy and English Learners who would be housed at the Home Support Office. The Director of Biliteracy and English Learners leads professional development and coaching for instructional leaders to promote student achievement for English Learners. CNCA agrees to pay PNEDG for the cost of this position which exceeds \$100,000 thus requires board approval.

X. Financial Reports **4:59 PM**

- | | | | |
|----------------------------|---------|----------------|------|
| A. March Financial Reports | Discuss | Sonia
Oliva | 15 m |
|----------------------------|---------|----------------|------|

XI. Academic Update **5:14 PM**

CNCA will present an overview of Quarter 3 student achievement data, as well as updates on our academic strategy.

- | | | | |
|--------------------|---------|----------------------|------|
| A. Academic Update | Discuss | Rachel
Hazlehurst | 20 m |
|--------------------|---------|----------------------|------|

	Purpose	Presenter	Time
XII. 22-23 Reclassification Criteria			5:34 PM
CNCA is requesting Board approval for the 2022-2023 English Learner Reclassification Criteria, which has been updated to reflect our current assessment metrics.			
A. 22-23 Reclassification Criteria	Vote	Rachel Hazlehurst	13 m
XIII. Closed Session			5:47 PM
A. Closed Session: Personnel Evaluation	Discuss	Adriana Abich	12 m
XIV. Closing Items			5:59 PM
A. Adjourn Meeting	Vote	Cindy Smet	1 m

Coversheet

03-08-2022 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: A. 03-08-2022 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on April 11, 2022

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Monday April 11, 2022 at 4:00 PM

Location

Topic: CNCA Regular Board Meeting 04/11/2022

Time: Apr 11, 2022 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://caminonuevo-org.zoom.us/j/97165797432?](https://caminonuevo-org.zoom.us/j/97165797432?pwd=U2d1TFhiR0hsT3E3MUNsVjJkbmxYZz09)

[pwd=U2d1TFhiR0hsT3E3MUNsVjJkbmxYZz09](https://caminonuevo-org.zoom.us/j/97165797432?pwd=U2d1TFhiR0hsT3E3MUNsVjJkbmxYZz09)

Meeting ID: 971 6579 7432

Passcode: 20TEAk

One tap mobile

+16699009128,,97165797432#,,,,*256808# US (San Jose)

+12532158782,,97165797432#,,,,*256808# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+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: 971 6579 7432

Passcode: 256808

Find your local number: <https://caminonuevo-org.zoom.us/u/ablbIOy081>

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.

This meeting is open to the public through the telephone 1 (669) 900-9128 (US Toll) and [ZOOM](#) video conference. To ensure meeting safety, there will be an online ZOOM waiting room set up for participants 10 minutes prior to the meeting. Attendees will be welcomed in prior to the start of the meeting at 4:00 pm. The waiting room will be checked regularly so that anyone joining the meeting late can still join.

[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.

Directors Present

A. Jimenez Villareal (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), J. Ortega (remote), T. Powers (remote)

Directors Absent

C. Garcia Alvarado, C. Smet, L. Jennings

Guests Present

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

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

G. Flores called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Monday Apr 11, 2022 at 4:03 PM.

II. Approve Minutes

A. 03-08-2022 CNCA Regular Board Meeting Minutes

D. Gidlow made a motion to approve the minutes from CNCA Regular Board Meeting on 03-08-22.

E. Lopez seconded the motion.

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

Roll Call

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

III. Public Comment

A.

2-Minute Limit per Speaker

There was no public comment.

IV. Consent Agenda

A. Revised 21-22 Calendar for CNCA #3 and CNCA #4

T. Powers made a motion to approve each of the items contained in the consent agenda.

D. Gidlow seconded the motion.

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

Roll Call

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

B. CalSHAPE AB 841 – CEC Schools Ventilation Program Grant

C. Pacific Vista Landscape Land Care Contract – One Year Extension:

V. Continuing Remote BOD Meetings

A. Continuing Remote BOD Meetings

G. Flores made a motion to approve the continuation of remote BOD meetings.

J. Ortega seconded the motion.

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

Roll Call

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

VI. Financial Reports

A. February Financial Reports

Sonia Oliva of ExED presented the updated financial reports.

VII. FY21-22 LAUSD First Interim for CNCA, CNCA#2, CNCA#3, CNCA#4, and CNHS#2.

A.

FY21-22 LAUSD First Interim for CNCA, CNCA#2, CNCA#3, CNCA#4, and CNHS#2.

G. Flores made a motion to approve the first interim financial reports.
J. Ortega seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VIII. A-G Improvement Grant to the Board

A. A-G Improvement Grant to the Board

Adriana Abich, CEO of CNCA, made a presentation on the A-G Improvement Plan Program.

IX. ELO-P Plan

A. ELO-P Plan

D. Gidlow made a motion to approve the Expanded Learning Opportunities Program Plan (ELO-P) for grades TK-8.
E. Lopez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

X. Resolution- CNCA Schools Emergency Spending Into the Reserves

A. Resolution- CNCA Schools Emergency Spending Into the Reserves

G. Flores made a motion to approve the resolution authorizing a one-time use of financial reserves for emergency spending purposes.
J. Ortega seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Powers	Aye
C. Smet	Absent

Roll Call

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

XI. Enrollment Update

A. Enrollment Update

Crystal Day, Enrollment Manager, gave an update on the status of student recruitment efforts for the 2022-2023 academic year.

XII. Closed Session

A. Closed Session: Personnel Evaluation

The BOD moved into closed session at 4:45PM.

The BOD returned to open session at 4:58PM.

No action was taken.

XIII. Closing Items

A. Adjourn Meeting

G. Flores made a motion to adjourn the meeting.

D. Gidlow seconded the motion.

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

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:59 PM.

Respectfully Submitted,
D. Gidlow

Coversheet

Updated Wellness Policy Draft

Section: V. Wellness Policy
Item: A. Updated Wellness Policy Draft
Purpose: Discuss
Submitted by:
Related Material: Updated Wellness Policy Draft - redlined 21-22.pdf



Board Policy: Camino Nuevo Charter Academy Wellness Policy

Reference: BP 5030

Approved: ~~September 12, 2017~~ June 8, 2022

Contents

Introduction 2

Wellness Goals 3

Strategies 3

Nutrition Guidelines 3

Other School Based Activities Designed to Promote Student Wellness Goals 5

Measurement, Evaluation and Oversight 5

Wellness Committee 5

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement 6

Physical Activity 11

Other Activities that Promote Student Wellness 12

Educational Partner Involvement and Notification 13

Glossary 14

~~Introduction 1~~

~~Wellness Goals 2~~

~~Strategies 2~~

~~Nutrition Guidelines 3~~

~~Other School Based Activities Designed to Promote Student Wellness Goals 4~~

~~Measurement, Evaluation and Oversight 5~~

~~District Wellness Committee and School Wellness Committee 5~~

~~Wellness Policy Implementation, Monitoring, Accountability and Community Engagement 6~~

~~Physical Activity 10~~

~~Other Activities that Promote Student Wellness 11~~

~~Stakeholder Involvement and Notification 12~~

~~Glossary 13~~



Introduction

~~A wide body of evidence supports the positive correlation between student health and fitness and academic performance. This rapidly growing body of work suggests that time spent engaged in physical activity is related not only to a healthier body but also to a healthier mind. CNCA believes there exists a health gap between students of poverty and their more affluent peers. Based on the research-proven need for physical education and health, CNCA is committed to diverse health and physical education programs. The goal for the physical and health education programs at CNCA is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. Camino Nuevo Charter Academy (hereto referred to as CNCA) is committed to the optimal development of every student. CNCA is committed to the wellbeing of its students and their families. CNCA wishes to provide the best possible environment that promotes learning and the development of lifelong wellness practices through education and practical programs.~~

~~Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less than adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities — do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}~~

This policy outlines CNCA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day ~~while minimizing commercial distractions.~~ Specifically, this policy establishes goals and procedures to ensure that:

- Students in CNCA have access to healthy foods throughout the school day ~~—both through reimbursable school meals and other foods available throughout the school campus—~~ in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of CNCA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CNCA establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in CNCA. Specific measureable goals and outcomes are identified below. ~~CNCA will coordinate the wellness policy with other aspects of school management, including CNCA's School Improvement Plan, when appropriate.~~



Wellness Goals

1. Increase students' knowledge and skills about healthy eating choices to enable them to develop and adopt healthy eating behaviors and attitudes;
2. Provide age-appropriate nutrition knowledge and offer a positive experience about choosing healthy lifestyles;
3. Encourage students to make good health a personal priority;
4. Promote student achievement by encouraging students to make healthy choices, eat nutritious meals and engage in physical activity.
5. Follow federal and state nutrition guidelines for all foods offered to students during the school day
6. Increase students' knowledge in fitness education and promote skills of movement to enable them to become regularly physically active in their daily lives, understand the benefits of becoming physically active, maintain physical fitness, and adopt healthy lifestyles.

Strategies

1. Teachers will be trained in professional development activities ~~to related to nutrition guidelines, new trends, curricula, etc. to~~ enable them to offer nutrition education.
2. Students in grades ~~T~~PreK-12 will receive nutrition education. ~~based on topics from the Health Framework for California Public Schools.~~ Nutrition education may be integrated into other curricula (e.g. math, science, language arts) as appropriate.
3. Students will receive nutrition messages ~~throughout the school, classrooms, eating area, special nutrition events, etc.~~ to serve as reminders of lessons taught in the classroom.
4. Nutrition education activities for students will be connected to efforts to promote physical and mental wellness, physical activity, academic achievement, a healthy school environment, health education, positive school community (i.e. parents and staff) and positive youth development.
5. Students in grades ~~T~~Pre-K thorough 12th will participate in some type of physical activity program; dance, yoga, after-school sports, recess, health education with physical fitness as their main component, physical activity breaks inside the classroom, etc.
6. Instruction will be age-appropriate and based on movement and fitness skills.

Nutrition Guidelines

1. Offer access to high quality nutritious food while in school including classroom and school wide activities.
2. Students will be encouraged to eat a healthy and nutritious breakfast and lunch every day at school.
3. Students will have a minimum of 20 minutes to eat lunch and breakfast in a pleasant environment.
4. All schools within CNCA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and ~~Summer Food Service Program (SFSFSP).~~ ~~Seamless Summer Feeding Option (SSFO).~~ All schools within CNCA are committed to offering school meals through the NSLP and SBP programs that:
 - a. Are available to all students;
 - b. Are appetizing to students;
 - c. Are served in a clean and pleasant environment;
 - d. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. ~~(CNCA offers reimbursable school meals that meet USDA nutrition standards.)~~



- e. Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
- i. Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - ii. Sliced or cut fruit is available daily.
 - iii. Daily fruit options are displayed in a location in the line of sight and reach of students.
 - iv. All available vegetable options have been given creative or descriptive names.
 - v. Daily vegetable options are bundled into all grab-and-go meals available to students.
 - vi. All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - vii. White milk is placed in front of other beverages in all coolers.
 - viii. Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - ix. Student artwork is displayed in the service and/or dining areas.
 - x. Daily announcements are used to promote and market menu options.
5. All schools within CNCA will adhere to the “Smart Snacks in School” guidelines.
- a. Any food sold in schools must:
 - i. Be a “whole grain-rich” grain product; or
 - xi. Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
 - xii. Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
 - xiii. Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*
 - b. Foods must also meet several nutrient requirements:
 - i. Calorie limits: ° Snack items: ≤ 200 calories° Entrée items: ≤ 350 calories
 - ii. Sodium limits: ° Snack items: ≤ 230 mg**° Entrée items: ≤ 480 mg
 - iii. Fat limits: ° Total fat: ≤35% of calories ° Saturated fat: < 10% of calories° Trans fat: zero grams
 - iv. Sugar limit: ° ≤ 35% of weight from total sugars in foods
- *On July 1, 2016, foods may not qualify using the 10% DV criteria.
**On July 1, 2016, snack items must contain ≤ 200 mg sodium per item
- c. Nutrition Standards for Beverages
 - i. All schools may sell: Plain water (with or without carbonation); Unflavored low fat milk; Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP; 100% fruit or vegetable juice and; 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
 - d. Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.
 - e. Beyond this, the standards allow additional “no calorie” and “lower calorie” beverage options for high school students.
 - i. No more than 20-ounce portions of: Calorie-free, flavored water (with or without carbonation); and other flavored and/or carbonated beverages that



- are labeled to contain < 5 calories per 8 fluid ounces or ≤10 calories per 20 fluid ounces.
- ii. No more than 12-ounce portions of: Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.
- f. Other Requirements:
- i. Fundraisers:
 1. The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
 2. The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
 - ~~3. The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.~~
 - ii. ~~Accompaniments:~~
 - ~~4. Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold. This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.~~

Other School Based Activities Designed to Promote Student Wellness Goals

1. Field trips to farmer markets, supermarkets, community gardens, etc.
2. ~~Student councils are encouraged to consider nutrition topics including input breakfast and lunch selections. Nutrition Student Council for elementary school as part of student council~~
3. Develop and maintain school gardens
4. Parent education
5. Parent walking clubs and/or student running clubs
6. Promotion of local resources and events
7. Panel presentations/debate discussions
8. Nutrition events to commemorate National Nutrition Month (March)
9. School meal preparation demonstrations and cooking classes.

Measurement, Evaluation and Oversight

The evaluation process will assess whether the issues identified in the policy are making a difference on student wellness, and to identify successes and barriers to success. It may be done through data analysis, focus groups and forums, and/or questionnaires and will be done in a manner that does not present an undue burden on staff. Oversight at the district level will be performed by the ~~Compliance and~~ Operations Department of the CNCA Home Support Office. Appropriate school site staff will conduct oversight at the site level.

The Site Based Council will provide ~~bi~~-annual, if not more frequent, progress reports regarding the status of this program.

~~District Wellness Committee and School Wellness Committee~~ *Committee Role and Membership*



~~Since all CNCA schools are each a Local Education Agency (LEA) each schools Wellness Committee will serve as both a “school” and a “district” committee. Each CNCA school will convene a wellness committee that will meet annually to review the goals and CNCA will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).~~

The ~~DWC committee~~ membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director, school food clerk); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators, school board members; health professionals; and the general public. ~~When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-ED/EDSNAP-Ed). To the extent possible, the DWC will include representatives from each campus and reflect the diversity of the community.~~

Leadership

The Chief Executive Officer or designee(s) ~~will convene the DWC and will~~ facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is (Director of Operations Esperanza Bacilio, 213.417.3407 Esperanza.Bacilio@camionuevoPueblonuevo.org). ~~At each CNCA campus, the Student and Family Services Coordinator will serve as the wellness policy coordinator who will ensure compliance with the policy.~~

~~The name(s), title(s), and contact information (email address is sufficient) of the District Wellness Committee members is:~~

Name	Title	Email address	Role on Committee
Esperanza Bacilio	Director of Operations	Esperanza.Bacilio@camionuevo.org	Assists in the oversight of CNCA’s Wellness programs.
Zulma Suro	Director of Parent Engagement	Zulma.Suro@camionuevo.org	Assists with the organization and coordination of DWC and SWC at the campus level.
Randell Erving	School Culture Specialist	Randell.Erving@camionuevo.org	Assists in the evaluation of the wellness policy implementation at district level

~~Each campus will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.~~

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Recordkeeping



CNCA will retain records to document compliance with the requirements of the wellness policy at 3435 W. Temple St., Los Angeles, CA 90026 and/or on www.caminonuevo.org. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Wellness Policy; including an indication of who is involved in the update and methods CNCA uses to make stakeholders-educational partners aware of their ability to participate in the wellness committee on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

CNCA will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. CNCA will make this information available via CNCA website and/or district-wide communications. CNCA will provide as much information as possible about the school nutrition environment. This will include a summary of CNCA's events or activities related to wellness policy implementation. Annually, CNCA will also publicize the name and contact information of CNCA/campus-level officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, CNCA will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of CNCA are in compliance with the wellness policy;
- The extent to which CNCA's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of CNCA's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Esperanza Bacilio 3435 W Temple St., Los Angeles, CA 90026. (213) 417-3400

Esperanza.Bacilio@pueblacaminonuevo.org .

~~The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.~~

CNCA will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

~~CNCA will update or modify the policy based on results of the triennial assessment. The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as CNCA's needs or priorities change or District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.~~



Community Involvement, Outreach and Communications

CNCA is committed to being responsive to community input, which begins with awareness of the wellness policy. CNCA will actively communicate ways in which educational partners representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of appropriate means. ~~appropriate for that district.~~ CNCA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. CNCA will use its established methods of communication electronic mechanisms, such as email or displaying notices on CNCA's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. CNCA will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that CNCA and individual schools are communicating important school information with parents.

CNCA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. CNCA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day ~~*~~ and throughout every school campus ~~*~~ ("school campus" and "school day" are defined in the glossary). CNCA will make drinking water available where school meals are served during mealtimes.

- Students will be allowed to bring and carry reusable (approved) water bottles filled with only water with them ~~_~~ throughout the day.

Celebrations and Rewards

CNCA promotes healthy choices and believes in always providing students with consistent messaging regarding healthy foods, including celebrations

- In order to ensure food safety and to protect students with food allergies, all celebration food items must be store bought with an ingredient list/label. Individually wrapped is preferred. CNCA cannot guarantee that all parent chefs follow the strict food safety standards required for student consumption
- CNCA encourages these celebration foods to be Smart Snack Compliant
- CNCA encourages the use of nonfood celebrations since nonfood celebrations shift the focus from the food to the child. Families can contact the school front office for a list of nonfood celebration ideas.
- Parents must check in with the school prior to bringing any items to align on distribution time and process so that instruction is not interrupted.



~~All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:~~

- ~~1. Celebrations and parties. CNCA's DWC will guide the SWC's on healthy party ideas, including non-food celebration ideas. Healthy party ideas are also available from the Alliance for a Healthier Generation and from the USDA.~~
- ~~2. Classroom snacks brought by parents. Any classroom snacks must adhere to CNCA's Wellness Policy unless the campus has established a School Wellness Policy that allows for periodic exceptions.~~
- ~~3. Rewards and incentives. CNCA will encourage alternative, non-food ways to reward students.~~

Fundraising

~~Only if~~ Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus ~~_*~~ during the school day ~~*~~. ~~CNCA will make available to parents and teachers a list of healthy fundraising ideas.~~

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout ~~the school campus schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.~~

CNCA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that CNCA ~~and individual schools~~ may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

CNCA will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and



- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

CNCA will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

CNCA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing ~~commercial~~ distractions. CNCA strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information CNCA is imparting through nutrition education and health promotion efforts. It is the intent of CNCA to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with CNCA's wellness policy.

Any foods and beverages marketed ~~or promoted~~ to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be ~~marketed or promoted~~ sold to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any



other entity with a commercial interest in the product.⁴⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by CNCA.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As CNCA reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by CNCA Wellness Policy.

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program before, during and after school; staff involvement and family and community engagement and CNCA is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

~~All schools in CNCA will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org).~~

Physical activity during the school day **will not be withheld** as punishment for any reason. CNCA teachers and staff will utilize alternative methods of discipline for students to be determined at the campus level.

CNCA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. CNCA will conduct necessary inspections and repairs.

~~Throughout their school careers with CNCA students get physical education with a PE class or other physical activity class such as dance. CNCA will provide students with physical education consistent with federal and state standards for physical education. The physical education curriculum will increase students' knowledge in fitness education and promote skills of movement to enable them to become regularly physically active in their daily lives, understand the benefits of becoming physically active, maintain physical fitness, and adopt healthy lifestyles.~~

All students will be provided equal opportunity to participate in physical education classes. CNCA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

~~All CNCA elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.~~



~~All CNCA secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.~~

CNCA physical education program will promote student physical fitness through individualized fitness and activity assessments. CNCA will also administer the California Physical Fitness Test (PFT) annually as required to the appropriate grade levels.

Outdoor recess will be offered when weather is feasible for outdoor play. CNCA will defer to the Los Angeles Unified School District's inclement weather guidelines to determine if outside play is possible.

In the event that CNCA must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Each campus will maintain and enforce its own indoor recess guidelines.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Other Activities that Promote Student Wellness

CNCA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. CNCA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in CNCA are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or CNCA's curriculum experts.

~~All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.~~

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

CNCA will enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

~~CNCA will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.~~

~~As described in the "Community Involvement, Outreach, and Communications" subsection, CNCA will use electronic mechanisms (e.g., email or displaying notices on CNCA's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to~~



~~parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.~~

Staff Wellness and Health Promotion

~~The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Esperanza Bacilio.~~

Schools in CNCA will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. CNCA promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, CNCA will offer ~~annual~~ professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help ~~District~~ staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Stakeholder-Educational Partner Involvement and Notification

CNCA's Wellness Policy will be distributed annually ~~with enrollment documents and~~; copies will be available in each campus cafeteria and in each campus's main office. ~~The Site Based Council will provide bi-annual, if not more frequent, reports on the effectiveness of the Wellness Policy (with information from site level and HSO level evaluators).~~ The Site Based Council will be included in the annual evaluation of wellness policy goals.

Any questions or concerns regarding this policy can be directed to the campus main office or to: Esperanza Bacilio, 3435 W. Temple St., Los Angeles CA 90026. (213) 417-3400
esperanza.bacilio@pueblocaminonuevo.org



Glossary

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - all areas of the property under the jurisdiction of the school that are accessible to pupils during the school day, areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the period from the midnight before to 30 minutes after the end of the official school day, the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

¹Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

²Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzler JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹²Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49–55.

¹³Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills—A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063–1071.

¹⁵Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>



Appendix A

School Wellness Policy Coordinators:

Name	Title	Email address	CNCA Campus
Cristina Gonzalez	Student and Family Services Coordinator	Cristina.Gonzalez@caminonuevo.org	Kayne Siart
Yessenia Rivas	Student and Family Services Coordinator	Yessenia.Rivas@caminonuevo.org	Castellanos
Heidi Valladares	Student and Family Services Coordinator	Heidi.Valladares@caminonuevo.org	Dalzell Lance
Daisy Aguirre	Student and Family Services Coordinator	Daisy.Aguirre@caminonuevo.org	Cisneros
Alonzo Gandara	Student and Family Services Coordinator	Alonzo.Gandara@caminonuevo.org	Burlington
Tanya Castro	Student and Family Services Coordinator	Tanya.Castro@caminonuevo.org	Eisner
Flor Gonzalez	Student and Family Services Coordinator	Flor.Gonzalez@caminonuevo.org	Miramar

Coversheet

Advocacy

Section: VI. CEO Update
Item: A. Advocacy
Purpose: FYI
Submitted by:
Related Material: CEO Update.May.Leaders.pdf



CEO Update

20 años | Camino Nuevo Charter Academy



May, 2022

Advocacy

AB 2484:

Status:	Introduced: 2/17/22 Amended: 4/18/22 Re-referred to Assembly Ed Comm: 4/19/22
Sponsor:	Assemblywoman Mia Bonta (D-18 th District) Representing Oakland, Alameda, San Leandro
Effective Date:	Beginning 1/1/23 and beyond

Charter schools Affected:

Any charter school that receives SB 740 grant funding to reimburse rent paid on a “charter school facility owned by related parties”; no grandfather provision

Any charter school that qualifies for SB 740 because it is physical located in the attendance area of a public elementary school in which 55% or more of the pupil enrollment is eligible for free or reduced price meals.

Removes SB 740 eligibility for a charter school that previously qualified for SB 740 because it is physically located in the attendance area of a public elementary school which 55% or more of the pupil enrollment is eligible for free or reduced price meals

“Charter school facility owned by related parties” cannot receive SB 740 grant funding equal to more than 100% of the “cost of the facility” over the lifetime of the SB 740 program

Upon receiving SB 740 funding equal to more than 50% of the cost of the facility, the facility owner will have to place a deed restriction on the property requiring it to be used for public, nonsectarian educational purposes (e.g. no private schools)

- If a charter school facility owned by related parties is no longer occupied by a charter school due to closure, or revocation/non-renewal of a charter then:
 - Within 10 years of receiving SB 740 funds, if the facility owner sells or leases the facility for any other type of use (besides public, nonsectarian & educational) then the owner will be required to payback all SB 740 funds collected after 1/1/23 to the State after consideration of other financial obligations (not defined).
 - Repayment of SB 740 funds will be completed on schedule determined by CSFA (but no longer than 30 years)
 - CSFA will be responsible to tracking the lifetime awards for each related party-owned facility

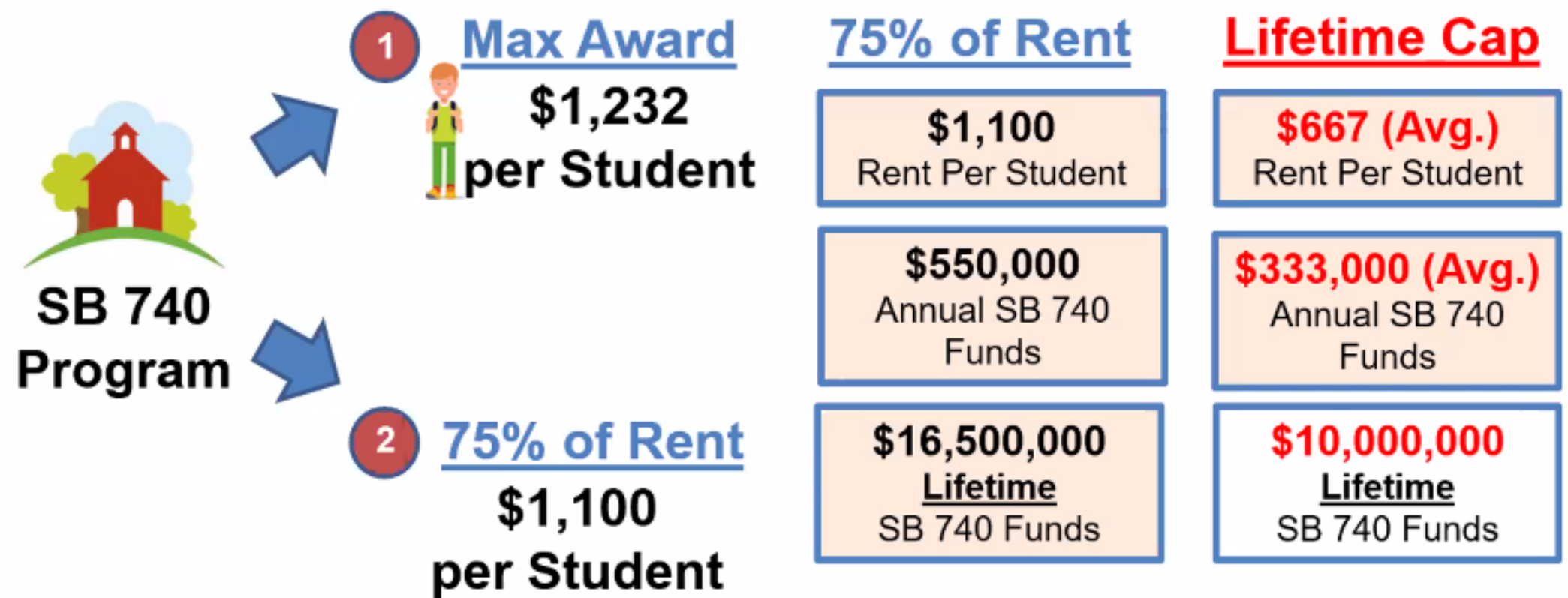
Impacts:

- Will reduce the number of charter schools that are eligible for SB 740 by at least 80 schools
- Severely reduces the amount of SB 740 reimbursement to charter schools that have issued bonds through related parties or set up ownership structures with related parties
- Deed restriction requirement (for public, nonsectarian educational purpose) will require already recorded mortgages for charter school financings (for loans, bonds, etc.) to be modified which may not be approved by lenders or bond investors

- Creating a requirement to payback the State upon sale or lease of the charter school facility for anything but a public, nonsectarian educational purpose → makes prospective lenders/bond investors feel there are more restrictions placed on disposition of assets in the case of a default

Example – After AB 2484

$$\begin{array}{ccc}
 \boxed{\$733,000} & \div \text{500 ADA} & = \boxed{\$1,466} \\
 \text{Annual} & & \text{Rent Per} \\
 \text{Payment} & & \text{Student}
 \end{array}$$



• What can the Board do?

- Send a letter of opposition to the Assembly Appropriations Committee – sample [here](#)
- Activate your powerful networks to send letters of opposition, make phone calls, using the [briefing sheet or talking points](#) as support.
 - Important networks to activate –
 - Chambers of Commerce
 - Law Enforcement – Chief of Police
 - School Board Members
 - Elected Officials – Members of Congress, Mayor, City Council
 - Planning Commission
 - High Tech Companies
 - Movie Studios

Chief Academic Officer Process

Round 1: Phone Screen with Recruiter

Round 2: SLT Interview

Round 3: School Visit:
classroom observations,
mock coaching,
PD Review,
Leader Interview Panel
Teacher Panel

Round 4: Board Member Interview Panel

Let's Celebrate our new Chief Academic Officer, *Rachel Hazlehurst!*

Strengths:

- Clear vision for academic success across the organization
- Lead learner – steady growth over the past 3 years
- History of achieving academic outcomes at CNCA
- Monitoring effectiveness with key metrics to monitor continuous improvement

Coversheet

A-G Improvement Grant to the Board

Section: VII. A-G Improvement Grant to the Board
Item: A. A-G Improvement Grant to the Board
Purpose: Vote
Submitted by:
Related Material: A-G Completion Improvement Grant Plan (1).pdf

A-G Completion Improvement Grant

Camino Nuevo High School - Dalzell Lance Campus

What is the A-G Completion Improvement Grant?

- The purpose is to increase the number of California high school students who graduate with A-G eligibility
- A-G Completion Improvement Grant funds are targeted to serve students in grades nine through twelve
- Funds shall be used for activities that directly support pupil access and successful completion of the A-G course requirements
- The plan must be discussed at a regularly scheduled board meeting and adopted at a subsequent board meeting
- Allocation will be based on an equal amount per unduplicated pupils enrolled in grades 9-12 as reported in CALPADS or 2020–21 fiscal year Fall 1 submission
- Funds are available for expenditure or encumbrance through the 2025–26 fiscal year.

What Are the A-G Requirements?

To meet minimum admission requirements to the University of California schools or California State Universities, you must complete 15 year long high school courses with a letter grade of C- or better. These must be courses on your high school's UC/CSU Approved Course List.

Keep in mind that taking approved high school (A-G) courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on various acceptable exams.

Subject areas include:

A - History

B - English

C - Mathematics

D - Science

E - Language Other Than English

F - Visual and Performing Arts

G - Electives

Planned Use of Funds

Action: Hire one ELD Teacher - An additional ELD Teacher to help reduce class size of Designated ELD courses, add a Language Lab (double block of ELD for newcomers) and help the 75 ELD students become more successful.

Rationale: All students at the school, including ELs, have access to a-g courses, which are our graduation requirements. However, currently, 60% of our ELD students are failing at least one A-G course. Adding an additional Designated ELD teacher will help increase English language proficiency and help reduce this failure rate by providing integrated ELD supports connected to core content courses in addition to Designated ELD. This does not replace any teacher we have now.

Cost: \$90,000 (includes salary and benefits) x 3 years = \$270,000

Planned Use of Funds (Con't)

Action: Implement Summer Bridge. Two teachers will work with 25 ninth grade students each on foundational ELA and Math Skills for 4 weeks during the summer. Each class will have two college TAs. On Fridays students will participate in college visits and parent/student seminars about college.

Rationale: Currently, 30% of all 9th Grade students have at least one failing grade in an A-G course. Adding a Summer Bridge program will help connect students with campus leaders, help them navigate a new and often larger campus and help them acclimate to academic and social expectations as a high school student. This would target most, if not all, 9th grade students who may be at risk based on middle school grades. This does not replace or supplant any program we have now.

Approximate Cost: $\$12,000 \times 3 \text{ years} = \$36,000$

Planned Use of Funds (Con't)

Action: Additional opportunities for credit recovery - Students will earn credits for re-taking courses on Saturday/after school, before school (optional zero period).

Rationale: We currently have 150 students retaking A-G courses online. Many times these students struggle to complete their online courses despite intensive support. Adding this option will cut the number of students taking online credit recovery courses by about 50%. This does not replace any program we have now.

Approximate Cost: \$14,000 (teacher stipends for four high-priority courses per semester) x 6 semester = \$84,000

Monitoring of Plan

- Number of students meeting A-G requirements upon graduation (as opposed to the summer after graduation or a 5th year)
- Number of students on track to meet A-G requirements
- Number of students required to repeat A-G courses
- Percentage of students in A-G courses that pass with a grade of C or better
- Number of ELD students who meet A-G requirements
- Number of 9th grade students who pass A-G courses on their first attempt.

Supplement not Supplant

- Our LCAP includes a focus on English Language Learners, but does not provide for an additional ELD teacher. The a-g grant will supplement this focus.
- Our Learning Recovery Plan has a focus on academic intervention (e.g., bilingual and math teacher's assistants, math coach, summer school), but is not the same as the academic intervention strategies in this plan. The supporting elements of this plan include:
 - Saturday School
 - Before/After School Intervention
 - Summer Bridge

Coversheet

Resolution No. CNCA51022B

Section:	VIII. Resolutions
Item:	A. Resolution No. CNCA51022B
Purpose:	Vote
Submitted by:	
Related Material:	Camino Nuevo Charter Academy - Resolution.51022B.pdf

**BOARD OF DIRECTORS OF THE
CAMINO NUEVO CHARTER ACADEMY**

RESOLUTION NO. 5102022B

**RESOLUTION APPOINTING
AUTHORIZED SIGNER FOR WELLS FARGO BANK LINE OF CREDIT**

WHEREAS, the Chief Executive Officer (“CEO”) of the Camino Nuevo Charter Academy (“CNCA or Charter School”) will be on an authorized leave of absence starting in June 2022; and

WHEREAS, the Board of Directors of CNCA (“Board”) has previously authorized the CEO to execute and renew an annual line of credit for the Charter with Wells Fargo Bank; and

WHEREAS, the Board desires to delegate to the Charter’s Chief Academic Officer, Rachel Hazlehurst, the authorization to renew the Charter’s annual line of credit during the period of the CEO’s leave of absence.

WHEREAS, the Board desires to delegate to the Charter’s Chief Academic Officer, Rachel Hazlehurst, as a signer on CNCA bank accounts at Wells Fargo until terminated by the CEO or Board.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:

1. That the Board finds the above listed recitals to be true and correct and incorporates them herein by this reference;
2. That the Board hereby delegates to the Charter’s Chief Academic Officer, Rachel Hazlehurst, the authorization to renew the Charter’s annual line of credit for this temporary period, and determines that the authorization herein shall terminate upon completion of the CEO’s leave of absence and return to work without any further action by the Board and shall not automatically renew.

3. That the Board hereby delegates to the Charter’s Chief Academic Officer, Rachel Hazlehurst, the authorization to serve as a signer on the CNCA Wells Fargo accounts until terminated by the CEO or Board.

PASSED AND ADOPTED by the Board of Directors of the Camino Nuevo Charter Academy on [DATE], by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

CERTIFICATION

STATE OF CALIFORNIA)
) ss.
COUNTY OF LOS ANGELES)

I certify the above is a true copy of a resolution adopted by the Board of Directors of the Camino Nuevo Charter Academy at a meeting held on May 10, 2022.

DATED: [REDACTED], 2022

BOARD OF DIRECTORS OF THE CAMINO NUEVO
CHARTER ACADEMY, COUNTY OF LOS ANGELES,
STATE OF CALIFORNIA

By: _____
Vice President/Secretary of the Board of Directors

Coversheet

Resolution No. CNCA51022A

Section:	VIII. Resolutions
Item:	B. Resolution No. CNCA51022A
Purpose:	Vote
Submitted by:	
Related Material:	RESOLUTION NO. CNCA51022A.pdf

**BOARD OF DIRECTORS OF THE
CAMINO NUEVO CHARTER ACADEMY**

RESOLUTION NO. CNCA51022A

**RESOLUTION APPOINTING
AN ACTING CHIEF EXECUTIVE OFFICER**

WHEREAS, the Chief Executive Officer (“CEO”) of the Camino Nuevo Charter Academy (“CNCA or Charter School”) will be on a leave of absence starting in June 2022; and

WHEREAS, the Board of Directors of CNCA (“Board”) desires to appoint the Charter’s Chief Academic Officer, Rachel Hazlehurst, as the Acting CEO during the period of the CEO’s leave of absence; and

WHEREAS, the Board desires to delegate to the Acting CEO all powers delegated by the Board to the CEO for the period of the CEO’s leave of absence, so that the Acting CEO may perform emergency duties and responsibilities of the CEO as specified in the CNCA Charter when necessary; and

WHEREAS, in accordance with the Ralph M. Brown Act, the Board will report out any and all contractual and compensation issues related to the service of the Acting CEO.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:

1. That the Board finds the above listed recitals to be true and correct and incorporates them herein by this reference;
2. That the Board hereby appoints the Charter’s Chief Academic Officer as the Acting CEO for this temporary period, and determines that the appointment herein shall terminate upon completion of the CEO’s leave of absence and return to work without any further action by the Board and shall not automatically renew;

3. That the Board delegates to the Acting CEO all powers normally delegated to the CEO so that the Acting CEO may perform all duties and responsibilities of the CEO as needed.

PASSED AND ADOPTED by the Board of Directors of the Camino Nuevo Charter Academy on **May 10, 2022**, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

CERTIFICATION

STATE OF CALIFORNIA)
)
COUNTY OF LOS ANGELES) ss.

I certify the above is a true copy of a resolution adopted by the Board of Directors of the Camino Nuevo Charter Academy at a meeting held on **May 10**, 2022.

DATED: **_____**, 2022

BOARD OF DIRECTORS OF THE CAMINO NUEVO
CHARTER ACADEMY, COUNTY OF LOS ANGELES,
STATE OF CALIFORNIA

By: _____
Vice President/Secretary of the Board of Directors

Coversheet

EL Contract

Section: IX. EL Contract
Item: A. EL Contract
Purpose: Vote
Submitted by:
Related Material:
EL Support Services Agreement CNCA PNEDG 5 4 2022 PDF.pdf

ENGLISH LEARNER SUPPORT SERVICES AGREEMENT
Director of Biliteracy and English Learners

This School Reopening Support Services Agreement (“Agreement”) is entered into and effective July 1, 2021, by and between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“CNCA”) and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”), collectively the “Parties”, with respect to the following:

A. CNCA is organized for public and charitable purposes to operate one or more schools and to provide related comprehensive public education programs for students in kindergarten through twelfth grade in low-income, predominantly immigrant and multilingual areas.

B. PN-EDG is organized for charitable purposes to promote, support, benefit, and help carry out the purposes of CNCA, and to expand the community support services that CNCA has historically provided.

C. The Parties desire to enter into this Agreement for PN-EDG to provide COVID-19 related learning recovery and school reopening support services to CNCA, including with regard to ESSER and other federal and state grants, as set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties agree as follows:

1. ENGLISH LEARNER SUPPORT SERVICES. During the term of this Agreement and as requested by CNCA, PN-EDG shall provide the English Learner support services described in Exhibit A to this Agreement (“Services”). The Parties may agree to modify the Services at any time by amending Exhibit A in writing.

2. TERM OF AGREEMENT; TERMINATION. This Agreement commences on the Effective Date above and shall continue through June 30, 2022. Either Party may terminate this Agreement with or without cause upon thirty (30) days written notice. In the event of termination, CNCA shall pay PN-EDG any unpaid portion of the Services performed through the effective date of the termination.

3. COMPENSATION. As compensation for the Services, CNCA agrees to pay PN-EDG in full for the cost of the Director of Biliteracy and English Learners’ salary and benefits. In addition, CNCA shall reimburse PN-EDG for all Services-related expenses, subject to CNCA’s reimbursement and approval policies. PN-EDG shall itemize such costs and provide CNCA a monthly invoice with evidence of the expenses. CNCA shall pay such invoice within thirty (30) days of receipt. In the event that an expense is disputed, the Parties shall meet and confer to resolve the dispute in accordance with Section 16 of this Agreement.

4. RELATIONSHIP OF THE PARTIES. The provisions of this Agreement are not intended to create nor shall be deemed or construed to create any relationship between CNCA and PN-EDG other than for the purpose of effectuating this Agreement. Neither of the Parties, nor any of their respective officers, directors, or employees, shall be construed to be the agent, employer, or representative of the other, except as specifically provided herein, or by subsequent written agreement.

5. INSURANCE.

5.1. CNCA will maintain customary and reasonable insurance, including coverage for professional liability for errors or omissions and/ or directors and officers, comprehensive general liability coverage, and automobile liability coverage. CNCA will name PN-EDG as an additional insured under all CNCA policies.

5.2. PN-EDG will maintain customary and reasonable insurance, including coverage for professional liability for errors or omissions and/ or directors and officers, comprehensive general liability coverage, and automobile liability coverage.

5.3. The Parties agree that the insurance coverage in place on the commencement date satisfies the requirements of this Section 5.

5.4. Each Party is responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

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

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

To PN-EDG: Pueblo Nuevo Education and Development Group
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chantavia Moore
Email: Chantavia.Moore@PuebloNuevo.org

To CNCA: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chief Executive Officer
Email: adriana.abich@caminonuevo.org

8. FIDUCIARY OBLIGATIONS. The governing board for each Party has reviewed the scope of services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the services contained herein are in the best interests of CNCA, and that the compensation to be paid by CNCA to PN-EDG for said services is fair and reasonable.

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

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

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

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

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

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

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

16. DISPUTE RESOLUTION. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint will give written notice of the failure to resolve the dispute to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with each of the principal Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the dispute will be arbitrated in Los Angeles County, California, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS. The arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to fully and finally resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable, as well as any dispute as to the arbitrability of any such claims. The arbitration proceedings set forth and any arbitration award that results from those proceedings shall be confidential, unless disclosure is otherwise required by law or judicial decision. Please note, by agreeing to this binding arbitration provision, the Parties waive certain important rights and protections that otherwise may have been available if the dispute were determined by a court of law in a proceeding governed by judicial procedures, including the right to a jury trial and to appeal. An arbitration award is final and subject to a limited right of appeal, and arbitration may not include procedures, such as discovery, typically available in a judicial proceeding.

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

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

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

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

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

CAMINO NUEVO CHARTER ACADEMY

PUEBLO NUEVO EDUCATION AND DEVELOPMENT
GROUP

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

By: _____
Name: L. Michael Russell
Its: Board President
Date:

Exhibit A English Learner Support Services

The Services provided by PN-EDG pursuant to this Agreement include the responsibilities described in the Director of Biliteracy and English Learners' job description:

Organizational Leadership Responsibilities

We believe that every individual who works at the Camino Nuevo Charter Academy Home Support Office must embody key mindsets and possess foundational skills to contribute to the organizational leadership of the organization.

Mindsets

- Commitment to and belief in CNCA's mission and vision
- Belief in and embodiment the CNCA Anchors in all aspects of the work
- Commitment to the vision of a progressive, socially-just education and is able to inspire others towards that vision
- Solution orientation and belief in supporting others to be the same
- Commitment to an asset-based, capacity-building approach
- Commitment to equity, diversity and inclusion

Skills

- Ability to support an inclusive, positive and high performing culture
- Ability to take ownership in the day-to-day and overall success of the organization
- Ability to think critically, use sound judgment and problem solve
- Ability to work independently and proactively and to seek support and guidance when appropriate
- Strong organizational and time management skills, with an ability to prioritize competing projects in a fast-paced, fluid environment
- Effective collaboration with individuals at all levels of the organization

Strategy and Vision Setting Responsibilities

- Serve as a member of the Content Team, contributing expertise on language and biliteracy development to inform the overall vision and strategy of the Content Team and the Learning Group
- Support the development of strategic plan for the ongoing success of the Content Team
- Support the research and development of a cohesive plan for integrated and designated English Language Development curriculum, instruction, and assessment in grades pre-K through 12
- Support the research and development of a cohesive plan for the dual language program in grades pre-K through 8
- Support the research and development of a cohesive plan for literacy instruction in grades pre-K through 12
-
- Contribute to the development of structures and processes to increase the level of excellence across all CNCA schools, and specifically as they relate to language and biliteracy development
- Monitor the effectiveness of language and biliteracy development through the use of key metrics to inform continuous improvement and strategic decision-making
- Elevate challenges that arise in the context of English Learner and biliteracy programming, instruction and assessment, and work with the VPCI to inform and improve work
- Understand and navigate the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve

Teams and Performance Management Responsibilities

- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for the Content Team
- Set ambitious personal and professional goals and model relentless effort toward these goals

Compliance and Management Responsibilities

- Collaborate with the VPCI to ensure that expenditures for language and literacy development are in line with budget and priorities
- Ensure that all language and literacy development functions and projects are effectively managed
- Collaborate with the Knowledge Management team to ensure compliance related to district, state and federal reporting of English Language Learner progress
- Collaborate with the Knowledge Management team to ensure compliance of procedures for the reclassification of English Language Learners
- Contribute to preparation and presentation of regular status reports for the Executive Leadership Team and/or the Board of Directors related to CNCA's English Learners and literacy development
- Establish relationships with outside agencies related to English Language Learners and literacy development
- Communicate effectively orally and in writing
- Other duties as assigned

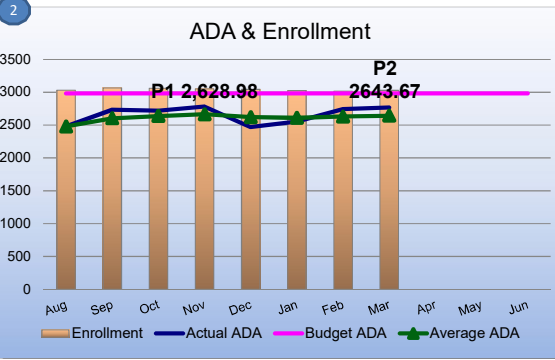
Coversheet

March Financial Reports

Section: X. Financial Reports
Item: A. March Financial Reports
Purpose: Discuss
Submitted by:
Related Material: 03.22 - CNCA Consolidated - Financial Packet.pdf

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

The average ADA percentage for P2 is 87%, which is 8% lower than budget. Revisions to Month 1 and 2 attendance reports are expected to happen to properly account for independent study taking place, but this may have to be done as a revision to P2.

ADA is 338 under budget resulting in reduced funding across all of the charters.

A net loss of \$729K is projected, which is \$1.7M under budget.

Forecast includes ESSER spending plan.

Cash remains strong and is projected to end at 83 days cash on hand as of 06/30/2022.

3 Average Daily Attendance Analysis

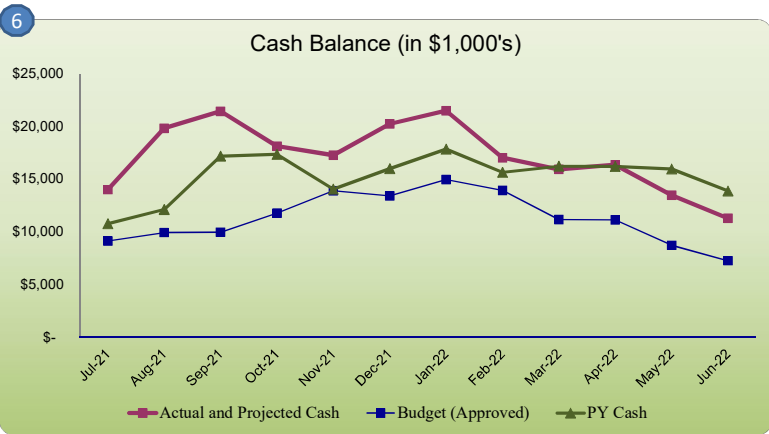
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	3,028	3,028	3,139	(111)	3,088	3,367
ADA %	87.1%	87.0%	95.0%	-8.0%	89.5%	95.0%
Average ADA	2,643.67	2,643.67	2,982.05	(338.38)	2,762.74	3,218.84

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	94.7%	93.6%	-1.1%	94.9%
3-Year Average %	95.5%	95.2%	-0.3%	96.3%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.1%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 03/31/22	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	32,366,168	35,221,394	(2,855,225)	32,381,952	(15,784)	23,420,357	22,371,948	1,048,409	33,411,308	33,437,300
Federal Revenue	13,167,082	4,758,199	8,408,882	12,921,744	245,338	4,921,552	2,095,335	2,826,216	8,544,443	3,792,642
State Revenue	4,674,207	4,567,013	107,194	4,648,259	25,949	4,065,303	2,150,292	1,915,011	2,578,594	2,107,752
Other Local Revenue	2,746,952	2,209,619	537,333	2,767,622	(20,670)	2,324,752	1,735,883	588,869	2,587,536	2,379,954
Grants/Fundraising	364,774	112,500	252,274	350,404	14,370	349,013	105,336	243,677	263,396	257,740
TOTAL REVENUE	53,319,183	46,868,725	6,450,458	53,069,980	249,203	35,080,976	28,458,793	6,622,183	47,385,276	41,975,388
Total per ADA	20,169	15,717	4,452	20,074	94				14,721	14,128
w/o Grants/Fundraising	20,031	15,679	4,351	19,942	89				14,639	14,041
Certificated Salaries	16,181,393	15,864,204	(317,189)	16,233,293	51,900	11,694,371	11,589,540	(104,831)	12,866,595	13,306,587
Classified Salaries	6,356,577	5,465,700	(890,877)	6,393,799	37,222	4,574,368	3,987,722	(586,646)	3,627,635	3,815,754
Benefits	6,751,924	6,862,074	110,150	6,805,252	53,328	5,010,972	5,090,165	79,192	4,779,613	5,002,395
Student Supplies	4,841,790	3,557,052	(1,284,739)	4,758,625	(83,165)	3,457,249	2,507,583	(949,666)	5,238,611	2,615,362
Operating Expenses	18,492,310	12,943,770	(5,548,540)	18,240,480	(251,830)	11,969,223	9,754,928	(2,214,294)	13,715,921	14,721,963
Other	1,424,231	1,291,310	(132,921)	1,424,900	669	1,003,582	1,025,161	21,579	1,299,959	1,247,575
TOTAL EXPENSES	54,048,224	45,984,109	(8,064,115)	53,856,348	(191,876)	37,709,765	33,955,098	(3,754,667)	41,528,335	40,709,636
Total per ADA	20,444	15,420	(5,024)	20,372	73				12,902	13,702
NET INCOME / (LOSS)	(729,042)	884,615	(1,613,657)	(786,368)	57,327	(2,628,789)	(5,496,305)	2,845,937	5,856,942	1,265,752
OPERATING INCOME	484,606	1,965,342	(1,480,736)	427,948	56,658	(1,731,466)	(4,681,728)	2,950,262	6,938,656	2,285,091
EBITDA	695,189	2,175,925	(1,480,736)	638,531	56,658	(1,625,207)	(4,471,144)	2,845,937	7,156,901	2,513,327



Year-End Cash Balance

Projected	Budget	Variance
11,286,997	7,258,652	4,028,345

7 Balance Sheet

Balance Sheet	6/30/2021	2/28/2022	3/31/2022	6/30/2022 FC
Assets				
Cash, Operating	13,877,874	17,035,785	15,936,829	11,286,997
Cash, Restricted	0	0	0	0
Accounts Receivable	8,076,064	52,537	52,537	8,207,932
Due From Others	185,032	251,672	365,875	195,706
Other Assets	305,180	57,844	100,779	274,330
Net Fixed Assets	39,997,763	39,650,135	39,662,189	39,573,652
Total Assets	62,441,913	57,047,974	56,118,210	59,538,616
Liabilities				
A/P & Payroll	2,018,499	1,678,965	1,703,737	2,315,441
Due to Others	2,436,714	684,865	829,462	1,933,788
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	12,804,845	12,974,213	14,494,872
Equity				
Beginning Fund Bal.	39,915,845	45,772,786	45,772,786	45,772,786
Net Income/(Loss)	5,856,942	(1,529,658)	(2,628,789)	(729,042)
Total Equity	45,772,786	44,243,129	43,143,997	45,043,744
Total Liabilities & Equity	62,441,913	57,047,973	56,118,210	59,538,616

Available Line of Credit

Days Cash on Hand	82	118	110	78
Cash Reserve %	22.3%	32.4%	30.2%	21.4%



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	665	471	447	267	255	738	702	606	587	508	490	-	-	3,139	3,019
ADA	560.50	505.20	662.15	588.01	447.45	363.29	253.65	222.10	701.10	585.39	575.70	522.76	482.60	442.31	-	-	2,982.05	2,643.67
ADA %	95%	89%	95%	88%	95%	84%	95%	89%	95%	87%	95%	89%	95%	90%	-	-	95%	88%
UPP	100%	98%	93%	93%	99%	99%	94%	94%	97%	96%	91%	92%	96%	96%	0%	0%	82%	82%
Income																		
8011-8098 - Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	3,856,871	3,211,700	4,427,685	3,635,959	3,114,400	2,351,150	1,645,238	1,333,738	4,759,637	3,684,889	3,827,826	3,229,016	5,044,024	4,726,642	-	-	21,916,044	18,488,206
8012 Education Protection Account	1,059,320	1,287,461	1,255,284	1,503,105	841,985	921,792	477,304	563,544	1,319,289	1,485,336	1,089,425	1,333,898	96,520	88,462	-	-	4,819,837	5,698,263
8019 Local Control Funding Formula - Prior Year	-	(37,320)	-	(45,388)	-	(31,090)	-	(17,617)	-	(48,707)	-	(41,048)	-	(5,785)	-	-	-	(178,248)
8096 In Lieu of Property Taxes	1,594,920	1,563,124	1,884,168	1,819,344	1,273,232	1,124,045	721,769	687,193	1,995,001	1,811,238	1,638,172	1,617,456	1,373,253	1,368,538	-	-	8,485,513	8,179,700
8098 In Lieu of Property Taxes, Prior Year	-	37,320	-	45,388	-	31,090	-	17,617	-	48,707	-	41,048	-	5,785	-	-	-	178,248
Total 8011-8098 - Local Control Funding Formula Sources	6,511,111	6,062,285	7,567,136	6,958,408	5,229,617	4,396,987	2,844,310	2,584,475	8,073,927	6,981,462	6,555,423	6,180,370	6,513,796	6,183,643	-	-	35,221,394	32,366,168
8100-8299 - Federal Revenue																		
8181 Special Education - Federal (IDEA)	149,822	140,178	176,993	163,155	119,603	100,802	67,801	61,626	187,404	162,428	153,885	145,050	128,999	122,728	-	-	797,102	733,539
8221 Child Nutrition - Federal	570,561	488,836	519,410	285,560	428,932	246,289	152,252	96,197	581,184	342,486	387,254	282,700	224,523	185,980	-	-	2,282,932	1,585,562
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	11,783	31,346	31,346	11,783	43,129	31,346	31,346	22,194	10,754	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	-	1,536,849	-	2,057,159	-	1,597,361	17,771	824,732	17,771	2,422,093	-	1,873,017	13,714	1,204,157	-	-	31,486	9,093,275
Total 8100-8299 - Other Federal Income	1,125,703	2,560,902	1,005,856	2,862,404	832,636	2,241,527	387,849	1,144,923	1,220,486	3,386,451	810,975	2,600,527	595,181	1,756,797	-	-	4,758,199	13,167,082
8300-8599 - Other State Revenue																		
8520 Child Nutrition - State	47,612	31,673	42,917	16,299	35,879	14,819	12,339	5,866	48,218	20,685	32,289	18,236	17,435	11,037	-	-	188,471	97,930
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	83,270	99,323	96,768	67,118	61,076	38,048	36,691	105,165	97,767	86,355	85,886	72,390	72,426	-	-	447,308	436,118
8562 State Lottery - Prop 20	27,465	33,206	32,445	38,589	21,925	24,356	12,429	14,632	34,354	38,987	28,209	34,249	23,647	28,881	-	-	146,120	173,912
8560 Lottery Revenue	111,540	116,476	131,768	135,357	89,043	85,432	50,476	51,323	139,519	136,754	114,564	120,135	96,037	101,307	-	-	593,428	610,030
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	456,417	517,858	556,456	345,289	323,739	205,264	196,211	550,553	519,951	472,152	525,808	382,499	272,437	-	-	2,345,088	2,331,069
Total 8300-8599 - Other State Income	1,063,857	1,151,455	881,636	923,129	655,671	635,371	395,703	381,025	1,051,374	1,016,397	753,824	878,094	816,323	705,132	-	-	4,567,013	4,674,207
8600-8799 - Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	15,000	12,000	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	63,000
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	69,310	100,000	108,000	2,500	47,840	-	53,214	2,500	101,054	-	60,836	-	10,000	-	-	112,500	349,200
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	34	-	646	-	14	-	96	-	110	-	(217)	-	15,000	-	-	-	15,574
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	13,440	10,201	14,776	14,776	14,776	9,504	14,776	9,600	29,552	19,104	14,776	8,909	16,741	17,347	-	-	89,284	70,337

	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
8698 SELPA Grants	-	35,744	-	57,158	-	22,937	-	12,845	-	35,782	-	22,999	-	27,606	-	-	-	179,289
8699 All Other Local Revenue	-	5,389	-	19,002	-	23,146	-	3,725	-	26,871	-	9,055	-	7,099	-	-	-	67,416
8792 Transfers of Apportionments - Special Education	386,128	396,880	456,155	461,935	308,248	285,397	174,739	174,480	482,988	459,877	396,600	410,675	332,463	347,474	-	-	2,054,334	2,076,841
Total 8600-8799 - Other Income-Local	424,568	529,558	580,931	671,516	337,524	400,838	194,515	258,960	532,040	659,798	421,376	522,258	363,204	438,526	-	-	2,322,119	2,821,656
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	61,770	-	34,904	-	35,713	-	33,283	-	68,996	-	43,835	-	80,565	-	-	-	290,069
Total Prior Year Adjustments	-	61,770	-	34,904	-	35,713	-	33,283	-	68,996	-	43,835	-	80,565	-	-	-	290,069
TOTAL INCOME	9,125,239	10,365,970	10,035,559	11,450,361	7,055,448	7,710,436	3,822,378	4,402,667	10,877,827	12,113,103	8,541,597	10,225,084	8,288,503	9,164,664	-	-	46,868,725	53,319,183
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	1,856,591	1,941,609	2,463,353	2,786,638	1,494,941	1,492,900	881,270	892,775	2,376,211	2,385,675	2,308,249	2,498,822	2,037,137	1,935,888	-	-	11,041,541	11,548,633
1120 Teachers' Hourly	-	-	42,000	735	-	-	-	51,224	-	51,224	13,090	-	-	-	-	-	55,090	51,959
1170 Teachers' Salaries - Substitute	53,723	64,453	61,050	42,401	82,510	51,674	24,050	12,213	106,560	63,887	64,750	43,042	51,870	41,144	-	-	337,953	254,927
1175 Teachers' Salaries - Stipend/Extra Duty	105,410	175,675	99,870	168,374	110,450	110,272	28,540	57,000	138,990	167,271	80,120	175,117	103,255	207,515	-	-	527,645	893,953
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	69,273	60,827	81,571	68,582	50,956	48,533	30,292	26,271	81,249	74,804	67,462	59,654	62,228	49,949	-	-	361,782	313,817
1299 Certificated Pupil Support - Other	110,963	84,419	204,657	100,131	81,624	67,356	48,523	38,347	130,146	105,702	107,846	86,746	99,678	72,654	-	-	653,291	449,652
1300 Certificated Supervisors' & Administrators' Salaries	505,530	404,376	502,580	469,810	436,923	428,742	298,939	299,493	735,862	728,235	498,610	481,042	644,320	584,986	-	-	2,886,903	2,668,451
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	2,701,489	2,731,360	3,455,081	3,636,671	2,257,404	2,199,476	1,311,614	1,377,323	3,569,018	3,576,799	3,140,127	3,344,424	2,998,488	2,892,137	-	-	15,864,204	16,181,393
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	447,441	471,418	408,968	504,528	342,671	338,860	103,508	115,434	446,178	454,294	588,855	592,227	309,820	209,768	-	-	2,201,262	2,232,235
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	161,585	222,907	-	41,025	74,400	44,134	65,150	44,134	139,550	44,134	18,500	-	-	-	-	-	319,635	308,066
2200 Classified Support Salaries	113,209	144,784	142,574	113,508	102,671	97,626	55,785	64,247	158,456	161,873	108,776	108,398	80,127	85,701	-	-	603,142	614,264
2300 Classified Supervisors' & Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	3,098	-	45,407	-	-	-	48,504
2400 Classified Office Staff Salaries	211,705	223,377	178,385	201,895	205,625	224,029	142,096	137,963	347,721	361,993	194,110	203,143	218,365	228,454	-	-	1,150,286	1,218,862
2900 Other Classified Salaries	202,264	383,238	221,242	349,382	201,473	333,516	116,296	165,425	317,769	498,942	272,049	393,204	178,050	309,881	-	-	1,191,375	1,934,645
Total 2000 - Classified Salaries	1,136,204	1,445,724	951,169	1,210,338	926,840	1,038,166	482,835	483,069	1,409,674	1,521,235	1,182,290	1,300,070	786,362	879,210	-	-	5,465,700	6,356,577
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	457,092	441,634	584,600	600,726	381,953	352,439	221,925	228,761	603,878	581,200	531,310	549,969	507,344	477,547	-	-	2,684,223	2,651,076
3212 PERS - Public Employee Retirement System	260,304	327,463	217,913	266,798	212,339	237,387	110,617	107,978	322,956	345,365	270,863	285,385	180,155	193,429	-	-	1,252,192	1,418,440
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	70,445	90,996	58,972	75,055	57,464	67,846	29,936	29,880	87,400	97,726	73,302	80,658	48,754	55,203	-	-	338,873	399,638
3331 MED - Medicare	55,647	59,848	63,891	69,270	46,172	46,379	26,020	26,726	72,191	73,105	62,675	66,586	54,880	54,196	-	-	309,284	323,005
3401 H&W - Health & Welfare	322,253	324,847	379,682	340,706	297,972	251,089	108,085	115,844	406,057	366,934	353,643	318,565	316,147	292,185	-	-	1,777,782	1,643,237
3501 SUI - State Unemployment Insurance	47,204	20,621	54,197	23,867	39,166	15,980	22,072	9,209	61,238	25,188	53,166	22,944	46,554	18,761	-	-	262,358	111,381
3601 Workers' Compensation Insurance	47,595	42,199	46,730	48,318	29,531	34,462	20,342	20,120	49,874	54,581	50,820	48,904	42,343	44,494	-	-	237,361	238,496
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	(8,092)	-	(3,571)	-	(6,395)	-	776	-	(5,619)	-	(4,909)	-	(11,158)	-	-	-	(33,350)
Total 3000 - Employee Benefits	1,260,539	1,299,515	1,405,985	1,421,169	1,064,597	999,187	538,996	539,293	1,603,593	1,538,480	1,395,778	1,368,103	1,196,178	1,124,657	-	-	6,862,074	6,751,924
4000 - Supplies																		
4111 Core Curricula Materials	24,800	356,055	108,300	298,437	16,571	277,010	12,107	124,562	28,678	401,572	27,755	363,513	31,900	77,562	-	-	221,433	1,497,140
4211 Books & Other Reference Materials	1,000	2,350	7,000	11,033	3,325	3,325	375	1,257	3,700	4,582	4,000	5,000	13,000	13,000	-	-	28,700	35,965
4311 Student Materials	48,800	96,053	58,001	103,321	53,247	84,267	29,095	51,187	82,341	135,454	33,328	74,018	51,420	114,005	-	-	273,889	522,851
4351 Office Supplies	18,600	18,600	18,000	23,142	19,200	19,200	12,000	17,000	31,200	36,200	15,600	15,600	18,000	11,400	-	-	101,400	111,542
4371 Custodial Supplies	13,720	41,529	12,000	31,842	21,600	40,155	12,000	32,142	33,600	72,297	18,000	63,142	22,800	42,942	-	-	100,120	251,752
4391 Food (Non Nutrition Program)	11,150	9,350	8,600	11,700	14,000	15,200	9,000	9,000	23,000	24,200	12,567	12,609	11,250	18,650	-	-	66,567	76,500
4392 Uniforms	9,800	9,800	5,000	11,777	8,565	8,205	4,005	3,825	12,570	12,030	4,000	4,000	15,220	15,350	-	-	46,990	52,957
4393 PE & Sports Equipment	4,000	12,000	5,000	10,320	7,000	10,000	4,000	7,000	11,000	17,000	6,000	6,000	2,500	2,500	-	-	28,500	47,820
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4399 All Other Supplies	12,190	27,145	17,091	39,795	11,413	32,928	8,551	21,515	19,964	54,443	18,318	32,261	30,024	54,970	-	-	97,587	208,614

	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
4390 Other Supplies	37,140	58,295	35,691	73,592	40,978	66,333	25,556	41,340	66,534	107,673	40,885	54,870	59,394	91,470	-	-	239,644	385,900
4411 Non Capitalized Equipment	16,309	79,725	12,409	87,126	18,288	38,129	9,156	33,614	27,444	71,742	15,648	58,132	61,898	119,289	-	-	133,708	416,015
4711 Nutrition Program Food & Supplies	598,524	410,139	530,244	315,419	466,679	287,679	176,667	135,671	643,346	423,350	449,383	291,584	236,661	180,134	-	-	2,458,158	1,620,627
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	758,893	1,062,745	781,645	943,913	639,888	816,098	276,956	436,773	916,843	1,252,871	604,598	925,860	495,073	656,402	-	-	3,557,052	4,841,790
5000 - Operating Services																		
5211 Travel & Conferences	12,000	17,000	60,250	59,250	8,000	10,897	1,597	1,597	9,597	12,494	5,000	2,000	20,620	12,120	-	-	107,467	102,864
5311 Dues & Memberships	9,205	9,036	11,310	11,265	6,497	5,823	3,170	5,088	9,667	10,911	8,210	8,055	16,500	19,830	-	-	54,892	59,097
5451 General Insurance	-	-	-	-	-	-	25,277	25,602	25,277	25,602	-	-	3,904	3,998	-	-	29,181	29,600
5511 Utilities	144,523	126,002	104,466	114,960	142,541	115,800	49,505	54,276	192,046	170,076	127,924	167,816	120,870	108,303	-	-	689,829	687,158
5521 Security Services	40,740	57,084	1,400	2,460	500	1,500	2,300	2,300	2,800	3,800	500	657	5,090	23,924	-	-	50,530	87,925
5531 Housekeeping Services	86,550	124,675	72,000	183,750	106,000	157,700	-	26,934	106,000	184,634	114,300	137,100	66,723	89,783	-	-	445,573	719,942
5599 Other Facility Operations & Utilities	41,237	44,512	44,993	48,441	61,875	67,539	21,685	23,120	83,560	90,659	69,955	89,955	55,841	68,109	-	-	295,586	341,677
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	14,200	-	3,924	6,908	8,292	6,908	12,216	1,000	3,820	35,866	32,460	-	-	66,423	74,154
5621 Equipment Lease	44,009	44,009	26,459	37,141	38,071	38,071	19,641	19,641	57,712	57,712	30,205	30,205	54,412	59,683	-	-	212,798	228,751
5631 Vendor Repairs	43,000	84,000	30,000	99,000	44,000	44,000	25,000	25,000	69,000	69,000	40,000	60,200	35,000	100,000	-	-	217,000	412,200
5812 Field Trips & Pupil Transportation	16,800	16,800	32,000	11,000	21,465	21,105	17,400	5,400	38,865	26,505	12,000	3,000	48,300	50,079	-	-	147,965	107,384
5821 Legal	-	2,709	-	12,132	-	6,576	-	3,218	-	9,794	15,000	19,000	-	4,594	-	-	15,000	48,229
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	-	17,000	-	273,299	-	97,997	-	45,828	-	143,825	-	176,345	1,800	93,240	-	-	1,800	703,709
5842 Special Education Services	330,000	492,568	459,250	447,100	209,000	269,138	104,500	145,375	313,500	414,513	197,500	437,141	185,300	308,200	-	-	1,485,550	2,099,522
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	332,909	-	474,882	-	322,002	-	196,798	-	518,800	8,840	352,389	33,689	467,125	-	-	101,809	2,146,105
5852 Professional Development	18,813	154,254	18,375	162,002	19,675	97,330	19,413	61,510	39,088	158,840	28,250	128,158	3,963	71,048	-	-	108,488	674,301
5854 Nursing & Medical (Non-IEP)	4,100	4,100	6,000	6,000	3,500	3,500	2,500	6,000	6,000	6,500	6,658	6,658	2,000	2,000	-	-	24,758	24,758
5859 All Other Consultants & Services	23,041	139,164	13,946	181,234	36,375	194,483	7,608	57,096	43,983	251,579	33,803	172,209	31,129	143,125	-	-	145,904	887,311
5861 Non Instructional Software	55,664	93,026	61,741	115,881	49,346	83,581	32,369	53,492	81,715	137,074	67,311	101,324	46,751	103,844	-	-	313,182	551,149
5865 Fundraising Cost	-	-	-	110	-	-	-	-	-	-	-	402	-	402	-	-	-	512
5871 District Oversight Fees	65,111	60,623	75,671	69,584	52,296	43,970	28,443	25,845	80,739	69,815	65,554	61,804	65,138	61,836	-	-	352,214	323,662
5872 Special Education Fees (SELPA)	107,190	107,412	126,630	125,018	85,570	77,240	48,508	47,221	134,078	124,461	110,097	111,145	92,292	94,040	-	-	570,287	562,076
5881 Intra-Agency Fees	1,000,487	940,152	1,084,605	987,075	766,046	640,068	421,412	384,280	1,187,458	1,024,348	931,968	878,677	927,906	887,247	-	-	5,132,424	4,717,498
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	11,737	15,736	14,482	14,482	11,025	13,080	5,422	6,686	16,447	19,766	11,590	19,015	13,305	16,369	-	-	67,562	85,368
5911 Office Phone	20,616	16,632	9,492	9,492	13,764	9,060	7,966	8,820	21,730	17,880	9,528	9,552	16,716	17,040	-	-	78,082	70,596
5913 Mobile Phone	792	1,560	1,512	2,400	4,020	6,000	1,512	2,280	5,532	8,280	3,600	3,600	840	1,680	-	-	12,276	17,520
5921 Internet	16,800	12,751	18,470	18,470	18,470	11,880	18,470	12,000	36,940	23,880	18,470	12,000	20,926	21,684	-	-	111,605	88,785
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	3,793,309	2,546,685	3,839,765	1,884,097	2,603,628	1,095,033	1,505,883	2,979,131	4,109,511	2,051,629	3,272,968	2,448,083	3,476,758	-	-	12,943,770	18,492,310
6000 - Capital Outlay																		
6901 Depreciation Expense	133,720	151,481	613,199	626,594	68,496	82,024	69,967	79,386	138,464	161,410	88,205	108,126	107,140	166,037	-	-	1,080,727	1,213,647
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	133,720	151,481	613,199	626,594	68,496	82,024	69,967	79,386	138,464	161,410	88,205	108,126	107,140	166,037	-	-	1,080,727	1,213,647
7000 - Other Outgo																		
7438 Interest Expense	-	-	210,583	210,583	-	-	-	-	-	-	-	-	-	-	-	-	-	210,583
Total 7000 - Other Outgo	-	-	210,583	210,583	-	-	-	-	-	-	-	-	-	-	-	-	-	210,583
TOTAL EXPENSE	8,909,089	10,484,133	9,964,346	11,889,033	6,841,322	7,738,580	3,775,402	4,421,727	10,616,723	12,160,306	8,462,627	10,319,550	8,031,324	9,195,202	-	-	45,984,109	54,048,224

	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
NET INCOME	216,150	(118,163)	71,213	(438,672)	214,126	(28,143)	46,977	(19,060)	261,103	(47,203)	78,969	(94,466)	257,180	(30,538)	-	-	884,615	(729,042)
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	(118,163)	71,213	(438,672)	214,126	(28,143)	46,977	(19,060)	261,103	(47,203)	78,969	(94,466)	257,180	(30,538)	-	-	884,615	(729,042)
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)	(1,402,296)	(2,327,299)	(1,861,305)	(1,669,828)	(1,559,117)	(992,812)	(826,891)	(2,662,640)	(2,386,009)	(1,941,711)	(1,543,894)	(2,688,370)	(1,014,428)	-	-	(12,095,433)	(8,207,932)
Change in Due from	-	1,735	-	1,999	-	0	-	0	-	0	-	-	-	(14,327)	-	(80)	-	(10,673)
Change in Accounts Payable	(18,904)	26,743	(21,873)	(7,414)	(16,743)	(9,842)	(7,439)	7,668	(24,182)	(2,175)	(18,908)	(11,024)	(15,499)	(297,199)	(2,027)	696	(101,393)	(290,372)
Change in Due to	(818)	346,017	(1,141)	366,385	(742)	188,728	(486)	108,661	(1,227)	297,390	(1,036)	193,509	(730)	(317,555)	-	(1,388,672)	(4,952)	(502,926)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	119,520	-	133,056	-	78,362	-	48,071	-	126,433	-	132,750	-	24,370	-	51,186	-	587,315
Change in Prepaid Expenditures	(102,801)	(2,999)	(45,354)	(1,736)	(54,060)	(28,396)	(45,084)	(2,078)	(99,143)	(30,474)	(26,782)	(613)	(99,018)	(2,824)	(15,000)	69,996	(388,098)	31,350
Change in Deposits	-	(500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(500)
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	151,481	613,199	626,594	68,496	82,024	69,967	79,386	138,464	161,410	88,205	108,126	107,140	166,037	-	-	1,080,727	1,213,647
Cash Flow from Investing Activities																		
Capital Expenditures	(1,540)	(137,569)	(11,000)	(97,747)	-	(14,816)	(1,500)	(45,749)	(1,500)	(60,565)	-	(211,537)	-	(282,119)	-	-	(14,040)	(789,536)
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	3,082,281	966,681	1,191,306	1,347,062	1,496,262	1,668,793	1,921,885	3,015,855	3,418,147	1,245,219	1,517,927	68,733	1,926,961	4,415	150,374	7,258,652	11,286,997



CAMINO NUEVO CHARTER ACADEMY

Financial Analysis

March 2022

Net Income

Camino Nuevo Charter Academy is projected to achieve a net loss of (\$729K) in FY21-22 compared to \$885K in the board approved budget. Reasons for this negative \$1.61M variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2022, the school's cash balance was \$15.94M. By June 30, 2022, the school's cash balance is projected to be \$11.29M, which represents a 21% reserve.

As of March 31, 2022, the Accounts Receivable balance was \$53K.

As of March 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$1.70M, compared to \$1.68M in the prior month.

As of March 31, 2022, 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 \$53.32M, which is \$6.45M or 13.8% over budgeted revenue of \$46.87M.

Local Control Funding Formula Sources: Due to decreased enrollment and ADA, LCFF Sources are projected to be \$2.9M under budget.

Object Code 8221: Federal Nutrition Revenue is expected to be \$697K 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 \$9.1M 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**).

Object Code 8692: Grant revenue is expected to be \$237K over budget based on UnidosUS grants received across the charters as well as a \$25k grant received by Eisner from The Angelo Family Charitable Foundation and a \$186K grant received from New Ventures Fund.

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 \$179K over budget based on STEP & Impact grants awarded to the charter schools.

Object Code 8999: Prior Year revenue is expected to \$290K over largely due to \$186K of COVID one-time funds received for the nutrition program and \$83K of SB740 adjustments from final apportionments and \$20K of SMAA funds received.

Expenses

Total expenses for FY21-22 are projected to be \$54.05M, which is \$8.06M or 17.5% over budgeted expenditures of \$45.98M.

Object Code 1110: Teacher Salaries is projected to be \$507K 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. This is offset with teacher vacancies.

Object Code 1175: Teacher Stipends expense is projected to be \$366K over budget largely as result of FY21-22 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 Opportunity funds (ELO).

Object Code 1299: Certificated Pupil Support expense is projected to be \$204K under budget as a result of multiple open positions for the SPED Program.

Object Code 2900: Other Classified salaries are projected to be \$743K 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 3212: PERS expense is projected to be \$166K 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 \$151K 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 \$1.3M over budget. This includes new curriculum across all charter schools.
- **Object Code 4311:** Student Materials are \$249K over budget. This includes addition of student software.
- **Object Code 4371:** Custodial Supplies are \$152K over budget due to increased COVID related cleaning materials.
- **Object Code 4390:** Other Supplies are \$146K over budget. This includes personal protective equipment (PPE) as well as COVID tests.
- **Object Code 4411:** Non Capitalized Equipment is \$282K over budget due to planned technology purchases
- **Object Code 5841:** Contracted Substitute Teachers expense is \$702K over budget.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$100,000 and 10%.



- **Object Code 5849:** Other Student Instructional Services expense is \$2.0M over budget. This includes Independent Study for the first school semester as well as Mental Health Program Fee.
- **Object Code 5852:** Professional Development expense \$566K over budget.
- **Object Code 5859:** All Other Consultants & Services is \$741K 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 \$133K over budget. This includes depreciation for increased capital equipment purchases being made.

Object Code 4711: Nutrition Program Food expense is projected to be \$838K 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 \$274K 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 \$195K over budget due to increased HVAC and other facility repairs.

Object Code 5842: Special Education Services expense is projected to be \$614K over budget based on current expenditure trend. This is largely due to usage of SPED services and substitutes 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 \$238K 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 P2 ADA of 2643.67 based on an enrollment of 3028 and an 87.1% attendance rate.

In Month 8, ADA was 2766.73 with 3028 students enrolled at the end of the month and a 91.5% ADA rate.

Average ADA for the year (through Month 8) is 2643.67 (an 87.1% 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
 Prepared by EXED. For use by EXED and EXED clients only. © 2021 EXED

		Actuals as of 3/31/2022																	
		# 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							
	2021-22 Budget	2021-22 Trend	ACTUAL Jul-21	ACTUAL Aug-21	ACTUAL Sep-21	ACTUAL Oct-21	ACTUAL Nov-21	ACTUAL Dec-21	ACTUAL Jan-22	ACTUAL Feb-22	ACTUAL Mar-22	Apr-22	May-22	Jun-22	Accrual	FORECAST Jul-21 - Jun-22	Budget Variance Better / (Worse)	% Better / (Worse)	
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag			0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%				
1 - District Apportionment Schedule, Paid on Time			6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0				
# of School Days in Month			0	0	16	18	16	20	19	18	14	15	20	18		174			
Enrollment	3,139	3028														3028	(111)	-4%	
Unduplicated Pupil Percentage	1	80%														94%	0	15%	
ADA	2,982.05	2643.67														2,643.67	(338)		
Income																			
8011-8098 - Local Control Funding Formula Sources																			
8011 Local Control Funding Formula	21,916,044	18,488,206	1,087,904	1,087,904	1,958,228	1,958,228	-	3,916,456	1,958,228	-	1,547,510	1,443,896	1,443,896	1,443,896	642,059	18,488,206	(3,427,838)	-16%	
8012 Education Protection Account	4,819,837	5,698,263	-	-	1,452,612	-	-	1,452,612	-	-	663,453	556,001	-	-	1,573,585	5,698,263	878,425	18%	
8019 Local Control Funding Formula - Prior Year	-	(178,248)	-	-	-	-	-	-	-	-	(178,248)	-	-	-	-	(178,248)	(178,248)	100%	
8096 In Lieu of Property Taxes	8,485,513	8,179,700	523,300	1,046,600	697,733	129,314	697,733	1,266,151	697,733	1,221,034	235,872	530,972	530,972	530,972	71,314	8,179,700	(305,813)	-4%	
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	178,248	178,248	178,248	100%	
Total 8011-8098 - Local Control Funding Formula Sources	35,221,394	32,187,920	1,611,204	2,134,504	4,108,573	2,087,542	697,733	6,635,219	2,655,961	1,221,034	2,268,587	2,530,869	1,974,868	1,974,868	2,465,206	32,366,168	(2,855,225)	-8%	
8100-8299 - Federal Revenue																			
8181 Special Education - Federal (IDEA)	797,102	733,539	47,689	95,380	63,586	11,785	63,585	115,387	63,586	111,274	12,025	46,391	46,391	46,391	10,071	733,539	(63,563)	-8%	
8221 Child Nutrition - Federal	2,282,932	1,585,562	-	-	-	-	-	83,721	-	169,337	389,041	212,335	161,528	187,033	382,567	1,585,562	(697,370)	-31%	
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	1,265,376	1,369,616	-	-	-	343,079	-	-	373,685	-	-	342,404	-	-	310,448	1,369,616	104,240	8%	
8292 Title II	137,677	139,375	-	-	-	-	37,242	-	-	77,884	-	34,844	-	-	(10,595)	139,375	1,698	1%	
8294 Title III	146,089	146,089	-	-	-	-	34,925	-	-	40,848	-	36,522	-	-	33,794	146,089	-	-	
8295 Title IV, SSAFE	97,538	99,626	-	-	-	25,971	-	-	50,856	-	-	24,906	-	-	(2,108)	99,626	2,088	2%	
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	31,486	9,093,275	223,759	781,748	469,979	-	-	1,235,179	-	-	-	2,577,848	-	63,314	3,741,448	9,093,275	9,061,789	28781%	
Total 8100-8299 - Other Federal Income	4,758,199	13,167,082	271,448	877,128	533,565	380,835	135,752	1,434,287	488,127	399,343	401,066	3,275,250	207,919	296,737	4,465,624	13,167,082	8,408,882	177%	
8300-8599 - Other State Revenue																			
8520 Child Nutrition - State	188,471	97,930	-	-	-	-	-	12,806	-	20,169	8,152	12,853	9,710	11,243	22,997	97,930	(90,540)	-48%	
8550 Mandate Block Grant	64,252	64,252	-	-	-	-	-	64,251	-	-	-	-	-	-	-	64,251	(1)	0%	
8561 State Lottery - Non Prop 20	447,308	436,118	-	-	-	-	-	-	-	219,715	-	109,029	-	-	107,374	436,118	(11,190)	-3%	
8562 State Lottery - Prop 20	146,120	173,912	-	-	-	-	-	-	-	-	-	-	-	-	173,912	173,912	27,792	19%	
8560 Lottery Revenue	593,428	610,030	-	-	-	-	-	-	219,715	-	-	109,029	-	-	281,286	610,030	16,602	3%	
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	718,710	756,996	-	-	-	-	-	-	-	-	-	504,664	74,981	-	177,350	756,996	38,286	5%	
8592 State Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8593 After School Education & Safety	657,065	813,931	-	-	-	-	-	-	-	-	-	203,483	-	-	610,449	813,931	156,866	24%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8599 State Revenue - Other	2,345,088	2,331,069	1,180,045	-	-	-	1,194,849	-	665,131	-	195,521	677,861	95,094	95,094	(1,772,526)	2,331,069	(14,019)	-1%	
Total 8300-8599 - Other State Income	4,567,013	4,674,208	1,180,045	-	-	-	1,194,849	77,057	884,846	20,169	708,337	1,078,208	104,804	106,337	(680,444)	4,674,207	107,194	2%	
8600-8799 - Other Local Revenue																			
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest & Dividend Income	66,000	63,000	5,913	5,289	0	0	12,359	9,906	0	9,444	3,441	5,549	5,549	5,549	63,000	(3,000)	-5%		
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	112,500	349,200	111,071	-	-	21,000	-	29,500	186,200	-	-	-	-	-	1,429	349,200	236,700	210%	
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	-	15,000	-	10	-	-	-	47	112	-	1,035	-	164	14,168	-	15,574	15,574	100%	
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8697 E-Rate	89,284	71,028	(2,256)	-	(6,651)	-	-	-	632	-	26,783	12,292	20,864	14,650	4,022	70,337	(18,947)	-21%	
8698 SELPA Grants	-	179,289	-	1,950	1,950	1,950	6,902	124,548	33,950	1,950	2,186	1,950	1,950	-	3	179,289	179,289	100%	
8699 All Other Local Revenue	-	67,400	3,490	10,734	8,028	9,239	3,576	113	-	32,113	86	13	13	13	-	67,416	67,416	100%	
8792 Transfers of Apportionments - Special Education	2,054,334	2,076,841	122,908	245,816	163,877	43,096	222,796	326,693	180,030	315,053	34,022	131,342	131,342	131,342	28,524	2,076,841	22,506	1%	

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 3/31/2022																
		# 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						
	2021-22	ACTUAL													FORECAST		Budget Variance	
	Budget	Trend	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	Jul-21 - Jun-22	Better / (Worse)	% Better / (Worse)
Change in Due to	(502,926)	159,504	97,902	(560,227)	(59,099)	-	14,724	128,254	(1,532,907)	144,596	(827,862)	(1,321)	-	1,933,509	(502,926)			
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Change in Payroll Liabilities	587,315	(332,074)	410,211	467,027	19,649	11,248	2,830	(36,784)	2,496	42,712	-	-	-	-	587,315			
Change in Prepaid Expenditures	31,350	295,176	-	(13,763)	-	(1,634)	(18,152)	(131)	(13,660)	(42,935)	-	-	(173,551)	-	31,350			
Change in Deposits	(500)	-	-	-	-	-	-	-	(500)	-	-	-	-	-	(500)			
Change in Deferred Revenue	(1,579,462)	(1,579,462)	-	-	-	-	-	-	-	-	-	-	-	-	(1,579,462)			
Depreciation Expense	1,213,647	99,088	99,023	99,277	99,382	98,274	99,894	99,662	100,718	102,005	103,287	106,603	106,434	-	1,213,647			
Cash Flow from Investing Activities																		
Capital Expenditures	(789,536)	(72,709)	(28,922)	(50,544)	(35,863)	(4,660)	(96,881)	(66,657)	(91,455)	(114,059)	(3,961)	(223,826)	-	-	(789,536)			
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	7,033,110	14,013,696	19,836,143	21,434,986	18,124,425	17,270,564	20,256,534	21,497,141	17,035,785	15,936,829	16,374,261	13,470,339	11,286,997	11,286,997	11,286,997			

Coversheet

Academic Update

Section: XI. Academic Update
Item: A. Academic Update
Purpose: Discuss
Submitted by:
Related Material: Academic Update May 2022.pdf



Academic Update

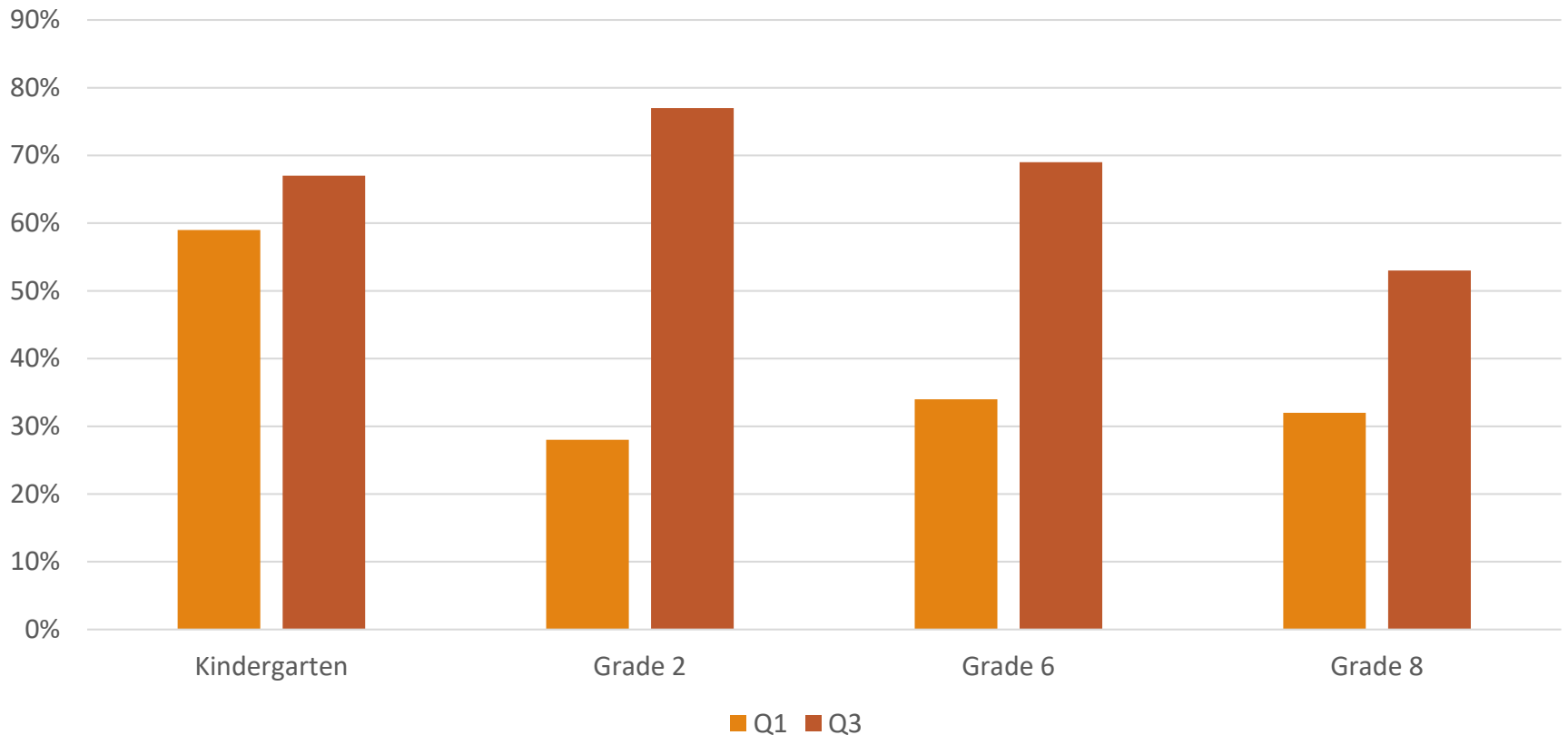
CNCA BOARD OF DIRECTORS MEETING

MAY 10, 2022

Q3 Math Data

Q1 to Q3 Math Growth

Percent of Students with Mastery Level Scores



Standout Teams (Q3)

Grade Level/Course	Exceeding/Meeting	Approaching
Kinder: CIS	93%	7%
1 st Grade: CIS	81%	8%
2 nd Grade: ALL	77%	17%
2 nd Grade: BUR	89%	10%
2 nd Grade: CAS	92%	8%
5 th Grade: BUR	79%	20%
6 th Grade: BUR	93%	7%
Geometry: DAL	73%	14%

Q3 Concerns & Next Steps

Concerns	Next Steps
Middle/upper elementary grades: Performance	Grades 3-6 will be prioritized for summer intervention (TFA Institute), as well as for intervention in the 22-23 school year
Middle/upper elementary grades: Pacing	Director of Math led individualized conversation with each school to provide guidance on prioritization
Middle & high school: Uneven performance	Build a math intervention scope and sequence that pre-teaches pre-requisite skills needed for grade level instruction
Middle school: Completion gaps	Increase accountability for assessment completion

Kindergarten – Bridges Unit 6 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: **21-22 Bridges Kindergarten Unit 6 Tens & Ones Checkpoint**
 Site: **Camino Nuevo Charter Schools**
 Course: **All Courses**

Enrollment/Rostering Date: Control Panel (04-14-2022)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Burlington	11% 9	8% 7	17% 14	64% 54	36% 30	64% 54	84
Castellanos	4% 2	12% 6	18% 9	65% 32	35% 17	65% 32	49
Cisneros	0% 0	0% 0	7% 3	93% 41	7% 3	93% 41	44
Kayne Siart	6% 4	8% 5	30% 20	56% 37	44% 29	56% 37	66
Percent of Students*	6%	7%	19%	67%	33%	67%	
Total # of Students Tested*	15	18	46	164	79	164	243

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

1st Grade – Bridges Unit 6 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 1 Unit 6 Assessment
Site: Camino Nuevo Charter Schools
Course: All Courses

Enrollment/Rostering Date: Control Panel (04-14-2022)
Student Group: All
Teacher(s): All
Program(s): All

English Proficiency: All
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s): All
Additional Student Group: All Students
Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Burlington	0% 0	12% 7	20% 12	68% 40	32% 19	68% 40	59
Castellanos	6% 4	10% 7	27% 19	57% 40	43% 30	57% 40	70
Cisneros	11% 4	0% 0	8% 3	81% 29	19% 7	81% 29	36
Kayne Siart	27% 16	17% 10	12% 7	45% 27	55% 33	45% 27	60
Percent of Students*	11%	11%	18%	60%	40%	60%	
Total # of Students Tested*	24	24	41	136	89	136	225

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

2nd Grade – Bridges Unit 6 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 2 Unit 6 Post Assessment

Site: Camino Nuevo Charter Schools

Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
Student Group: All
Teacher(s): All
Program(s): All

English Proficiency: All
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s): All
Additional Student Group: All Students
Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Burlington	0% 0	2% 1	10% 6	89% 56	11% 7	89% 56	63
Castellanos	0% 0	3% 2	13% 8	84% 51	16% 10	84% 51	61
Cisneros	0% 0	6% 3	20% 11	74% 40	26% 14	74% 40	54
Kayne Siart	0% 0	18% 10	27% 15	55% 30	45% 25	55% 30	55
Percent of Students*	0%	7%	17%	76%	24%	76%	
Total # of Students Tested*	0	16	40	177	56	177	233

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

3rd Grade – Bridges Unit 6 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 3 Unit 6 Post Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Castellanos	23% 16	39% 28	30% 21	8% 6	92% 65	8% 6	71
Percent of Students*	23%	39%	30%	8%	92%	8%	71
Total # of Students Tested*	16	28	21	6	65	6	

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

3rd Grade – Bridges Unit 5 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 3 Unit 5 Post Assessment
Site: Camino Nuevo Charter Schools
Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
Student Group: All
Teacher(s): All
Program(s): All

English Proficiency: All
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s): All
Additional Student Group: All Students
Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Burlington	2% 1	7% 3	26% 11	64% 27	36% 15	64% 27	42
Cisneros	6% 4	16% 10	25% 16	52% 33	48% 30	52% 33	63
Kayne Siart	0% 0	4% 3	18% 12	78% 52	22% 15	78% 52	67
Percent of Students*	3%	9%	23%	65%	35%	65%	172
Total # of Students Tested*	5	16	39	112	60	112	

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

4th Grade – Bridges Unit 6 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 4 Unit 6 Post Assessment

Site: Camino Nuevo Charter Schools

Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
Student Group: All
Teacher(s): All
Program(s): All

English Proficiency: All
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s): All
Additional Student Group: All Students
Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Burlington	29% 17	40% 23	22% 13	9% 5	91% 53	9% 5	58
Castellanos	33% 18	24% 13	28% 15	15% 8	85% 46	15% 8	54
Percent of Students*	31%	32%	25%	12%	88%	12%	112
Total # of Students Tested*	35	36	28	13	99	13	

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

4th Grade – Bridges Unit 5 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 4 Unit 5 Post Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Cisneros	0% 0	37% 13	43% 15	20% 7	80% 28	20% 7	35
Percent of Students*	0%	37%	43%	20%	80%	20%	35
Total # of Students Tested*	0	13	15	7	28	7	

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

4th Grade – Bridges Unit 4 Assessment

<p>Assessment Peer Comparison</p> <h2 style="margin: 0;">District Comprehensive Report: A Site Comparison</h2> <p>Assessment: 21-22 Bridges Grade 4 Unit 4 Post Assessment Site: Camino Nuevo Charter Schools Course: All Courses</p>	<p>Enrollment/Rostering Date: Central Panel (04-15-2022) Student Group: All Teacher(s): All Program(s): All</p> <p>English Proficiency: All SED Status: SED & Not SED Special Ed Status: Special & Non Special Ed Race/Ethnicity: All Reported Races Grade Level(s): All Additional Student Group: All Students Gender: All</p>
---	--

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Kayne Siart	18% 7	21% 8	21% 8	39% 15	61% 23	39% 15	38
Percent of Students*	18%	21%	21%	39%	61%	39%	38
Total # of Students Tested*	7	8	8	15	23	15	38

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

5th Grade – Bridges Unit 6 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 5 Unit 6 Post Assessment

Site: Camino Nuevo Charter Schools

Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
Student Group: All
Teacher(s): All
Program(s): All

English Proficiency: All
SED Status: SED & Not SED
Special Ed Status: Special & Non Special Ed
Race/Ethnicity: All Reported Races
Grade Level(s): All
Additional Student Group: All Students
Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Burlington	0% 0	2% 1	20% 12	79% 48	21% 13	79% 48	61
Castellanos	17% 12	27% 19	35% 25	21% 15	79% 56	21% 15	71
Percent of Students*	9%	15%	28%	48%	52%	48%	
Total # of Students Tested*	12	20	37	63	69	63	132

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

5th Grade – Bridges Unit 4 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Bridges Grade 5 Unit 4 Post Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: Control Panel (04-15-2022)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Intensive	Strategic	Approaching Standard	Meeting Standard	Not Mastered	Mastered	Total # Tested
Cisneros	5% 2	9% 4	47% 20	40% 17	60% 26	40% 17	43
Kayne Siart	20% 2	30% 3	40% 4	10% 1	90% 9	10% 1	10
Percent of Students*	8%	13%	45%	34%	66%	34%	53
Total # of Students Tested*	4	7	24	18	35	18	

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

6th Grade – Q3 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: **21-22 6th Grade CPM Quarter 3 Assessment**
 Site: **Camino Nuevo Charter Schools**
 Course: **All Courses**

Enrollment/Rostering Date: **Control Panel (05-04-2022)**
 Student Group: **All**
 Teacher(s): **All**
 Program(s): **All**

English Proficiency: **All**
 SED Status: **SED & Not SED**
 Special Ed Status: **Special & Non Special Ed**
 Race/Ethnicity: **All Reported Races**
 Grade Level(s): **All**
 Additional Student Group: **All Students**
 Gender: **All**

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Burlington	0% 0	7% 4	14% 8	79% 46	7% 4	93% 54	58
Eisner	86% 61	13% 9	1% 1	0% 0	99% 70	1% 1	71
Kayne Siart	27% 20	21% 16	20% 15	32% 24	48% 36	52% 39	75
Cisneros	38% 24	11% 7	28% 18	23% 15	48% 31	52% 33	64

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

7th Grade – CPM Q3 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 7th Grade CPM Quarter 3 Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: Control Panel (05-04-2022)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Burlington	34% 19	27% 15	23% 13	16% 9	61% 34	39% 22	56
Eisner	41% 33	44% 36	11% 9	4% 3	85% 69	15% 12	81
Kayne Siart	43% 29	32% 22	19% 13	6% 4	75% 51	25% 17	68
Percent of Students*	40%	36%	17%	8%	75%	25%	205
Total # of Students Tested*	81	73	35	16	154	51	

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

8th Grade – CPM Q3 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 8th Grade CPM Quarter 3 Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: Current Year (2021-22)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Burlington	20% 12	26% 16	41% 25	13% 8	46% 28	54% 33	61
Eisner	90% 54	7% 4	3% 2	0% 0	97% 58	3% 2	60
Percent of Students*	55%	17%	22%	7%	71%	29%	
Total # of Students Tested*	66	20	27	8	86	35	121

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

Algebra 1 (Sem) – CPM Q3 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Algebra 1 (Sem) CPM Quarter 3 Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: 21-22 | B2
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Dalzell Lance	20% 12	19% 11	8% 5	53% 31	39% 23	61% 36	59
Percent of Students*	20%	19%	8%	53%	39%	61%	59
Total # of Students Tested*	12	11	5	31	23	36	59

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

Algebra 1 (YL) – CPM Q3 Assessment

<p>Assessment Peer Comparison</p> <h2 style="margin: 0;">District Comprehensive Report: A Site Comparison</h2> <p>Assessment: 21-22 Algebra 1 (YL) CPM Quarter 3 Assessment Site: Camino Nuevo Charter Schools Course: All Courses</p>	<p>Enrollment/Rostering Date: Current Year (2021-22) Student Group: All Teacher(s): All Program(s): All</p>	<p>English Proficiency: All SED Status: SED & Not SED Special Ed Status: Special & Non Special Ed Race/Ethnicity: All Reported Races Grade Level(s): All Additional Student Group: All Students Gender: All</p>
--	--	---

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Dalzell Lance	71% 42	15% 9	10% 6	3% 2	86% 51	14% 8	59
Percent of Students*	71%	15%	10%	3%	86%	14%	59
Total # of Students Tested*	42	9	6	2	51	8	59

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

Geometry (Sem) – CPM Q3 Assessment

Assessment Peer Comparison

Site Comprehensive Report: A Teacher Comparison

Assessment: 21-22 Geometry CPM Quarter 1 Assessment (Semester)

Site: Dalzell Lance

Teacher: (825) De La Cruz, Jose , (1769) Vazquez, Jennifer

Enrollment/Rostering Date: 01/10/2022-06/16/2022

Site: Dalzell Lance

Student Group: All

Course(s): All

Section(s): De La Cruz, Jose - Geometry B - 2(A) (27642), De

La Cruz, Jose - Geometry B - 3(A) (27607), Vazquez, Jennifer

- Geometry B - 1(A) (27596)

Teacher(s): (825) De La Cruz, Jose , (1769) Vazquez, Jennifer

Program(s): All

English Proficiency: All

SED Status: SED & Not SED

Special Ed Status: Special & Non Special Ed

Race/Ethnicity: All Reported Races

Grade Level(s): All

Additional Student Group: All Students

Gender: All

Performance Band Distribution

	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	Not Mastered	Mastered	Total # Tested
De La Cruz, Jose	57% 28	16% 8	8% 4	18% 9	27% 13	73% 36	49
Vazquez, Jennifer	58% 15	12% 3	23% 6	8% 2	31% 8	69% 18	26
Percent of Students*	58%	14%	14%	15%	28%	72%	74
Total # Tested*	43	10	10	11	21	53	

*Students associated with multiple teachers are only counted once in the overall totals. However, these students are included in the totals by teacher. The sum of totals by teacher may not equal the overall total.

Geometry (YL) – CPM Q3 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Geometry (YL) Quarter 3 Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: Control Panel (04-18-2022)
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: BED & Not BED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Dalzell Lance	39% 11	25% 7	32% 9	4% 1	64% 18	36% 10	28
Percent of Students*	39%	25%	32%	4%	64%	36%	28
Total # of Students Tested*	11	7	9	1	18	10	28

*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

Algebra 2 (Sem) – CPM Q3 Assessment

Assessment Peer Comparison

District Comprehensive Report: A Site Comparison

Assessment: 21-22 Algebra 2 CPM Quarter 1 Assessment
 Site: Camino Nuevo Charter Schools
 Course: All Courses

Enrollment/Rostering Date: 21-22 | 82
 Student Group: All
 Teacher(s): All
 Program(s): All

English Proficiency: All
 SED Status: SED & Not SED
 Special Ed Status: Special & Non Special Ed
 Race/Ethnicity: All Reported Races
 Grade Level(s): All
 Additional Student Group: All Students
 Gender: All

Performance Band Distribution

	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Not Mastered	Mastered	Total # Tested
Dalzell Lance	41% 40	28% 27	11% 11	20% 19	69% 67	31% 30	97
Percent of Students*	41%	28%	11%	20%	69%	31%	97
Total # of Students Tested*	40	27	11	19	67	30	97

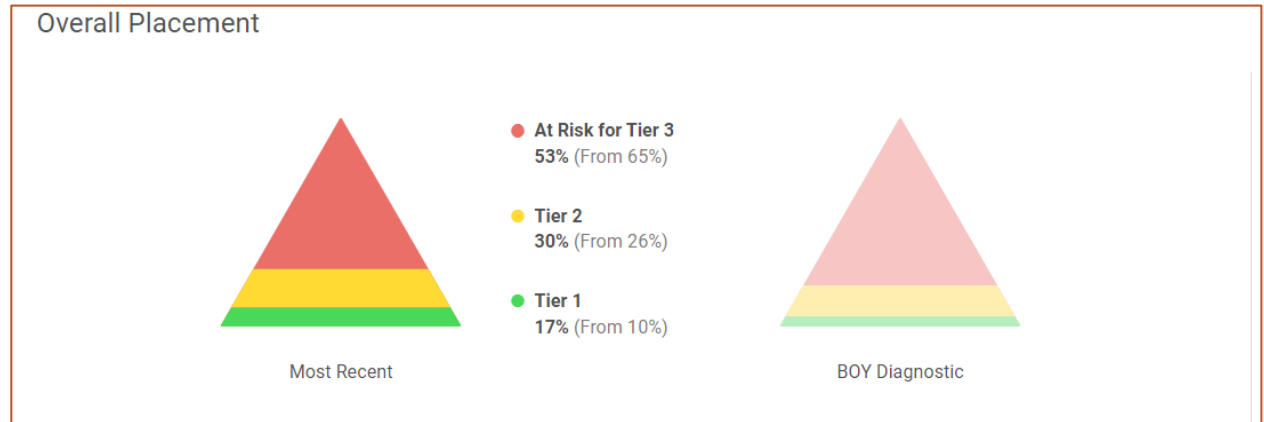
*Students who are dual-enrolled are only counted once in the overall report totals. However, dual-enrolled students are included in each site they are enrolled. The sum of all site totals may not equal the overall total.

Framing for Staff

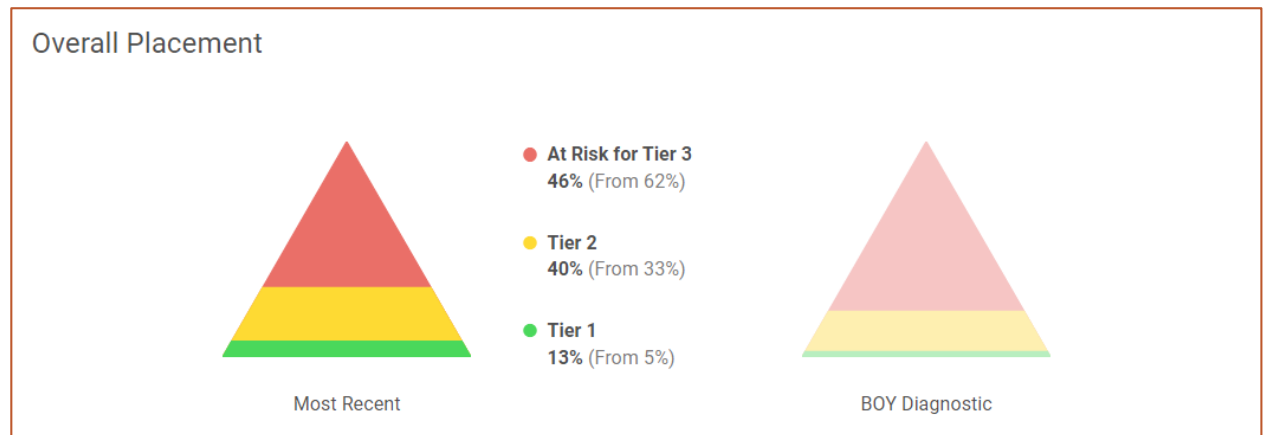
A CALL FOR PRODUCTIVE URGENCY

Our reality (December 2021)

English Reading



Math



Fulfilling our promise





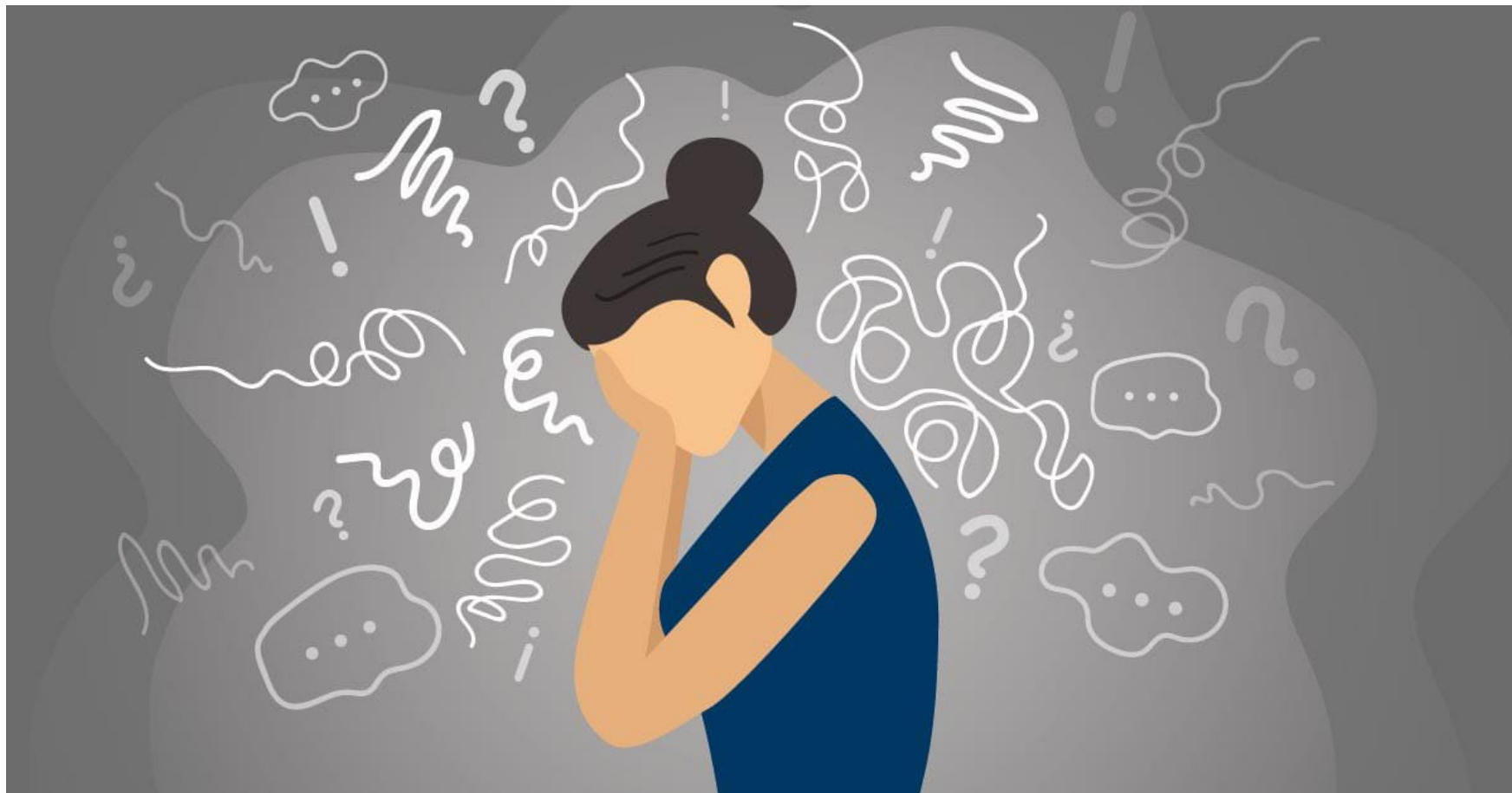
Questions to Ask Today

- What information do I have about **myself**? What are my body and heart telling me?
- What information do I have about **my colleagues** and how best to support them? What are they saying? What aren't they saying?
- What information do I have about my **students**? Who are they? How are they **feeling**? How are they **learning**?
- What can I **learn from my peers** about how to serve our students better?



How we use data:

- 1) We view each data source as **one additional piece** of **a comprehensive, honest puzzle** that teaches us about our students.
- 2) We create a **tiered strategy** that we will **apply over multiple years** (support staffing, intervention programming, professional development, coaching, structures for planning, etc.).
- 3) We **learn from bright spots**, seeking to deeply understand the practice of educators within our community who are **achieving excellence** and **closing equity gaps** for our students.





“Hope... is what enables us to **keep going** in the face of adversity. It is what we desire to happen, but **we must be prepared to work hard** to make it so” (Dr. Jane Goodall, quoted on page 8 of *The Book of Hope: A Survival Guide for Trying Times*).



Coversheet

22-23 Reclassification Criteria

Section: XII. 22-23 Reclassification Criteria
Item: A. 22-23 Reclassification Criteria
Purpose: Vote
Submitted by:
Related Material: 22-23 RFEP Criteria & Rationale.pdf



Explanation of Updates to CNCA's Reclassification Criteria

CNCA's reclassification criteria has been updated to align with the current data sources that CNCA collects to determine student progress toward meeting ELD and ELA standards. Specifically, CNCA has made updates under the criterion: Basic Skills Assessment. The updates are summarized in the table below:

Data Sources No Longer Used for Reclassification	
Data Source	Rationale
Teacher's College Reading and Writing Project's (TCRWP) reading assessments	Assessment no longer used in CNCA
On Demand Writing Assessment	Misaligned with LAUSD's criteria
Data Sources Recently Added to CNCA's Reclassification Criteria	
Data Source	Rationale
IRLA Reading Level	CNCA's updated formative reading assessment aligned to ARC Core
i-Ready Diagnostic Level	CNCA's verified data source for ELA
Lexile Reading Level (K-2)	Reported as part of the i-Ready Reading Diagnostic
SBAC	Aligns to LAUSD's Reclassification criteria

In addition, the "Teacher Evaluation" section has been updated to reflect CNCA's current grading system in grades K-5. Students no longer receive separate grades for reading, writing and listening and speaking. Instead, students receive one English Language Arts grade that integrates all three domains of the ELA standards, and better reflects how teachers instruct language arts.

Lastly, the titles of the first two criteria have been updated to better align with language from the state and LAUSD.



Reclassification Criteria¹

◆ Students must meet ALL of the listed criteria in order to reclassify

Grades K-2	Grades 3-8	Grades 9-12
English Language Proficiency Assessment Summative ELPAC Overall performance level of 4.	English Language Proficiency Assessment Summative ELPAC Overall performance level of 4.	English Language Proficiency Assessment Summative ELPAC Overall performance level of 4.
Basic Skills Assessment Reads on grade-level on the IRLA, as per the assessment's scoring guide. ² OR Lexile level falls within "meets college and career readiness" band or better OR i-Ready Diagnostic placement of "Early On Grade Level" or better	Basic Skills Assessment IRLA Reading level is no more than one year below grade level. OR Lexile level falls within the "approaching college and career readiness" band or better. OR i-Ready Diagnostic placement of "One Grade Level Below" or better OR Scores a minimum of level 3 overall on ELA SBAC	Basic Skills Assessment Lexile level falls within the "approaching college and career readiness" band or better. OR i-Ready Diagnostic placement of "One Grade Level Below" or better OR Scores a minimum of level 3 overall on ELA SBAC
Teacher Evaluation ELA progress report grade of 3 or better.	Teacher Evaluation ELA progress report grade of 2 or better, or C- or better.	Teacher Evaluation ELA progress report grade of C- or better.
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.

¹ Reclassification criteria determined by CNCA based on the California Department of Education's Updated Letter to Local Educational Agencies Regarding Reclassification Guidance for 2018-2019 dated January 2019.

² Students in grades 1-2 must meet grade-level goals to increase the likelihood that they are well prepared for the rigor of academic language in subsequent grades. Students in grades 3-12 can reclassify if they are approaching grade-level reading because the academic language demands in these grades are already high.