



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on February 17, 2023 at 1:49 PM PST

Date and Time

Tuesday February 21, 2023 at 4:00 PM PST

Location

Topic: CNCA Regular Board Meeting 02/21/23

Time: Feb 21, 2023 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://caminonuevo-org.zoom.us/j/99210769915?pwd=M2pjVktHQWtDZTVOc3Y5YWxLTXA3dz09>

Meeting ID: 992 1076 9915

Passcode: Zgu1jt

One tap mobile

+16699009128,,99210769915#,,, *454121# US (San Jose)

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Dial by your location

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+1 312 626 6799 US (Chicago)

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+1 646 558 8656 US (New York)

Meeting ID: 992 1076 9915

Passcode: 454121

Find your local number: <https://caminonuevo-org.zoom.us/j/99210769915>

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 Esperanza Bacilio in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or esperanza.bacilio@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		Elena Lopez	1 m
B. Call the Meeting to Order		David Gidlow	1 m
II. Approve Minutes			4:02 PM
A. Approve 01-17-23 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:03 PM
A. 2 - Minute limit per speaker			5 m
IV. Consent Agenda			4:08 PM

	Purpose	Presenter	Time
A. Student Accountability Report Card (SARC)	Vote	Natasha Barriga	5 m
SARCs are completed each year and submitted to the state for public information. The SARC reports back on the previous school year.			
B. Update on CA Dashboard	Vote	Natasha Barriga	6 m
C. Achievement Network (A Net) Agreement	Vote	Nancy Cabrel	5 m
Renewal of partnership with A Net consisting of an online platform of tools and assessments and training/coaching sessions.			
V. Resuming In-Person Board Meetings			4:24 PM
A. Resuming In-Person Board Meetings	FYI	Esperanza Bacilio	5 m
Logistics overview of in-person board meetings, beginning in March 2023			
VI. Financials			4:29 PM
A. December 2022 Financials	Discuss	Sonia Oliva	10 m
B. FY 22-23 Audit Firm Selection	Vote	Cindy Smet	5 m
VII. Finance Committee Update - Bond			4:44 PM
A. Bond Resolutions	Vote	Adriana Abich	5 m
VIII. Governance			4:49 PM
A. Brown Act Training	FYI	John Lemmo	30 m
Required annual training on Brown Act for CNCA board members.			
IX. Closed Session			5:19 PM
A. Public Employee Performance Evaluation CEO G.C. 54957(b)(1)	Discuss	David Gidlow	25 m
X. CEO Compensation			5:44 PM
A. CEO Compensation	Vote	David Gidlow	15 m

	Purpose	Presenter	Time
	The CNCA Board to vote on the CEO's compensation.		

XI. Closing Items

5:59 PM

A. Adjourn Meeting	Vote		1 m
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Coversheet

Approve 01-17-23 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: A. Approve 01-17-23 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on January 17, 2023

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday January 17, 2023 at 4:00 PM

Location

Topic: CNCA Regular Board Meeting 01.17.22

Time: Jan 17, 2023 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://caminonuevo-org.zoom.us/j/95989267511?](https://caminonuevo-org.zoom.us/j/95989267511?pwd=aERnTm1KVjVhV3pnQUt5aDZMQ0krQT09)

[pwd=aERnTm1KVjVhV3pnQUt5aDZMQ0krQT09](https://caminonuevo-org.zoom.us/j/95989267511?pwd=aERnTm1KVjVhV3pnQUt5aDZMQ0krQT09)

Meeting ID: 959 8926 7511

Passcode: aV2ADv

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+1 386 347 5053 US

+1 564 217 2000 US

+1 646 558 8656 US (New York)

+1 646 931 3860 US

+1 301 715 8592 US (Washington DC)

Meeting ID: 959 8926 7511

Passcode: 844703

Find your local number: <https://caminonuevo-org.zoom.us/u/adIMdPkY1>

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[ZOOM Link](#)

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Directors Present

C. Garcia Alvarado (remote), C. Smet (remote), D. Gidlow (remote), E. Lopez (remote), G. Flores (remote), L. Jennings (remote), T. Powers (remote)

Directors Absent

A. Jimenez Villareal, J. Ortega

Directors who arrived after the meeting opened

T. Powers

Directors who left before the meeting adjourned

T. Powers

Guests Present

A. Abich (remote), A. Skrumbis (remote), Allison Munder (remote), Beth Michelson (remote), Brian Holman (remote), Charleen Mendoza (remote), Charles Miller (remote), Cindy Quane (remote), Crissia de la Cruz (remote), Donovan Aste (remote), Elizabeth Nicho (remote), Eric Heggen (remote), Esperanza Bacilio (remote), J. Cohn (remote), Jessica Cuellar (remote), John Lemmo (remote), John Phan (remote), Jose de la Cruz (remote), Karizza Inuganti (remote), L. Michael Russell (remote), Laura Farrel (remote), Liliana Vargas (remote), Lore Tenezaca (remote), Maria Covarubias (remote), Maria Luisa Hernandez (remote), Marquette Nolen (remote), Monzie Pasos (remote), N. Barriga (remote), Nancy Cabrel (remote), Rachel Hazlehurst (remote), Rebecca Ortiz (remote), Rudy Andalon (remote), Shiho Ito (remote), Sonia Oliva (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Gidlow called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Jan 17, 2023 at 4:10 PM.

II. Approve Minutes

A.

Approve 12-13-2022 CNCA Special Board Meeting Minutes

C. Smet made a motion to approve the minutes from CNCA Special Board Meeting on 12-13-22.

L. Jennings seconded the motion.

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

Roll Call

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

B. Approve 11-15-2022 CNCA Regular Board Meeting Minutes

D. Gidlow made a motion to approve the minutes from CNCA Regular Board Meeting on 11-15-22.

C. Smet seconded the motion.

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

Roll Call

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

III. Public Comment

A. 2 - Minute limit per speaker

The following educators addressed the BOD meeting:

K.C. Nyabinyere Jallah from Cisneros campus, Laura Farrel from the Dalzell Lance campus and President of CN Teacher Association, Charleen Mendoza from the Castellanos campus, Maria Covarrubias from the Dalzell Lance campus, and Hector Ortiz from the Cisneros campus.

IV. Continuing Remote BOD Meetings

A. Continuing Remote BOD Meetings

C. Smet made a motion to continue remote BOD meetings.

C. Garcia Alvarado seconded the motion.

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

Roll Call

L. Jennings	Aye
C. Smet	Aye

Roll Call

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

V. CAO Update

A. Academic Data Update

Rachel Hazlehurst, CAO, shared iReady progress results and SPED compliance updates and strategies. Jessica Cuellar, VP of Student and Family Supports, shared 4-year college eligibility trends and strategies.
T. Powers left at 5:05 PM.

VI. Financials

A. FY22-23 SACS First Interim Reports - CNCA#1, CNCA#2, CNCA#3, CNCA#4, CNHS#2

G. Flores made a motion to approve FY 22-23 SACS First Interim Reports for CNCA #1, #2, #3, #4 and CNHS #2.
C. Smet seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. November 2022 Financials

Sonia Oliva, VP from ExEd, shared November 2022 financials.
T. Powers arrived at 5:39 PM.

C. Review of the Restricted Multi-Year Revenue Tab

Nancy Cabrel, Director of Finance and Business Services, shared expense data and reported per school budget data.

D. Monthly Fiscal Meetings with Schools-Progress

Nancy Cabrel, Director of Finance and Business Services, shared progress on monthly fiscal meetings with school administrators.

VII. CEO Update

A. CEO Update

Adrina Abich, CEO, updated the board on the ethnic studies grant, teacher residency program, internships and family support.

VIII. Bond Refinancing and Resolutions

A. Bond Refinancing and Resolutions

C. Smet made a motion to proceed with the bond refinancing process.

E. Lopez seconded the motion.

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

Roll Call

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

IX. Annual Brown Act Training

A. Annual Brown Act Training

Annual Brown Act training has been rescheduled until the February 2023 board meeting.

X. Closed Session

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

D. Gidlow called closed session to order at 6:12pm.

The board returned to open session at 7:04pm.

No action was taken.

XI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:06 PM.

Respectfully Submitted,
E. Lopez

Coversheet

Student Accountability Report Card (SARC)

Section: IV. Consent Agenda
Item: A. Student Accountability Report Card (SARC)
Purpose: Vote
Submitted by:
Related Material: 21-22 SARC_Burlington.pdf
21-22 SARC_Kayne Siart.pdf
21-22 SARC_Cisneros.pdf
21-22 SARC_Castellanos-Eisner.pdf
21-22 SARC_Dalzell Lance.pdf

Camino Nuevo Charter Academy

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 697 South Burlington Ave.
Los Angeles, CA , 90057-3743

Principal: Juliana Santos

Phone: (213) 413-4245

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Juliana Santos

Principal, Camino Nuevo Charter Academy

About Our School



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

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

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

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

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

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

Si, se puede!

Juliana Santos, Principal

Contact

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

Phone: (213) 413-4245

Email: Juliana.Santos@caminonuevo.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	http://burlington.caminonuevo.org

School Contact Information (School Year 2022–23)

School Name	Camino Nuevo Charter Academy
Street	697 South Burlington Ave.
City, State, Zip	Los Angeles, CA , 90057-3743
Phone Number	(213) 413-4245
Principal	Juliana Santos
Email Address	juliana.santos@caminonuevo.org
Website	http://burlington.caminonuevo.org
County-District-School (CDS) Code	19647336117667

Last updated: 1/24/23

School Description and Mission Statement (School Year 2022–23)

CNCA #1 serves 572 students in grades TK/K through 8. Over eighty-four percent (84.28%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNCA #1 is 98.4% Hispanic, 99.65% socioeconomically disadvantaged, 51.99% English language learners and 14.55% of students with disabilities.

CNCA #1 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

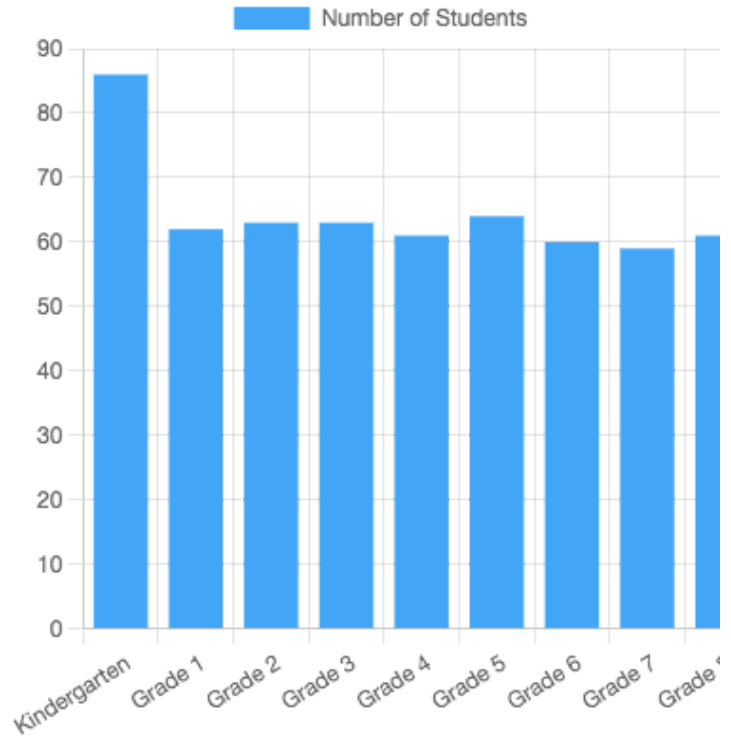
Mission Statement

Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Last updated: 1/24/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	86
Grade 1	62
Grade 2	63
Grade 3	63
Grade 4	61
Grade 5	64
Grade 6	60
Grade 7	59
Grade 8	61
Total Enrollment	579



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.90%
Male	50.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	0.00%
Black or African American	0.00%
Filipino	0.20%
Hispanic or Latino	99.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	71.50%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	95.20%
Students with Disabilities	14.30%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	86.07	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.57	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	8.54	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.50	1.79	1651.30	6.07	18854.30	6.86
Total Teaching Positions	28.00	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/26/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/26/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	2.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.90	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

All curricular materials at our school are aligned to the California Common Core State Standards, California Frameworks, and/or Next Generation Science Standards. We ensure that all students have access to materials required in print and digital forms. Our curricula include:

- American Reading Company Core (English and Spanish Language Arts)
- Bridges Mathematics (TK-5 Math)
- Ready Common Core Math (6-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)

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

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

Last updated: 1/28/23

School Facility Conditions and Planned Improvements

School campus, three buildings, are in good and safe condition, this includes buildings for the 2022-2023 school year. School buildings were acquired in 2000, renovated for school use, with appropriate permits. The campus comprises 23 classrooms in three buildings, office spaces, two playgrounds, two indoor PE areas, outdoor and indoor eating areas, and is a total of 40,035 sf. The buildings were cabled with cat6 under E-rate in November/December 2022. Smartboards have been added to all classrooms. Security guards are provided Mon-Fri during and after school hours, 12 hours per day.

The latest school inspection was on Dec.1, 2022; no significant facility issues were discovered. The school buildings are in good repair, clean and sanitary. Routine maintenance is being performed, regular preventative maintenance is also being performed. There is no outstanding deferred maintenance at this time. A playground and walkway renovation is planned for summer of 2023 for the 697 Burlington building.

Last updated: 1/25/23

School Facility Good Repair Status

The school is in good repair. There are no outstanding issues. Safe and clean.

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

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

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Planned PM, for mechanical HVAC Monthly, ongoing.
Interior: Interior Surfaces	Good	No known issues, paint is also in good condition. No holes in the walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Overall cleanliness of the school is good. There has been a recent rat issue caused by the homeless encampments in the alley behind one of the school buildings. This issue is being resolved by professional pest control company.
Electrical: Electrical	Good	All buildings were re-lamped in August 2022. Several light fixtures throughout the three buildings were replaced with LED fixtures.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms throughout the three buildings are all in good conditions.
Safety: Fire Safety, Hazardous Materials	Good	This building has complied with annual city of Los Angeles Reg. 4 compliance. All testing of fire systems was completed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	There is no known structural damages. The roof is also in good condition, no significant repairs have been reported nor needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The playgrounds are currently in good condition. The playground of one building will be upgraded in summer of 2023. No significant repairs are needed at this time.

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
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Last updated: 1/25/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	42%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	31%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	363	99.18	0.82	42.42
Female	177	175	98.87	1.13	49.14
Male	189	188	99.47	0.53	36.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	364	361	99.18	0.82	42.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	208	207	99.52	0.48	22.22
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	341	99.42	0.58	42.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	56	98.25	1.75	14.29

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	364	99.45	0.55	31.32
Female	177	175	98.87	1.13	32.00
Male	189	189	100.00	0.00	30.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	364	362	99.45	0.55	31.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	208	208	100.00	0.00	21.15
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	342	99.71	0.29	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	57	100.00	0.00	15.79

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)					28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	125	100.00	0.00	22.40
Female	56	56	100.00	0.00	16.07
Male	69	69	100.00	0.00	27.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	124	124	100.00	0.00	21.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	62	62	100.00	0.00	6.45
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	119	100.00	0.00	22.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	98.25%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

At Camino Nuevo, we value the strengths and gifts that diverse families contribute and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom, at the school level and provide input to school leaders. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and case management for families in need.

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

questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from parents and other members and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.
- School-Parent Compact – Describes the best ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library, or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empowers and motivates them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.
- Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training, including a session on our Families as Partners Program. New classified and certified staff learn how to build trusting relationships with their families and link learning in the classroom with learning at home. The session highlights how to communicate better, partner with families, and engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook, and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children and referrals for any social or medical services. All communication with families is done in English and Spanish (or any preferred language for the family), ensuring that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings, conferences, and workshops to ensure understanding and maximize communication.
- Community Partnerships: We leverage the expertise of our community partners, like Promotoras Comunitarias, Breese Foundation, and Central City Neighborhood Partners, to provide services and resources beyond academics.
- Health & Wellness: To serve the whole child and provide a continuum of care, we also provide access to mental health services, case management, community referrals, and parent support groups.
- Community Building: Each school offers opportunities to build a community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"), Open House, Math/Literacy Night, and Back to School Nights, and an organization-wide Parent Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families, and spend quality time with families from other school sites. The goal of

the "Cafecitos" is for parents to learn, build community and get updates about the school. During these monthly parent meetings, school leaders interact with families. Parents also get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered.

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

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	580	580	232	40.0
Female	290	290	105	36.2
Male	290	290	127	43.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	72	72	32	44.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	385	385	166	43.12
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	551	551	219	39.74
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	86	40	46.52

Last updated: 1/31/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.35%	0.69%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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

Last updated: 1/30/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.69	0.00
Female	0.17	0.00
Male	.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.51	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.17	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school's responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety

committees must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

The school's plan includes strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The CSSP was reviewed and approved by the school site council on February 9, 2022.

Last updated: 1/25/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	
1	21.00	1	2	
2	21.00	1	2	
3	22.00		3	
4	32.00		2	
5	31.00		4	
6	16.00	8	3	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	3	
1	16.00	2	2	
2	16.00	3	1	
3	16.00	3	1	
4	20.00	1	2	
5	25.00	1	5	
6	15.00	15	8	
Other**	26.00		1	

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	1		
Mathematics	30.00		5	
Science	30.00		4	
Social Science	17.00	1		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	3	4	
Mathematics	31.00		4	
Science	37.00		4	1
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	4		
Mathematics	26.00	1	4	
Science	29.00		4	
Social Science				

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

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.00
Other	0.40

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

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13998.15	\$4384.94	\$9604.21	\$59898.69
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

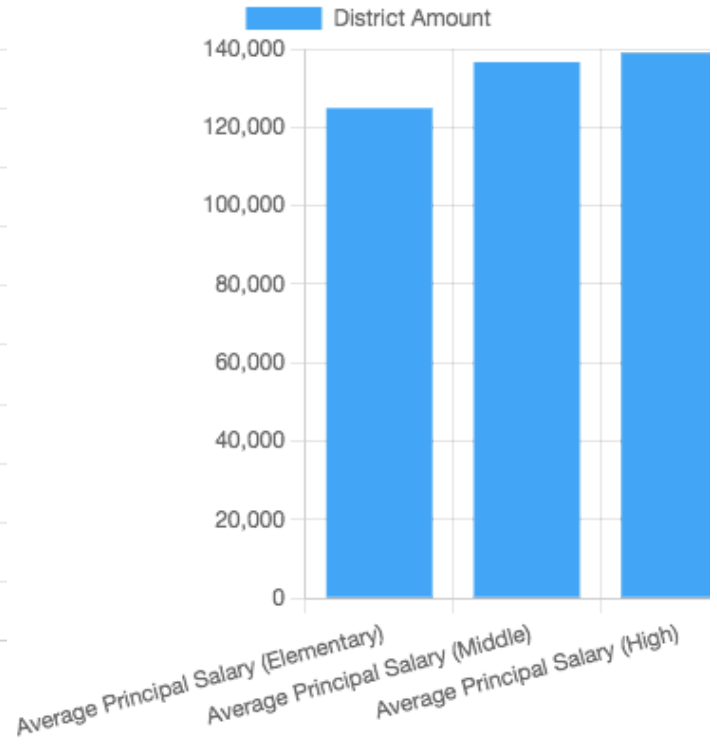
Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/26/23

Professional Development

Includes full days only; teachers also receive weekly PD for two hours each throughout the school year

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/24/23

Camino Nuevo Charter Academy #2

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

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

Principal: Mallory Baquero

Phone: (213) 736-5542

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Mallory Baquero

Principal, Camino Nuevo Charter Academy #2

About Our School



Camino Nuevo Charter Academy #2 is the Kayne Siart campus of the Camino Nuevo Charter Academy network. We serve 693 students from grades TK – 8 from underserved neighborhoods in Central Los Angeles, including Koreatown, Echo Park, and Rampart Village, with 86.1% of our students being eligible for free or reduced-price meals. Our network's mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Since opening in 2010, our school has won many awards for improving educational outcomes for children in Koreatown, MacArthur Park, and other surrounding neighborhoods in Los Angeles. The list of awards includes the Grazer Outstanding Achievement in Learning (GOAL) Award, the California Association of Bilingual Education Seal of Excellence Award, the Bright Spot Award from the White House. These honors reflect our commitment to educating a diverse population, particularly English language learners and students with special needs.

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

Contact

Camino Nuevo Charter Academy #2
3400 West 3rd St.
Los Angeles, CA 90020-1605

Phone: [\(213\) 736-5542](tel:2137365542)

Email: mallory.baquero@caminonuevo.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	http://kaynesiart.caminonuevo.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

CNCA #2 serves 669 students in grades TK/K through 8. Eighty-six percent (86.9%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNCA #2 is 97.8% Hispanic, 86.34% socioeconomically disadvantaged and 30.81% English language learners and 17% of students with disabilities.

CNCA #2 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

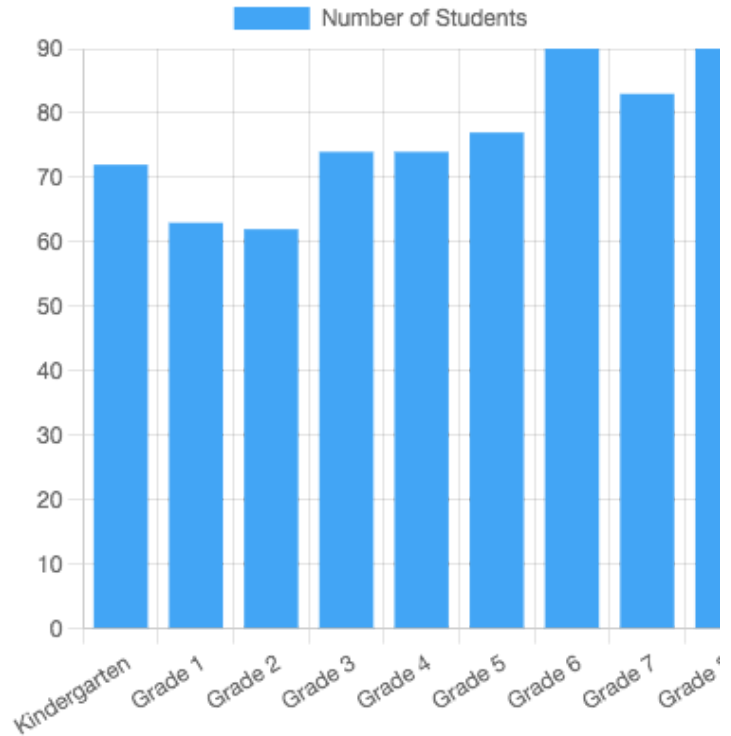
Mission Statement

Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Last updated: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	72
Grade 1	63
Grade 2	62
Grade 3	74
Grade 4	74
Grade 5	77
Grade 6	90
Grade 7	83
Grade 8	90
Total Enrollment	685



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.10%
Black or African American	0.40%
Filipino	0.10%
Hispanic or Latino	91.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	40.00%
Foster Youth	0.60%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	87.90%
Students with Disabilities	17.50%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	0.00%
White	0.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	76.52	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.06	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	10.58	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	6.03	1060.30	3.90	12115.80	4.41
Unknown	0.20	0.76	1651.30	6.07	18854.30	6.86
Total Teaching Positions	33.00	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/26/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/26/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	3.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.40	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.90	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

All curricular materials at our school are aligned to the California Common Core State Standards, California Frameworks, and/or Next Generation Science Standards. We ensure that all students have access to materials required in print and digital forms. Our curricula include:

- American Reading Company Core (English and Spanish Language Arts)
- Bridges Mathematics (TK-5 Math)
- Ready Common Core Math (6-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)

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

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

Last updated: 1/28/23

School Facility Conditions and Planned Improvements

The school campus is in good and safe condition. The school campus was completed in 2014. The campus comprises of 31 classrooms, office spaces, a playground, indoor eating area and is a total of 46,846 sf. Smartboard technology has been added to all classrooms. Renovations of classroom window tints, outdoor turf on the play yard will begin Spring of 2023. Overall, the school is in good condition. The site is also secured with functioning burglar alarms and security cameras.

The latest school inspection was on Dec.2, 2022; no significant facility issues were discovered. The school buildings are in good repair, clean and sanitary. Routine maintenance is being performed, regular preventative maintenance is also being performed. There is no outstanding deferred maintenance at this time. A playground turf field renovation and classroom window tint is planned for spring of 2023.

Last updated: 1/24/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC is on PM services. The HVAC is serviced by an outside vendor. There are no significant known HVAC problems at this time. HVAC is also on a automation system, monitored by facility team directors, school operations manger, and lead custodians.
Interior: Interior Surfaces	Good	The interior surfaces are in good condition. The school hallways and restrooms were painted in summer of 2022. Ceiling panels have also been replaced/repared. There are no known interior problems at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school is well maintained, clean, sanitary, and free if pest/vermin infestation.
Electrical: Electrical	Good	There are no know problems at this time. All interior and exterior lights are fully functioning. The electrical server rooms have no known issues. The PA system will be repaired in the Spring/Summer 2023.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are upkeep daily by on site custodial team as well as evening janitorial staff. The restroom were recently painted in summer of 2022. The restroom plumbing issues are met by outside vendors. There are no known problems at this time. All student and staff restrooms are in good condition.
Safety: Fire Safety, Hazardous Materials	Good	The school site has met all Los Angeles Fire Department Reg. 4 compliance codes. The school site is well maintained and free of hazardous materials.
Structural: Structural Damage, Roofs	Good	There are no known structural repairs needed at this time. The exterior structure and roof is in good condition. The hallways were painted in summer of 2022.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The school playground is well maintained, modern and ample shaded space for students. The turf field will be renovated in spring/summer of 2023. The school first floor windows will also be tinted for added security measures and to enhance the learning environment. The school is adequately secure with gates and fences, there are no known issues at this time. The school entry gate was video intercom installed for added security purposes.

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary
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Last updated: 1/25/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	33%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	21%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	465	97.08	2.92	33.33
Female	228	225	98.68	1.32	36.89
Male	251	240	95.62	4.38	30.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	459	448	97.60	2.40	33.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	160	148	92.50	7.50	8.78
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	347	96.93	3.07	30.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	84	94.38	5.62	13.10

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	470	98.12	1.88	20.90
Female	228	225	98.68	1.32	20.44
Male	251	245	97.61	2.39	21.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	459	452	98.47	1.53	21.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	160	152	95.00	5.00	7.89
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	352	98.32	1.68	19.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	82	92.13	7.87	6.10

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)					28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	159	96.36	3.64	12.66
Female	87	87	100.00	0.00	8.14
Male	78	72	92.31	7.69	18.06
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	159	154	96.86	3.14	12.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	44	39	88.64	11.36	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	117	95.90	4.10	12.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.37%	97.37%	97.37%	97.37%	93.42%
7	82.14%	83.33%	83.33%	83.33%	82.14%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

At Camino Nuevo, we value the strengths and gifts that diverse families contribute and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom, at the school level and provide input to school leaders. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and case management for families in need.

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

are encouraged to reach out to teachers in person and/or via Parent Square if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from parents and other members and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.
- School-Parent Compact – Describes the best ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library, or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empowers and motivates them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.
- Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training, including a session on our Families as Partners Program. New classified and certified staff learn how to build trusting relationships with their families and link learning in the classroom with learning at home. The session highlights how to communicate better, partner with families, and engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook, and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children and referrals for any social or medical services. All communication with families is done in English and Spanish (or any preferred language for the family), ensuring that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings, conferences, and workshops to ensure understanding and maximize communication.
- Community Partnerships: We leverage the expertise of our community partners, like Promotoras Comunitarias, Breese Foundation, and Central City Neighborhood Partners, to provide services and resources beyond academics.
- Health & Wellness: To serve the whole child and provide a continuum of care, we also provide access to mental health services, case management, community referrals, and parent support groups.
- Community Building: Each school offers opportunities to build a community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"), Open House, Math/Literacy Night, and Back to School Nights, and an organization-wide Parent Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families, and spend quality time with families from other school sites. The goal of the "Cafecitos" is for parents to learn, build community and get updates about the school. During these monthly parent meetings, school leaders interact with families. Parents also get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered.

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

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	732	708	330	46.61
Female	355	343	155	45.19
Male	377	365	175	47.94
American Indian or Alaska Native	4	4	2	50.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	650	650	297	45.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	3	50.0
English Learners	290	290	175	60.34
Foster Youth	0	0	0	0
Homeless	11	11	5	45.45
Socioeconomically Disadvantaged	634	634	300	47.32
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	124	67	54.03

Last updated: 1/31/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.09%	0.82%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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

Last updated: 1/30/23

**Suspensions and Expulsions by Student Group
 (School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0.00
Female	0.27	0.00
Male	.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.27	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school’s responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety committees

must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

The school's plan includes strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The CSSP was reviewed and approved by the school site council on February 28, 2022.

Last updated: 1/25/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	3	
1	16.00	2	2	
2	16.00	4		
3	19.00	2	2	
4	20.00	1	2	
5	22.00	1	2	
6	20.00	13	19	
Other**	24.00		1	

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	1		
Mathematics	25.00	3	6	
Science	30.00		6	
Social Science	24.00	2	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	37.00			1
Mathematics	29.00		6	
Science	29.00		6	
Social Science	29.00		6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	3	6	
Mathematics	17.00	10	12	
Science	27.00		6	
Social Science	26.00		6	

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

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	
Other	0.40

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

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12464.59	\$4288.95	\$8175.64	\$60807.55
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

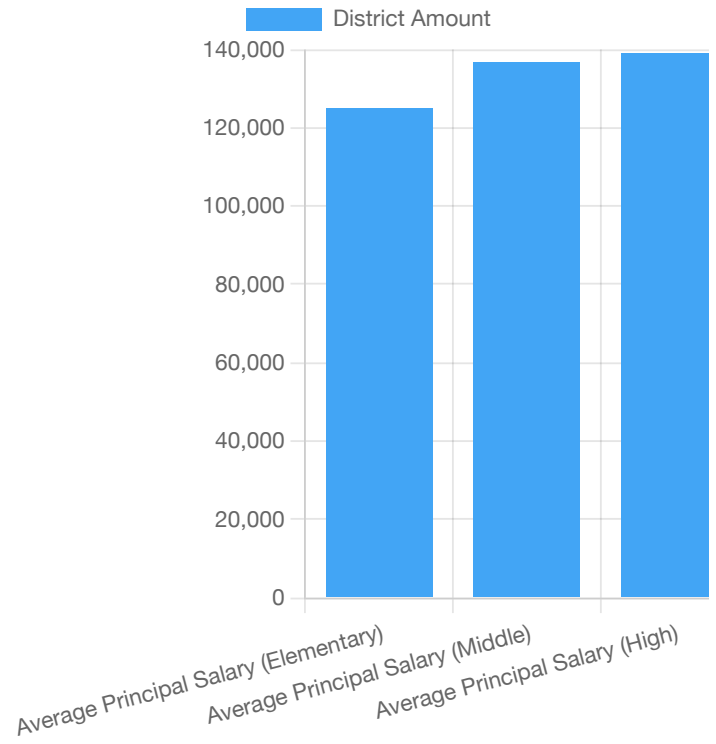
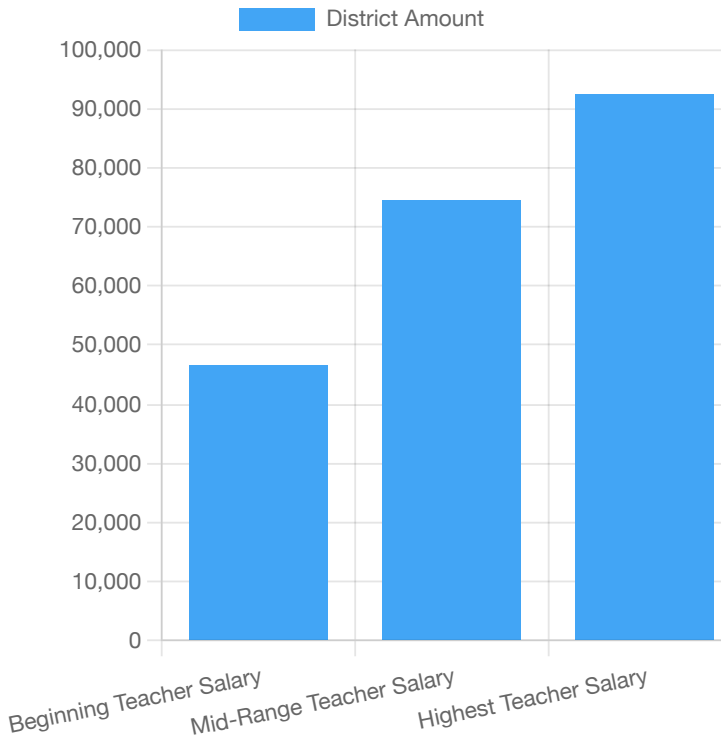
Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/26/23

Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/24/23

Camino Nuevo Charter Academy #4

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 1018 Mohawk St.
Los Angeles, CA , 90026-3131

Principal: Kenia Hernandez

Phone: (213) 353-5300

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Kenia Hernandez

Principal, Camino Nuevo Charter Academy #4

About Our School



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

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

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

Contact

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

Phone: [\(213\) 353-5300](tel:2133535300)

Email: kenia.hernandez@caminonuevo.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	https://cisneros.caminonuevo.org/

School Contact Information (School Year 2022–23)

School Name	Camino Nuevo Charter Academy #4
Street	1018 Mohawk St.
City, State, Zip	Los Angeles, CA , 90026-3131
Phone Number	(213) 353-5300
Principal	Kenia Hernandez
Email Address	kenia.hernandez@caminonuevo.org
Website	https://cisneros.caminonuevo.org/
County-District-School (CDS) Code	19647330124826

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

CNHS 2 serves 488 students in grades 9-12. Ninety-one percent (91.54%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNHS 2 was 94.90% Hispanic, 90.45% socioeconomically disadvantaged and 19.75% English language learners and 16.56% of students with disabilities.

CHNS 2 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

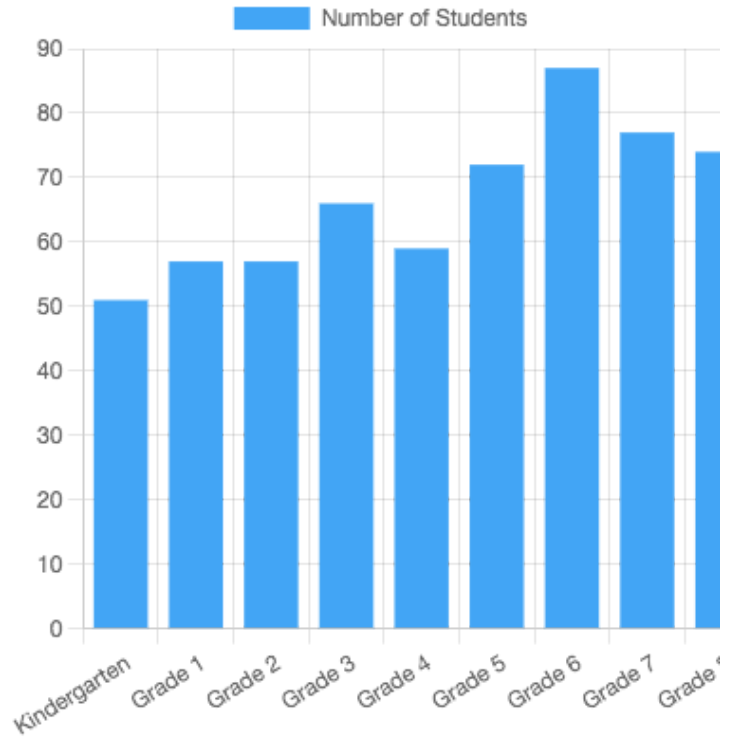
Mission Statement

?Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Last updated: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	51
Grade 1	57
Grade 2	57
Grade 3	66
Grade 4	59
Grade 5	72
Grade 6	87
Grade 7	77
Grade 8	74
Total Enrollment	600



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	2.20%
Asian	0.30%
Black or African American	1.20%
Filipino	1.30%
Hispanic or Latino	92.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.50%
Foster Youth	1.20%
Homeless	3.30%
Migrant	0.00%
Socioeconomically Disadvantaged	91.80%
Students with Disabilities	15.20%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.30%
White	1.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.50	88.06	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	11.94	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	33.50	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/28/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/28/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

All curricular materials at our school are aligned to the California Common Core State Standards, California Frameworks, and/or Next Generation Science Standards. We ensure that all students have access to materials required in print and digital forms. Our curricula include:

- American Reading Company Core (English and Spanish Language Arts)
- Bridges Mathematics (TK-5 Math)
- Ready Common Core Math (6-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)

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

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

Last updated: 1/28/23

School Facility Conditions and Planned Improvements

?The school campus is in good and safe condition. The school campus was completed in 2011. The campus comprises of 31 classrooms, office spaces, a two outdoor playgrounds, indoor eating area and is a total of 67,000sf. Renovations from 2022 include the installation of an AV system, 8 additional security cameras, hallways and student restrooms were repainted, and upgrades of smart board technology as needed. The site is also supported by LAUSD M&O. The outdoor kinder yard play surface requires replacement and this has been reported to LAUSD. A new burglar and PA system will be installed in the Spring/Summer of 2023. ?

?The outdoor kinder yard play surface requires replacement and this has been reported to LAUSD. A new burglar and PA system will be installed in the Spring/Summer of 2023. ?

Last updated: 1/25/23

School Facility Good Repair Status

Overall, the school campus is in good condition. There are no significant repairs at known at this time. Upgraded burglar and PA systems will take place in spring/summer of 2023.

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

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

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC is on PM services. The HVAC is serviced by an outside vendor. There are no significant known HVAC problems at this time. HVAC is also on an automation system, monitored by facility team directors, school operations manager, and lead custodians.
Interior: Interior Surfaces	Good	The interior surfaces are in good condition. The school hallways and restrooms were painted in summer of 2022, along with floor waxing. Ceiling panels have also been replaced/repainted. There are no known interior problems at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school is well maintained, clean, sanitary, and free if pest/vermin infestation. ??

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There are no known problems at this time. All interior and exterior lights are fully functioning. A certified and approved electrician (outside vendor) supports the school in times of emergency power outages. The electrical server rooms have no known issues. The PA system will be repaired in the Spring/Summer 2023.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are upkept daily by on site custodial team as well as evening janitorial staff. The restroom were recently painted in summer of 2022. The restroom plumbing issues are met by outside vendors. There are no known problems at this time. All student and staff restrooms are in good condition.?
Safety: Fire Safety, Hazardous Materials	Good	?The school site has met all Los Angeles Fire Department Reg. 4 compliance codes. The school site is well maintained and free of hazardous materials. ?
Structural: Structural Damage, Roofs	Good	There are no known structural repairs needed at this time. The exterior structure and roof is in good condition. The hallways were painted in summer of 2022.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The school playground is well maintained, modern and ample shaded space for students. The kinder play yard surface must be replaced. The school is adequately secure with gates and fences, there are no known issues at this time. The school entry gate was video intercom installed for added security purposes.

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
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Last updated: 1/25/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	32%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	20%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	415	95.84	4.16	32.05
Female	207	197	95.17	4.83	35.53
Male	226	218	96.46	3.54	28.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	405	390	96.30	3.70	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	133	126	94.74	5.26	13.49
Foster Youth	--	--	--	--	--
Homeless				18.18	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	335	95.99	4.01	30.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	73	98.65	1.35	8.22

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	423	97.69	2.31	19.62
Female	207	202	97.58	2.42	17.82
Male	226	221	97.79	2.21	21.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	405	398	98.27	1.73	18.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	133	131	98.50	1.50	8.40
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	341	97.71	2.29	19.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	73	98.65	1.35	8.22

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)					28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	143	98.62	1.38	19.58
Female	68	67	98.53	1.47	10.45
Male	77	76	98.70	1.30	27.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	134	134	100.00	0.00	17.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	37	100.00	0.00	2.70
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	116	99.15	0.85	19.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.6%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

At Camino Nuevo, we value the strengths and gifts that diverse families contribute and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom, at the school level and provide input to school leaders. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and case management for families in need.

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

are encouraged to reach out to teachers in person and/or via Parent Square if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from parents and other members and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.
- School-Parent Compact – Describes the best ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library, or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empowers and motivates them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.
- Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training, including a session on our Families as Partners Program. New classified and certified staff learn how to build trusting relationships with their families and link learning in the classroom with learning at home. The session highlights how to communicate better, partner with families, and engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook, and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children and referrals for any social or medical services. All communication with families is done in English and Spanish (or any preferred language for the family), ensuring that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings, conferences, and workshops to ensure understanding and maximize communication.
- Community Partnerships: We leverage the expertise of our community partners, like Promotoras Comunitarias, Breese Foundation, and Central City Neighborhood Partners, to provide services and resources beyond academics.
- Health & Wellness: To serve the whole child and provide a continuum of care, we also provide access to mental health services, case management, community referrals, and parent support groups.
- Community Building: Each school offers opportunities to build a community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"), Open House, Math/Literacy Night, and Back to School Nights, and an organization-wide Parent Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families, and spend quality time with families from other school sites. The goal of the "Cafecitos" is for parents to learn, build community and get updates about the school. During these monthly parent meetings, school leaders interact with families. Parents also get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered.

CIS Family Coordinator: Daisy Aguirre (213) 785-3774

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	625	625	262	41.92
Female	306	306	132	43.13
Male	319	319	130	40.75
American Indian or Alaska Native	13	13	4	30.76
Asian	2	2	1	50.0
Black or African American	7	7	5	71.43
Filipino	19	9	4	44.44
Hispanic or Latino	574	574	239	41.63
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	2	2	1	50.0
White	11	11	6	54.5
English Learners	200	200	78	39
Foster Youth	11	11	4	36.4
Homeless	23	23	14	60.87
Socioeconomically Disadvantaged	572	572	241	42.13
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	99	44	44.44

Last updated: 1/31/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.06%	3.77%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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

Last updated: 1/30/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.77	0.00
Female	1.96	0.00
Male	1.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.15	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	.45	0.00
Foster Youth	.15	0.00
Homeless	.15	0.00
Socioeconomically Disadvantaged	3.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.6	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school's responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety committees

must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

The school's plan includes strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The CSSP was reviewed and approved by the school site council on February 28, 2022.

Last updated: 1/25/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	3		
1	19.00	3		
2	19.00	2	1	
3	21.00	1	2	
4	25.00		3	
5	24.00		3	
6	20.00	5	12	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	4		
1	14.00	3	1	
2	14.00	4		
3	17.00	3	1	
4	15.00	4		
5	18.00	1	3	
6	21.00	8	19	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	2	12	
Mathematics	25.00		6	
Science	25.00		6	
Social Science	25.00		6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	2	6	
Mathematics	24.00		6	
Science	24.00		6	
Social Science	23.00	1	6	

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

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.00
Other	0.40

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

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12420.99	\$3189.08	\$9231.91	\$54505.13
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

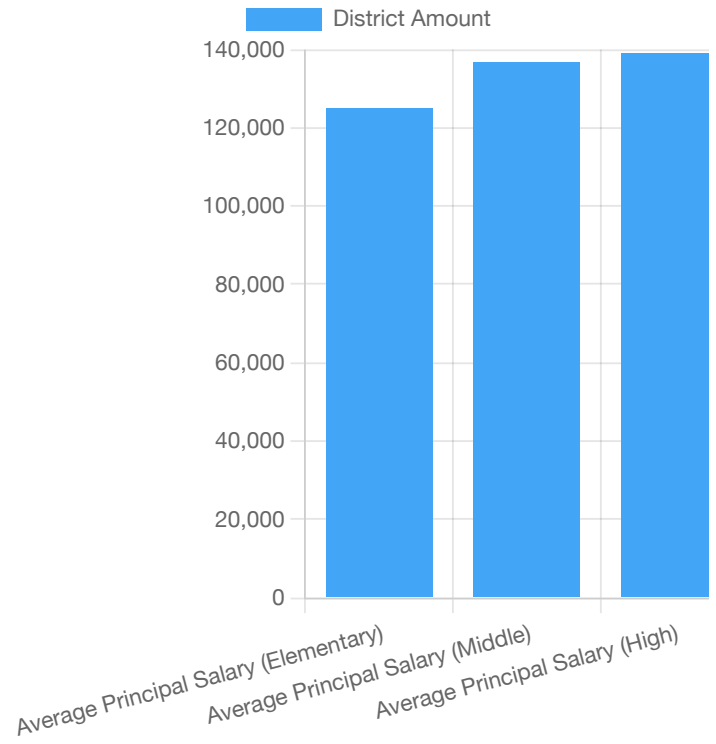
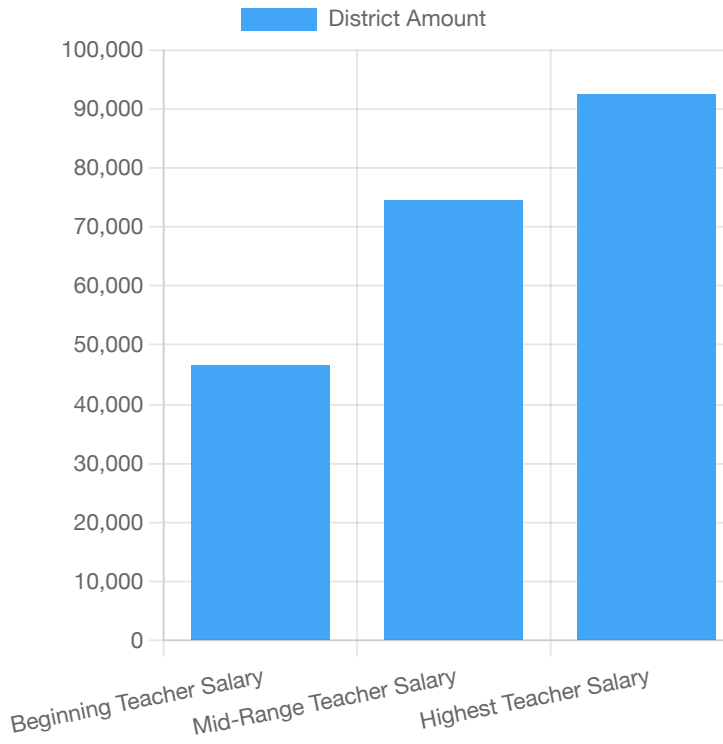
Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/26/23

Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/24/23

Camino Nuevo Elementary #3

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 1723 Cordova St.
Los Angeles, CA , 90007-1114

Principal: Jay Laughlin

Phone: (323) 730-7160

Grade Span: K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Jay Laughlin

Principal, Camino Nuevo Elementary #3

About Our School



Hello Jaguar Families and Prospective Jaguar Families,

At Castellanos and Eisner CNCA #3, our mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. We serve our students as one school, located on two campuses. Castellanos is where our Tk-5 grade students learn and grow, while Eisner is where our 6-8 grade students prepare to take-off for high school, college, and beyond. Our dual-language instructional program enables us to equitably serve all our students, while our vertically aligned, standards-based curriculum creates a pathway for all students to access and excel with grade-level content. At the root of our approach is social-emotional learning supports and Ethnic Studies pillars that guide our decisions for both what and how we teach.

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

Thank you,

Jay Laughlin, Principal

Contact

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

Phone: [\(323\) 730-7160](tel:3237307160)

Email: jay.laughlin@caminonuevo.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name Los Angeles Unified

Phone Number (213) 241-1000
Superintendent Carvalho, Alberto
Email Address alberto.carvalho@lausd.net
Website <https://castellanos.caminonuevo.org/>

School Contact Information (School Year 2022–23)

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

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

CNES 3 serves 713 students in grades TK/K through 8. Ninety-three percent (93.24%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNCA #3 was 96% Hispanic, 97% socioeconomically disadvantaged and 46.4% English language learners and 13.4% of students with disabilities.

CNES 3 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

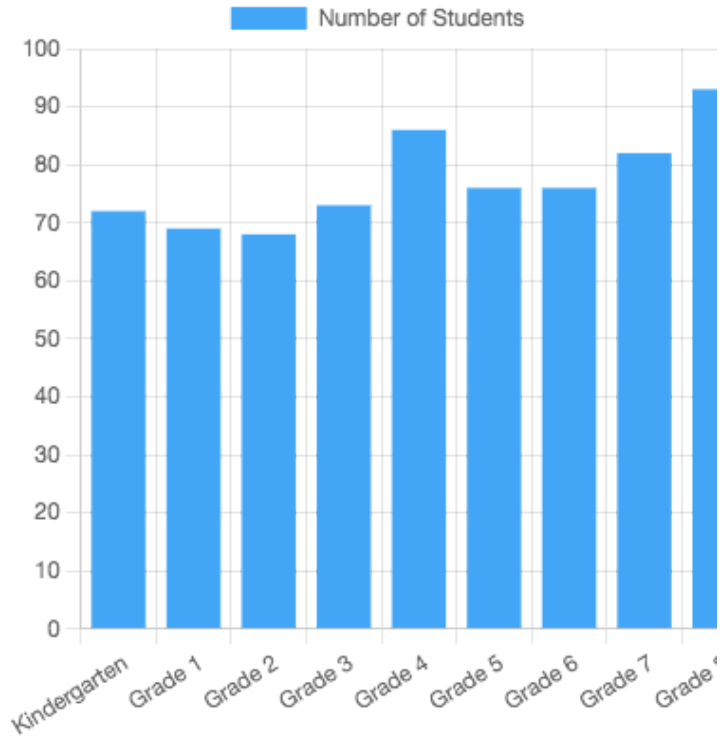
Mission Statement

Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Last updated: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	72
Grade 1	69
Grade 2	68
Grade 3	73
Grade 4	86
Grade 5	76
Grade 6	76
Grade 7	82
Grade 8	93
Total Enrollment	695



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.60%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	86.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	53.20%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	94.50%
Students with Disabilities	12.20%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.10%
White	1.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.70	81.05	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	3.90	12.09	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.06	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.76	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	32.90	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/28/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/28/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.10	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

All curricular materials at our school are aligned to the California Common Core State Standards, California Frameworks, and/or Next Generation Science Standards. We ensure that all students have access to materials required in print and digital forms. Our curricula include:

- American Reading Company Core (English and Spanish Language Arts)
- Bridges Mathematics (TK-5 Math)
- Ready Common Core Math (6-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)

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

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

Last updated: 1/28/23

School Facility Conditions and Planned Improvements

The school site is in good and safe condition. The school campus was completed in 2010. The campus comprises of 21 classrooms, office spaces, a playground, indoor eating area, underground parking structure and is a total of 45,480 sf. New smartboard technology has been added to all classrooms. Outdoor green playground renovations begin Spring/Summer of 2023. Overall, the school is in good condition.

Outdoor green playground renovations will begin Spring/Summer of 2023. Twenty security cameras have been installed for as added security measure in January of 2023. All structural, interior, electrical, plumbing, mechanical/HVAC, roof, are in good conditions. There are no known problems at this time. Overall, the school is in good condition.

Last updated: 1/25/23

School Facility Good Repair Status

?The latest school inspection was on Dec.15, 2022; no significant facility issues were discovered. The school buildings are in good repair, clean and sanitary. Routine maintenance is being performed, regular preventative maintenance is also being performed. There is no outstanding deferred maintenance at this time. A green playground renovation, upgraded PA system, and burglar alarm are planned for spring of 2023?

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

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

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC is on PM services. The HVAC is serviced by an outside vendor. There are no significant known HVAC problems at this time. HVAC is also on an automation system, monitored by facility team directors, school operations manager, and lead custodians.?
Interior: Interior Surfaces	Good	?The interior surfaces are in good condition. The school hallways were painted in fall of 2022. Ceiling panels have also been replaced/repaired. There are no known interior problems at this time.?
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school is well maintained, clean, sanitary, and free if pest/vermin infestation.??

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	?There are no known problems at this time. All interior and exterior lights are fully functioning. The electrical server rooms have no known issues. The PA system will be repaired in the Spring/Summer 2023. This school site is supported by LAUSD M & O teams and larger building electrical repairs are reviewed by the M & O. ?
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are upkept daily by on site custodial team as well as evening janitorial staff. The restroom were recently painted in summer of 2022. The restroom plumbing issues are met by outside vendors. There are no known problems at this time. All student and staff restrooms are in good condition.
Safety: Fire Safety, Hazardous Materials	Good	?The school site has met all Los Angeles Fire Department Reg. 4 compliance codes. The school site is well maintained and free of hazardous materials.?
Structural: Structural Damage, Roofs	Good	There are no known structural repairs needed at this time. The exterior structure and roof is in good condition. The hallways were painted in fall of 2022.?
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	?The school playground is well maintained space for students. The play yard will be renovated into a green school yard spring/summer of 2023. The school is adequately secure with gates and fences, there are no known issues at this time. The school entry gate was video intercom installed for added security purposes.?

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
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Last updated: 1/25/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	33%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	18%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	504	490	97.22	2.78	33.40
Female	232	227	97.84	2.16	42.48
Male	272	263	96.69	3.31	25.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	443	433	97.74	2.26	33.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	45	91.84	8.16	35.56
White	--	--	--	--	--
English Learners	224	213	95.09	4.91	9.48
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	432	425	98.38	1.62	32.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	68	98.55	1.45	8.82

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	504	494	98.02	1.98	17.68
Female	232	227	97.84	2.16	15.04
Male	272	267	98.16	1.84	19.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	443	437	98.65	1.35	16.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	45	91.84	8.16	31.11
White	--	--	--	--	--
English Learners	224	218	97.32	2.68	6.45
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	432	426	98.61	1.39	17.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	67	97.10	2.90	7.46

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)					28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	167	98.24	1.76	22.75
Female	75	74	98.67	1.33	27.03
Male	95	93	97.89	2.11	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	148	146	98.65	1.35	21.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	27.78
White	--	--	--	--	--
English Learners	74	71	95.95	4.05	5.63
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	142	98.61	1.39	22.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	13.04

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	72.15%	73.41%	78.48%	72.15%	71.22%
7	88.04%	88.04%	89.13%	89.13%	89.13%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

At Camino Nuevo, we value the strengths and gifts that diverse families contribute and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom, at the school level and provide input to school leaders. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and case management for families in need.

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

are encouraged to reach out to teachers in person and/or via Parent Square if any questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from parents and other members and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.
- School-Parent Compact – Describes the best ways to support families and increase student achievement. It was developed with input from parents to create the strongest possible partnership between home, school, and student to increase academic achievement and success. Parents/guardians are encouraged to complete 15 hours of volunteer service per family per site. Attendance at workshops and school activities, completing city college classes, taking your student to the public library, or by enrolling in other community-based education programs will count towards hours of volunteer service. These opportunities offer parents targeted training that empowers and motivates them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students.
- Professional Development/Staff Training - As part of the onboarding process, all new staff attends a week of training, including a session on our Families as Partners Program. New classified and certified staff learn how to build trusting relationships with their families and link learning in the classroom with learning at home. The session highlights how to communicate better, partner with families, and engage them as equal partners in the school community. In addition, the Family Services Coordinator hosts sessions during Professional Development week about how to engage families in the classroom and gather feedback to plan activities. The school has a full-time and bilingual Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, Facebook, and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Family Coordinators have an open-door policy to assure parents feel comfortable reaching out when they need support for their children and referrals for any social or medical services. All communication with families is done in English and Spanish (or any preferred language for the family), ensuring that any difficult or complicated academic language is clearly explained in a culturally sensitive way. Translators are readily available during parent meetings, conferences, and workshops to ensure understanding and maximize communication.
- Community Partnerships: We leverage the expertise of our community partners, like Promotoras Comunitarias, Breese Foundation, and Central City Neighborhood Partners, to provide services and resources beyond academics.
- Health & Wellness: To serve the whole child and provide a continuum of care, we also provide access to mental health services, case management, community referrals, and parent support groups.
- Community Building: Each school offers opportunities to build a community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"), Open House, Math/Literacy Night, and Back to School Nights, and an organization-wide Parent Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families, and spend quality time with families from other school sites. The goal of the "Cafecitos" is for parents to learn, build community and get updates about the school. During these monthly parent meetings, school leaders interact with families. Parents also get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered.

CAS/EIS Family Services Coordinator: Yesenia Rivas (323)730-1160

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	754	754	392	52.0
Female	358	358	174	48.6
Male	396	396	218	55.1
American Indian or Alaska Native	1	1	1	100.0
Asian	3	3	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	198	198	95	48.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	5	71.4
English Learners	377	377	218	57.83
Foster Youth	9	9	3	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	684	684	348	50.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	104	58	55.77

Last updated: 1/31/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.22%	1.50%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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

Last updated: 1/30/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.50	0.00
Female	.63	0.00
Male	.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.63	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school's responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety committees

must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

The school's plan includes strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The CSSP was reviewed and approved by the school site council on January 27, 2022.

Last updated: 1/25/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	24.00		3	
2	26.00		3	
3	29.00		3	
4	26.00		3	
5	29.00		3	
6	25.00	2	11	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	3	
1	17.00	2	2	
2	17.00	2	2	
3	18.00	1	3	
4	22.00	1	3	
5	20.00	5	4	
6	18.00	10	13	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	2	6	
Mathematics	31.00		6	
Science	31.00		5	
Social Science	31.00		3	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	4	9	
Mathematics	27.00		6	
Science	24.00	1	6	
Social Science	25.00	1	6	

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

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.75
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	
Other	0.40

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

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12714.46	\$3685.51	\$9028.95	\$55211.10
District	N/A	N/A	--	\$78635.00
Percent Difference – School Site and District	N/A	N/A	8796.00%	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

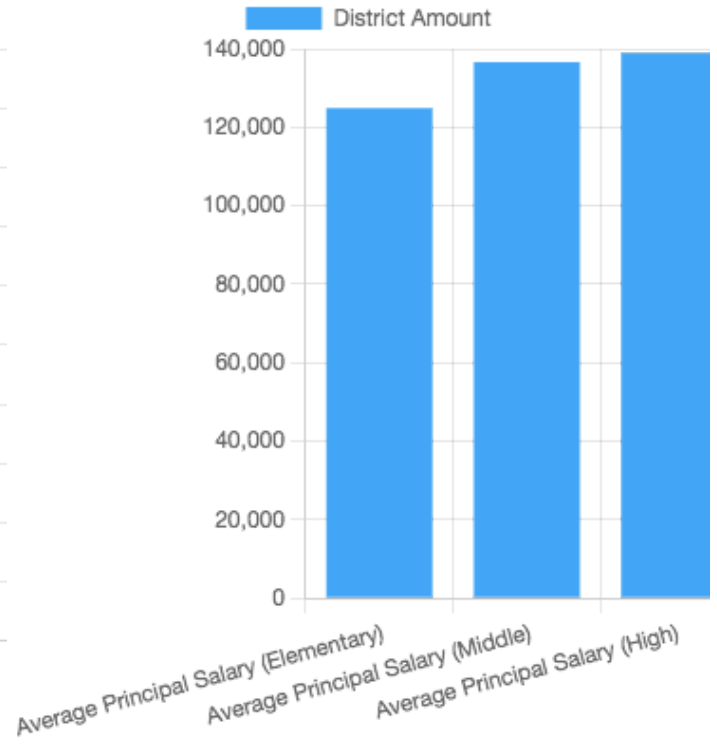
Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/26/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/25/23

Camino Nuevo High #2

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 3500 West Temple St.
Los Angeles, CA , 90004-3620

Principal: Lawrence Boone

Phone: (213) 736-5566

Grade Span: 9-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Lawrence Boone

📍 Principal, Camino Nuevo High #2

About Our School



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

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

The underlying philosophy of CNHS No. 2 is that when underserved students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success throughout their educational careers. CNHS No. 2 serves 465 students from grades 9-12. Approximately 95% of our students qualify for free or reduced meals, and approximately 98% of our student population is Hispanic/Latino. Our students reside in some of the most historically underserved areas of Central Los Angeles, including the communities of MacArthur Park, Pico-Union, U.S., where the annual family income is among the lowest in the city.

Despite these economic and social disadvantages, our students are bucking the community trend with exceptional academic excellence, preparation for college, and civic engagement. For the graduating class of 2020, 100% of graduating seniors met A-G requirements and 70% of graduating seniors were accepted into four-year colleges. Additionally, CNHS No. 2 students are becoming youth leaders in the community through school-based clubs, service learning projects, and involvement in college-readiness programs.

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

Contact

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

Phone: (213) 736-5566

Email: lawrence.boone@caminonuevo.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	http://dalzelllance.caminonuevo.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

CNHS 2 serves 488 students in grades 9-12. Ninety-one percent (91.54%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2021-2022 student body at CNHS 2 was 94.90% Hispanic, 90.45% socioeconomically disadvantaged and 19.75% English language learners and 16.56% of students with disabilities.

CHNS 2 is part of the Camino Nuevo Charter Academy (CNCA) network of schools. Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Camino Nuevo Charter Academy was founded in 1999 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood west of downtown Los Angeles. The first campus opened its doors to students in August 2000. Most of the residents are immigrants from Mexico and Central America. The majority of CNCA's students reside in historically underserved neighborhoods of Los Angeles such as Westlake/MacArthur Park, Pico/Union, Koreatown, and the West Adams/Byzantine Latino Quarter.

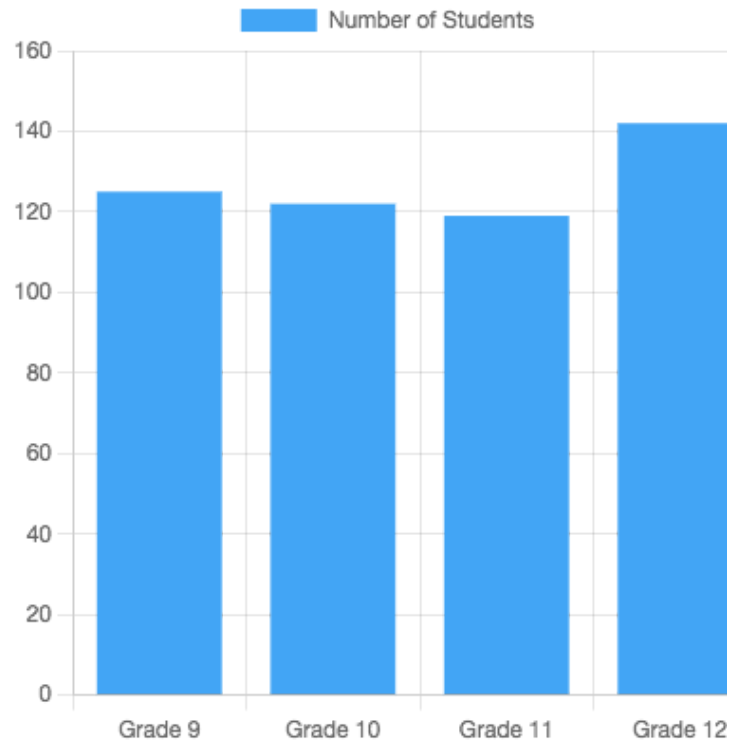
Mission Statement

Camino Nuevo Charter Academy educates students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

Last updated: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	125
Grade 10	122
Grade 11	119
Grade 12	142
Total Enrollment	508



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	41.30%
Male	58.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.40%
Black or African American	0.00%
Filipino	1.00%
Hispanic or Latino	87.20%
Native Hawaiian or Pacific Islander	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.30%
Foster Youth	0.20%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	95.10%
Students with Disabilities	18.10%

Student Group	Percent of Total Enrollment
Two or More Races	0.00%
White	1.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	80.67	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	9.01	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	9.01	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.22	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	22.00	100.00	27194.20	100.00	274759.10	100.00

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

Last updated: 1/28/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/28/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.60	
Misassignments	0.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.20	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

All curricular materials at our school are aligned to the California Common Core State Standards, California Frameworks, and/or Next Generation Science Standards. We ensure that all students have access to materials required in print and digital forms. Our curricula include College Preparatory Mathematics for Math, STEMScopes for Science, Project Lead the Way for STEM electives, and teacher-created and curated materials for all other subjects.

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

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

Last updated: 1/28/23

School Facility Conditions and Planned Improvements

?The latest school inspection was on Dec.19, 2022; no significant facility issues were discovered. The school buildings are in good repair, clean and sanitary. Routine maintenance is being performed, regular preventative maintenance is also being performed. There is no outstanding deferred maintenance at this time.?

?The school campus is in good and safe condition. The school campus was completed in 2011. The campus comprises of 21 classrooms, office spaces, indoor and outdoor eating areas and is a total of 45,480 sf. Smartboard technology has been added to all classrooms. Most recent renovations include added security cameras, a fence around the school site to discourage homeless encampments and trespassing, new flooring in the administrative building, a 12 hr security guard, and new electrical lights in all classrooms. ?

Last updated: 1/25/23

School Facility Good Repair Status

?The latest school inspection was on Dec.19, 2022; no significant facility issues were discovered. The school buildings are in good repair, clean and sanitary. Routine maintenance is being performed, regular preventative maintenance is also being performed. There is no outstanding deferred maintenance at this time.?

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

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

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	?Mechanical/HVAC is on PM services. The HVAC is serviced by an outside vendor. There are no significant known HVAC problems at this time. HVAC is also on an automation system, monitored by facility team directors, school operations manager, and lead custodians.?
Interior: Interior Surfaces	Good	The interior surfaces are in good condition. There are no known interior problems at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school is well maintained, clean, sanitary, and free if pest/vermin infestation.
Electrical: Electrical	Good	There are no known problems at this time. All interior and exterior lights are fully functioning. The electrical server rooms have no known issues. The PA system will be repaired in the Spring/Summer 2023. All classroom lights have been recently replaced in summer of 2023.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	?Restrooms are upkept daily by on site custodial team as well as evening janitorial staff. The restroom were recently painted in summer of 2022. The restroom plumbing issues are met by outside vendors. There are no known problems at this time. All student and staff restrooms are in good condition.?
Safety: Fire Safety, Hazardous Materials	Good	?The school site has met all Los Angeles Fire Department Reg. 4 compliance codes. The school site is well maintained and free of hazardous materials.?
Structural: Structural Damage, Roofs	Good	There are no known structural repairs needed at this time. The exterior structure and roof is in good condition. The hallways were painted in summer of 2022.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The school playground is well maintained, modern and shaded space for students. The turf field where PE classes are held is maintained and inspected quarterly, repairs as needed. Most recent partial turf replacement took place in December 2022. ?

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
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Last updated: 1/25/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	60%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	20%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/26/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	109	94.78	5.22	59.63
Female	58	56	96.55	3.45	69.64
Male	57	53	92.98	7.02	49.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	105	101	96.19	3.81	61.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	18	81.82	18.18	22.22
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	95	95.96	4.04	56.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	109	94.78	5.22	20.18
Female	58	56	96.55	3.45	23.21
Male	57	53	92.98	7.02	16.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	105	101	96.19	3.81	19.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	18	81.82	18.18	5.56
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	95	95.96	4.04	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT		NT		28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/23

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	248	218	87.90	12.10	16.97
Female	109	97	88.99	11.01	18.56
Male	139	121	87.05	12.95	15.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	226	202	89.38	10.62	17.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	6	54.55	45.45	--
White	--	--	--	--	--
English Learners	52	45	86.54	13.46	2.22
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	182	87.50	12.50	18.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	36	83.72	16.28	2.78

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	83.33%

UC/CSU Course Measure	Percent
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/28/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	97.48%	97.48%	97.48%	97.48%	97.48%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

At Camino Nuevo, we value the strengths and gifts that diverse families contribute and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom, at the school level and provide input to school leaders. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and case management for families in need.

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

questions arise regarding their child's academic achievement. Translators are scheduled beforehand for those teachers who do not speak Spanish.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from parents and other members and make edits accordingly. The final version is available in English and Spanish from Family Services Coordinators and at the main office. The Families as Partners section on the annual Family Handbook of our K-12th and preschool program have been aligned to provide continuity and alignment between both programs. CNCA has developed a written Title I parental involvement policy with input from Title I parents and Site Base Councils. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA distributes the policy to parents of Title I students. It is distributed at the beginning of the school year and is available online via the CNCA website.

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

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

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

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

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

- Community Building: Each school offers opportunities to build a community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"), Open House, Math/Literacy Night, and Back to School Nights, and an organization-wide Parent Book Club. This annual book club is a unique opportunity for parents to model reading at home, build community with other families, and spend quality time with families from other school sites. The goal of

the "Cafecitos" is for parents to learn, build community and get updates about the school. During these monthly parent meetings, school leaders interact with families. Parents also get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered.

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

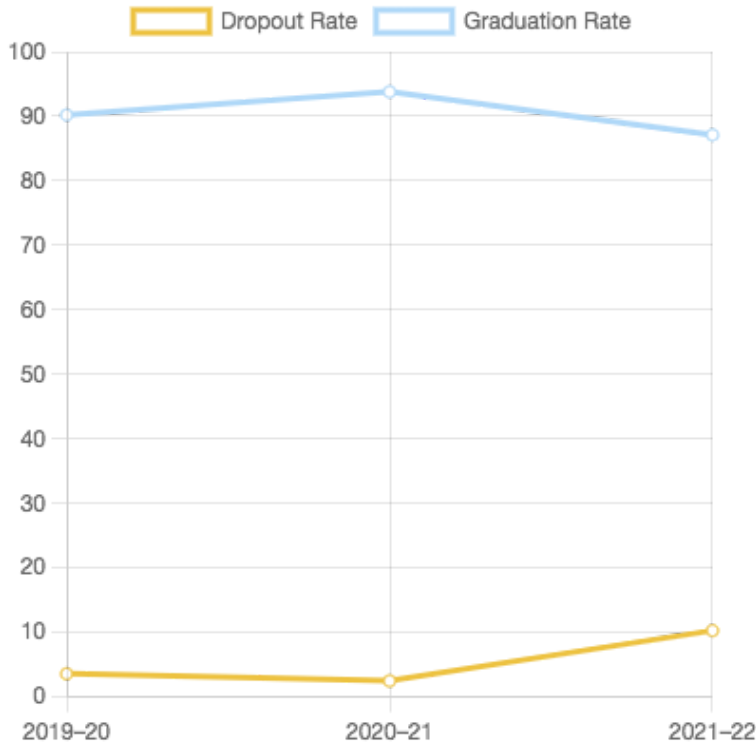
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	3.6%	2.5%	10.3%	8.9%	8.1%	7.8%	8.9%	9.4%	7.8%
Graduation Rate	90.2%	93.8%	87.1%	82.9%	83.5%	87.4%	84.2%	83.6%	87.0%



Last updated: 1/31/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	147	128	87.1
Female	54	46	85.2
Male	93	82	88.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	1	1	100
Asian	1	1	100
Black or African American	0	0	0.00
Filipino	3	3	100
Hispanic or Latino	135	116	86
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	2	0	0
English Learners	35	28	80
Foster Youth	--	--	--
Homeless	2	1	50
Socioeconomically Disadvantaged	141	122	86.52
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	25	22	88

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

Last updated: 1/31/23

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	517	205	39.65
Female	215	215	84	39.07
Male	302	302	121	40.6
American Indian or Alaska Native	2	2	2	100.0
Asian	7	7	4	57.15
Black or African American	0	0	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	452	452	175	38.72
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	0	0	0	0.0
White	6	6	3	50.0
English Learners	97	97	56	57.73
Foster Youth	0	0	0	0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	501	501	203	40.52
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	98	48	48.98

Last updated: 1/31/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.21%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.62%	2.21%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

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

Last updated: 1/30/23

**Suspensions and Expulsions by Student Group
 (School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.21	0.00
Female	.37	0.00
Male	1.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	.74	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school’s responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety committees

must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

The school's plan includes strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The CSSP was reviewed and approved by the school site council on February 22, 2022.

Last updated: 1/25/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	6	17	
Mathematics	22.00	16	11	
Science	30.00	1	17	
Social Science	28.00	2	17	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	67.00		4	5
Mathematics	48.00	4		6
Science	90.00	2		3
Social Science	73.00	1		6

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	8	8	1
Mathematics	19.00	10	5	2
Science	29.00	1	10	
Social Science	29.00	2	11	3

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

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	508.00

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

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	
Other	0.40

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

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15651.31	\$4852.76	\$10798.55	\$59807.61
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

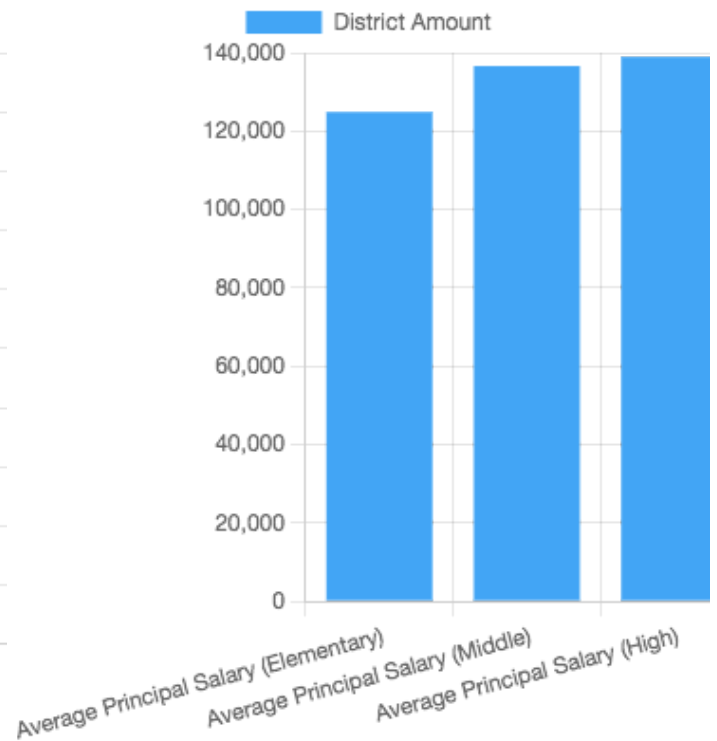
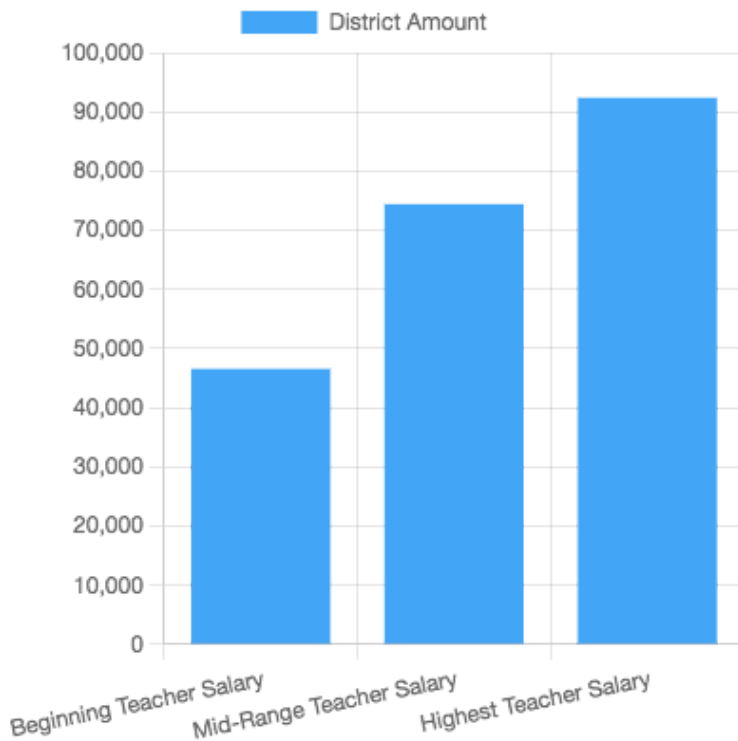
Note: Cells with N/A values do not require data.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated: 1/26/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered*	3.00%

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

Last updated: 1/28/23

Professional Development

Includes full days only; additionally teachers have weekly PD for 2 hours each throughout the year

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/26/23

Coversheet

Update on CA Dashboard

Section: IV. Consent Agenda
Item: B. Update on CA Dashboard
Purpose: Vote
Submitted by:
Related Material: CA Dashboard_Local Indicators 2021-2022.pdf



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**CA Dashboard: Local Indicators
2021-2022**

LCFF Priority 1
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Indicator	Burlington	CAS-EIS	CIS	DAL	Kayne
Number and Percentage of Teacher Misassignments of Teachers of ELs	0	0	0	0	0
Vacant Teacher Positions	0	0	0	0	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0%	0%	0%	0%	0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0	0	0	0	0



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LCFF Priority 2
Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5



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Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	Rating
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	3
History-Social Science	3

Other Adopted Academic Standards

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	Rating
Career Technical Education	N/A
Health Education Content Standards	4
Physical Education Model Content Standards	4



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Visual and Performing Arts	4
World Language	4

Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	4
Identifying the professional learning needs of individual teachers	4
Providing support for teachers on the standards they have not yet mastered	3

Optional Narrative (Limited to 1,500 characters)

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Camino Nuevo Charter Academy has prioritized the implementation of aligned curriculum in ELA, Math, and ELD for all applicable students in all grades. For Next Generation Science Standards, we have prioritized the roll-out of aligned curriculum in grades 6-12 with some piloting teachers in grades K-3. For History and Social Science, we have recently initiated a partnership with the UCLA History and Geography Project to create aligned curriculum for grades 6-12. We will explore expansion of NGSS and the History-Social Science Framework to lower grades in the coming years. For now, these grades receive science and social studies content integrated throughout our knowledge building ELA curriculum.



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LCFF Priority 3

Parental Involvement and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4



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<p>Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p>	<p>4</p>
--	----------

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.**
 - a. CNCA has full-time and bilingual Family Coordinators at each school who are guided and supported by the Home Support Office for alignment and consistency in the program.
 - b. A fully implemented common communication platform called Parent Square that has a variety of features to allow for two-way communication between staff and families. The platform includes capability for posting information, collecting surveys/polls responses, sending messages to a targeted audience, and allowing direct messages. Our communication platform has the capability of translating information into more than one hundred languages to support efficient communication. Schools can choose a default second language so that the majority of the second language population does not have to explicitly make that choice. Parents who desire a language different from English or the school’s default second language can select their own language from their accounts page.
 - c. Professional development sessions for staff on how to build meaningful relationships with families.
 - d. Coaching sessions with teachers on how to communicate with families and work alongside to support student achievement.
 - e. Case management and referrals for families in need of social services, mental health, medical services, housing resources, etc.
 - f. Parents have an array of volunteer opportunities to choose from to support the classroom/teacher and/or the school.
 - g. Sites host school events and classroom activities where parents can attend and interact with staff.
 - h. Schools assure an inclusive and friendly environment where all families feel comfortable, heard and welcome. According to our Winter 2022 Family Survey, 91% percent of families strongly agree or agree that they feel welcome at their child’s school.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.**



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It's necessary for schools to create more opportunities for teachers, school leaders, classified staff and parents to collaborate and get to know each other. Professional development for teachers and classified staff continues to be a priority to emphasize that family engagement is everyone's responsibility.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, schools should have readily available translators when in need for parent meetings. In addition, it's important to host social events where every culture in school is represented and valued.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5



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Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

- a. Schools build parent capacity to support their children at home by offering academic parent workshops:
 - i. Prepping families/students for SBAC/ELPAC.
 - ii. Understanding SBAC results/reports.
 - iii. Our Special Education Support.
 - iv. How to have Successful Parent-Teacher Conferences.
 - v. Getting Familiar with the ARC Reading Curriculum and Assessments
 - vi. I-Ready Math
 - vii. Shifts in Common Core Standards
- b. Schools conduct parent-teacher conferences in October, January and April where parents get the opportunity to talk to teachers about their child’s academic progress and learn tips on how to support them at home.
- c. Schools share academic data, school goals, updates and helpful tips during their monthly parent meetings.
- d. Parents and teachers communicate via Parent Square to celebrate successes, plan events, collect information, and share quick academic updates.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

To strengthen the school and home partnership to support student outcomes, schools need to encourage more teachers to facilitate consistent academic parent workshops and conduct data walks. Schools must create more opportunities for parents to get familiar with the curriculum, assessments and how they can support homework and learning environments. Professional development is also needed to guide teachers on best practices on how to present data in a parent friendly way.



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3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families, schools are encouraged to create more learning opportunities for them to better understand the education system and how their support is crucial for student achievement. It needs to be a partnership where teachers and parents are learning from each other how to better support the student.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3



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Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.**
 - a. Parent leaders in the School Site Council provide input on the LCAP goals, Consolidated App., School Safety Plan, Wellness Policy, Parent Involvement Policy, as well as regarding school practices/changes that affect their children.
 - b. All families are invited to the Annual Title I Meeting where they can provide feedback on the Parent Involvement Policy. The Policy is also shared via Parent Square to allow for families who couldn’t attend the meeting. This allows all families an opportunity to provide input.
 - c. Annually, families receive a survey which allows them to anonymously provide their responses, celebrations and suggestions for improvement. Results are shared with all stakeholders which then allows us to track trends, progress and make any adjustments needed to improve families’ experiences at our school.
 - d. During our monthly parent meetings, parents have ample time to ask questions, share concerns and offer solutions about any updates discussed.
 - e. Parents can reach out to school leaders and teachers via Parent Square, in-person or by stopping by the office to request a meeting to share concerns, provide feedback or inquiry about an issue.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.**

Schools need to strengthen their efforts in recruiting and training families and teachers to participate in leadership committees. The training should include guidelines on best practices to provide constructive feedback and input.



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3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Schools need to encourage underrepresented families to join leadership committees and use their voice to reach out to teachers, staff and leaders. Schools are asked to provide the conditions necessary for them to feel comfortable in sharing their concerns, ideas and suggestions to provoke change.



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School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

- 1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.**

The data shows that most students feel supported at their schools. There are also indicators that students feel safe as it relates to school health protocols for Covid prevention. The data also shows that most students have positive relationships with their teachers and school staff.

- 2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?**

We do see opportunities for fostering a sense of belonging in the community. Students went from a period of isolation in distance learning, to fully in-person learning. Strengthening their readiness to learn is also an area of focus for us as we plan ahead.

- 3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?**

Students are still adjusting to the inconsistencies that came with the Covid era of their academic experience. The community went from isolated studies to a full in-person educational setting. We believe that providing students with spaces to connect with the community and have a sense of connection will have a meaningful impact on their readiness to learn and feel a sense of belonging. We have started this strategic work with the following +

- Implementing a Culture Calendar: This is dispersed to the student body at each school and community connection is highlighted and celebrated.



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- Anti-Bullying Assemblies/Campaigns : In an effort to foster a positive, accepting environment, we have had a “Call to action” for all students. In these spaces students are asked to make a commitment to speak up for one another. To take a stand against bullying. We have paired these assemblies with posters throughout the campuses to remind students of their commitment.
- Assemblies about respecting personal space : We have also seen that some students still battle with social anxiety and that can impede on the ability to focus. We intend to continue to combat this with assemblies that help with their social emotional awareness of themselves and the world around them.
- Trauma-Informed Training for staff: As we continue to be strategic in our approach with students, we see the importance of staff involvement. For this reason we have spaces where teachers and school staff can learn ways to engage with students in ways that allow them to thrive and remind them of their strengths and capabilities. We believe every child-facing adult on campus can have a meaningful impact in a child’s life.
- Alternatives to suspension: We have had a strong push toward restorative practices as it relates to student behavior. Not only in opportunities for staff professional development, but also in our systems. We always consider restorative ways to respond to behavior in lieu of suspension or other punitive measures whenever possible.



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LCFF Priority 7

Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The tools that the LEA uses to track the extent to which all students have access to, and are enrolled in, a broad course of student, include:

- A robust college counseling program aimed at enrolling all students in a-g courses
- The collection of multi-subjects teachers' schedules at the TK-5 schedule, with a review by administrators to look for all core subjects
- The design of an electives/specials schedule that provides students with enrichment opportunities in the arts, PE, and STEM

The LEA has a full inclusion model for both students with disabilities and multilingual learners, so they are not excluded from a broad course of study.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students are enrolled in a broad course of study with respect to the core classes. Students in grades TK-5 and high school have access to and are enrolled in a broad course of elective or enrichment offerings as well. Most students at the middle school level (grades 6-8) are enrolled in a broad course of study. Subgroups who we must prioritize in this area are middle school students who are dually identified as ELLs and students with disabilities, as well as students who are performing below grade level in both math and reading. These students are enrolled in limited enrichment electives.



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Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The barrier to providing the middle school subgroups identified above access to a broad course of study is that they are in multiple academic support classes during the elective blocks.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Future iterations of our master schedule must address this, perhaps by ensuring that students are enrolled in a broad course of study over the course of their middle school years (grades 6-8), as opposed to all in one year.

Coversheet

Achievement Network (A Net) Agreement

Section: IV. Consent Agenda
Item: C. Achievement Network (A Net) Agreement
Purpose: Vote
Submitted by:
Related Material: FY22-23 - The Achievement Network, Ltd - Agreement.pdf

Program Agreement

This Program Agreement (this "Agreement") is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at 177 Huntington Ave, Suite 1703, PMB 74520, Boston, Massachusetts 02115-3153 ("ANet") and the Partner listed below ("Partner"). Each of ANet and Partner may be referred to herein individually as a "Party" or collectively as the "Parties." This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Program Description Page, (3) the attached Partner Data Page, and (4) the attached Standard Terms and Conditions.

Partner: Camino Nuevo Charter Academy (CNCA)
Address: 3435 W. Temple Street, Los Angeles, CA 90026
Phone: (213) 417-3400
Invoicing Contact (Name/Email): Rachel Hazlehurst/rachel.hazlehurst@pueblonuevo.org

Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Partner hereunder.

Program Dates: July 1, 2022 - June 30, 2023

Fees and Payment Schedule:

School Program Fee:	\$117,000.00
System Program Fee:	\$33,000.00
Total Fees:	\$150,000.00
Total Payment:	\$150,000.00

Payment Information

50% of fees due by August 30, 2022	\$75,000.00
50% of fees due by September 30, 2022	\$75,000.00



Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees that an electronic signature of a duly authorized representative constitutes a valid signature for such Party.

PARTNER

DocuSigned by:

By: Rachel Hazlehurst

0704B88EC84C4CC...

Print Name: Rachel Hazlehurst

Title: VP of Curriculum and Instruction

Date: 8/2/2022

THE ACHIEVEMENT NETWORK, LTD.

DocuSigned by:

By: Kathryn Walton

BE4BE18A61A542B

Print Name: Kathryn Walton

Title: Executive Director, Partnerships

Date: 7/27/2022

Program Agreement

Program Description

Program Description: ANet will provide:

1. ONLINE PLATFORM (TOOLS & ASSESSMENTS)

Access for every teacher and administrator to ANet's proprietary online platform, myANet, containing

- a. RESOURCES
 - i. Planning – Resources, protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards, Standards and Objectives Guides aligned to rigorous learning standards, and example lesson or instructional plans
 - ii. Professional Learning materials - sessions, videos, and virtual learning modules that provide guidance on planning from texts and standards and teaching and learning cycle practices
 - iii. Platform materials - screencasts and guides to using features found on myANet
- b. ASSESSMENT MATERIALS
 - i. Quiz Tool access – Re-assessment tool for teachers
- c. REPORTING AND ANALYSIS
 - i. Online Reports of Quiz Tool results (the “Reports”), which include:
 1. Partner student summaries by class and student level item analysis by class

2. TRAINING AND COACHING

- a. Partner specific coaching/training sessions (as agreed to between ANet's coach and Partner)
- b. The number of coaching interactions provided is based upon Partner's purchased service model
- c. Coaching interaction topics are focused by the Partner's instructional priorities and practice level and vary depending on Partner needs
- d. The focus of coaching interactions may include but are not limited to any of the following:
 - i. Beginning of Year meetings (late spring/early summer or late summer: set focus and priorities for the year; map out overall approach for coaching interactions)
 - ii. Partnership Kick-Off Meeting: orient teachers and leaders around partnership, instructional purpose of assessments (if purchased by Partner), and tools
 - iii. Classroom observations with school leadership
 - iv. Planning Support with leaders/Instructional Leadership Team (based on need)
 - v. Data Meeting Support with leaders/ILT (based on need)
 - vi. Observations of adapted instruction with school leadership
 - vii. Mid-Year and End of Year Meetings to monitor and review progress

3. SYSTEM SUPPORT

- a. Instructional Materials Implementation
 - i. ANet shall provide up to 20 interactions, not to exceed 40 total hours in duration. ANet will engage with Camino Nuevo leadership to advance progress in a set of key areas of focus, which will include a subset of the following:
 1. Create coherence across centralized teams (curriculum team, professional development team, principal managers, etc.) by defining roles, responsibilities, and interdependencies; creating regular rhythms for collaboration and natural accountability that build trust; and other methods to de-silo centralized teams in the implementation of instructional materials.
 2. Ensure that school leaders, principal managers, and other system leaders have adequate time, resources, and a clear understanding of other aligned priorities to lead strong, visible implementation of high quality materials
 3. Regularly collect information about perception, coherence, trust and support for the implementation of instructional materials from students, families, classroom leaders



and school leaders, and can demonstrate the ways the resulting feedback shapes policy and strategy

4. PARTNER RESPONSIBILITIES

- a. Partner will work with its information technology team to ensure that emails from 'achievementnetwork.org' are not blocked or filtered as spam.
- b. Partner will provide to ANet within six (6) weeks of the beginning of the applicable school year teacher information for all ANet-involved teachers, including (1) name, (2) grade and subject taught, and (3) email address, updated as necessary to reflect changes in the staffing structure.
- c. Partner will provide to ANet by the end of the applicable calendar year school-level targets for state assessments.

5. PARTICIPATING SCHOOLS

School	Service Model	Program Fee
CNCA Burlington Campus	Sustaining K-8 without assessments	\$24,000.00
CNCA Castellanos and Eisner Campuses	Full K-8 without assessments	\$31,000.00
CNCA Kayne Siart Campus	Full K-8 without assessments	\$31,000.00
CNCA Sandra Cisneros Campus	Full K-8 without assessments	\$31,000.00
TOTAL		\$117,000.00

Note: ANet provides a hybrid model of service delivery with up to 50% of school-level coaching interactions being delivered in-person at Partner’s location and 50% being delivered virtually. For system-level interactions, up to 15% of interactions are to be delivered in-person at Partner’s location and the remaining are to be delivered virtually. Note that this model is subject to change in light of the current and continuing pandemic. ANet reserves the right to modify this model and provide more, and possibly all, coaching services virtually in order to protect the health and safety of its staff and the Partner’s staff. ANet will take into account CDC guidance, state and local regulations and guidance, the Partner’s health and safety COVID-19 response plan, and its and the Partner’s internal policies. During all on-site work, ANet staff will be provided with the requisite Personal Protective Equipment prior to commencing on-site work and will be instructed to follow all applicable CDC and Partner health and safety procedures. ANet reserves the right to discontinue on-site work at any time and provide such services to Partner virtually if ANet determines in good faith that cessation of on-site visits is necessary to protect the health and safety of its personnel. If Partner chooses to receive more than 50% of its coaching services in person (and as long as and to the extent permissible under applicable health and safety rules and regulations, and ANet’s ability to meet this request), Partner will pay the additional on-site support fee noted on the Cover Sheet.



Program Agreement

Partner Data Page

Partner Data:

Partner will provide the following information:

1. For the year prior to the Program Start Date, and all years during the Program (Optional):

a. *To be provided when available:*

- i. State assessment outcomes (1) by student, including student demographic information, scaled scores, and proficiency levels, and (2) by grade, including number of students at each proficiency band and total number of students tested.

b. *To be provided by the end of the applicable calendar year, or when available:*

- i. School-level demographics, including (1) total enrollment, (2) percentage of students in each race/ethnic category, (3) percentage ELL/FEP/LEP/NEP, (4) percentage special education/students with disabilities, (5) percentage FRL, and (6) Title I status.

2. For all years during the Program:

a. *To be provided within six (6) weeks of the beginning of the applicable school year:*

- i. Required Student information, including (1) first name, (2) last name, (3) birthdate or SASID, (4) grade. This information should be updated regularly within the online platform to reflect changes in the student body.
- ii. Required Enrollment information, including (1) class name, (2) subject, (3) teacher first name, (4) teacher last name, (5) teacher email for access to myANet
- iii. Optional Student Information, including (1) race/ethnicity, (2) FRL, ELL/FEP/LEP/NEP, special education status



Program Agreement

BACKGROUND

ANet offers a program consisting of educational services and materials, including an online proprietary platform (the “Platform”), curriculum and teaching resources, assessment materials, assessment analysis, training and coaching and network events, as described on the Program Description Page (collectively, the “Program”). Partner desires to use the Program in accordance with the terms and conditions set forth herein.

1. THE PROGRAM

1.1 Program: ANet agrees to implement the Program for Partner during the Term. Partner agrees to commit the resources and personnel necessary to fully participate in the Program.

1.2 Use Rights: Subject to the terms of this Agreement and effective as of the Program Start Date (as defined on the Cover Sheet), ANet hereby grants to Partner the following use rights, during the Term:

(a) *Access to the Platform*: a non-exclusive, non-transferable right to access and use the Platform, solely for Partner’s internal education-related purposes in connection with the implementation of the Program.

(b) *Assessment Materials*: a non-exclusive, non-transferable license to use, reproduce and distribute solely to Permitted Users (as defined below) the Assessment Materials (as defined on the Program Description Page) provided to Partner during the Program, solely for Partner’s internal education-related purposes in connection with the implementation of the Program.

(c) *Resources*: a non-exclusive, non-transferable license to use and reproduce in hard copy form the Resources (as defined on the Program Description Page) provided to Partner during the implementation of the Program, solely for Partner’s internal, informational purposes related to Partner’s educational mission.

(d) *Other Downloadable Content*: with respect to such additional content and materials that are owned by or licensed to ANet and made available for download by Partner through proper use of the Platform (collectively, “Additional Content”, and together with the Assessment Materials and Resources, “ANet Content”), a non-exclusive,

Standard Terms and Conditions

non-transferable license to download a copy of any portion of such Additional Content, and use such Additional Content solely for Partner’s internal education-related purposes in connection with the implementation of the Program.

1.3 Permitted Users. “Permitted Users” means Partner’s personnel who have a professional need to know or need to access the Platform and ANet Content in connection with the implementation of the Program. ANet will either issue to Partner or authorize a Partner administrator to create and issue to each Permitted User, a user identification number and/or password for access to and use of the Platform. Partner and its Permitted Users are responsible for maintaining the confidentiality of all user identification numbers and/or passwords and for ensuring that each user identification number and/or password is used only by the Permitted User to which it was issued. Partner will be solely responsible for the Permitted Users’ compliance with this Agreement, and for any and all activities that occur under Partner’s account. Partner will restrict Permitted Users from sharing passwords. Partner will immediately notify ANet of any unauthorized use of Partner’s account or any user identification number and/or password, or any other breach of security known to Partner. Partner will ensure that it has obtained any and all necessary and appropriate consents from students and parents to (a) provide student personally identifying information to ANet, and (b) establish student accounts and student access to the Platform. ANet will have no liability for any liability arising from Partner’s failure to comply with the terms set forth in this Section.

1.4 Restrictions. The rights and licenses set forth in Section 1.2 are granted subject to the following restrictions:

(a) The Platform and ANet Content may be used or accessed only by Permitted Users;

(b) Results of the Assessment Materials may not be used for the purposes of evaluating or determining the employment status of personnel of Partner;

(c) Partner will not, directly or indirectly, and Partner will not encourage or assist, or knowingly permit any User to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover the object code or source code of the Platform; (ii) modify, translate, or create derivative works based on any element of the Program or the Platform; (iii)



license, sublicense, sell, resell, rent, lease, distribute, assign, or transfer its rights to use the Platform or any elements of the Program, or otherwise commercially exploit or make available to any third party any portion of the Platform or Program; (iv) use the Program for timesharing purposes, to process data on behalf of third parties, or otherwise for the benefit of any person or entity other than for the benefit of Partner and Permitted Users at Partner's facility; (v) remove any proprietary notices from any materials furnished or made available to Partner; (vi) publish any evaluation of the Platform without ANet's prior written consent; (vii) use the Platform for any purpose other than its intended purpose; (viii) use or access the Platform from or for the benefit of any facility or location other than the Partner's primary facility; (ix) circumvent or otherwise interfere with any user authentication or security of the Platform, or disrupt the integrity or performance of the Platform; (x) attempt to gain unauthorized access to the Platform or its related systems or networks or any ANet Content; or (xi) use the Platform to store or transmit infringing, libelous, or otherwise unlawful or tortious content or material, or to store or transmit content or material in violation of any rights of any third party.

1.5 Ownership; Reservation of Rights. Subject only to the rights expressly granted to Partner under this Agreement, as between ANet and Partner, all rights, title and interest in and to the Platform and the ANet Content, and any other ANet materials furnished or made available hereunder, and all modifications and enhancements thereof, including all copyright rights, patent rights and other intellectual property rights in each of the foregoing, will remain with and belong exclusively to ANet or ANet's licensors and providers, as applicable.

1.6 Feedback. The Parties acknowledge that Partner or Permitted Users may, from time to time, provide to ANet ideas, feedback and suggestions about the Platform (collectively, "Feedback"). ANet and its licensors and providers will be free to use such Feedback as they see fit without obligation of any kind to Partner.

2. PARTNER MATERIALS; PARTNER DATA; PARTNER GENERATED CONTENT

2.1 Partner Materials and Partner Data. "Partner Materials" means any and all information or materials provided to ANet by Partner in connection with the implementation of the Program, including, without limitation, the Partner Data (as defined on the Partner Data Page) and student performance results on the scheduled interim assessments.

2.2 Provision of Partner Materials. Partner agrees to provide ANet with all Partner Materials necessary or desirable for ANet to implement the Program, including without limitation the Partner Data. Such Partner Materials will be provided promptly when requested or otherwise agreed by the Parties, provided that the Partner Data will be provided in accordance with the timing set forth on the Partner Data Page. Partner acknowledges that timely provision of such Partner Materials is essential to the success of the Program. Partner represents to ANet that it has all necessary rights to provide such Partner Materials (including the Partner Data) to ANet.

2.3 Access to Partner Data Through State and Other Agencies. Partner agrees to allow relevant agencies, including but not limited to the state education agency or local education agency to directly release registration, demographic and performance data for Partner to ANet.

2.4 License to Partner Materials. Subject to the terms and conditions of this Agreement, Partner hereby grants to ANet a worldwide, non-exclusive, irrevocable, assignable, royalty-free, perpetual license to use, reproduce, distribute, display and create derivative works of Partner Materials in connection with the implementation of the Program.

2.5 Reports. Partner acknowledges and agrees that Partner Data, and the student performance on the scheduled interim assessments at the grade, school and organizational level, may be disclosed, published, distributed and otherwise used by ANet in Reports (as defined on the Program Description Page) provided to Partner. Such Reports will comply at all times with Section 5 of this Agreement, as well as with the Family Educational Rights and Privacy Act of 1974 ("FERPA").

2.6 Aggregated Data. During or following the Term, ANet and its subcontractors will have the right to disclose, distribute and use any Partner Materials and any other information input into the Platform ("Input Data"), as part of an aggregate set of data that does not identify any such data as being related to any specific Partner student ("Aggregated Data"). Partner acknowledges that ANet and its subcontractors may (a) compile Aggregated Data based on Partner Materials and Input Data, and (b) distribute such Aggregated Data to third parties.

2.7 Use of Partner Materials. Except as otherwise set forth in this Agreement, ANet will not use, disclose or distribute to third parties Partner Materials other than (a) as part of Aggregated Data, (b) to its subcontractors who require such information in connection with the implementation of the Program,



(c) to third parties for research and evaluation purposes, or (d) for its own internal professional development or evaluative purposes to help improve ANet products and services. For clarity, the results of any research described in the foregoing clause (c) may be disclosed, published, distributed and otherwise used by ANet without restriction, provided that Partner Materials is not revealed in such disclosure, publication, distribution or use other than as part of Aggregated Data. Partner hereby grants to ANet and its subcontractors a non-exclusive, perpetual, irrevocable, worldwide, royalty-free, fully paid license to use, reproduce, modify and distribute the Partner Materials and Input Data in connection with the uses described in the foregoing clauses (a)-(d).

2.8 Partner Generated Content.

(a) Partner is solely responsible for all “Partner Generated Content” (defined below) and Users use of the Partner Generated Content. ANet does not guarantee the accuracy, integrity or quality of Partner Generated Content. ANet obtains no ownership rights to Partner Generated Content. By using ANet’s services, Partner approves of ANet’s right to access, retain, use and disclose Partner Content solely for the purpose of providing Services hereunder.

(b) Partner represents and warrants that it has all necessary rights and authority in the Partner Generated Content to permit ANet to display such content on the Platform without infringing the rights of any copyright owners, violating any applicable laws or violating the terms of any license or agreement to which it is bound.

(c) During the Term, Partner permits ANet the right to publicly perform, publicly display and digitally perform the Partner Generated Content only on or in conjunction with the use and hosting of the Platform in accordance with the terms of this Agreement. Partner grants no rights other than expressly granted herein, and ANet will not exceed the scope of its license hereunder.

(d) “Partner Generated Content” means any Quiz Tool items or other third party content, tools or resources imported or posted by Partner to the Platform.

2.9 Student Records. With respect to any access by ANet to any “Education Records” (as such term is defined in FERPA held by Partner under or in connection with this Agreement, ANet will be acting as a legal agent and will be deemed to be a “school official” (as such term is defined under FERPA) of Partner. As

between the Parties, any Education Records protected by FERPA submitted to ANet by Partner in connection with this Agreement will be deemed the Confidential Information of Partner subject to Section 5. ANet agrees not to disclose any FERPA protected Education Record to any third party except as permitted by FERPA or as authorized or permitted by Partner or this Agreement. ANet will implement or cause to be implemented technical and administrative security measures to protect the confidentiality, integrity and security of the Education Records as further detailed in Section 2.10 below.

2.10 Data Security. ANet certifies that it and, after reasonable investigation, diligence and inquiry, its vendors, consultants, contractors and other parties engaged by ANet in contact with Partner Materials have established, implemented, and will maintain comprehensive information security programs detailing administrative, technical, and physical safeguards designed to ensure the security and confidentiality of Partner Materials, protect against anticipated threats or hazards to the security and integrity of Partner Materials, protect against unauthorized access to or use of Partner Materials, and provide for the proper disposal of Partner Materials, all as required by applicable law and this Agreement. During the Term, Partner reserves the right to assess ANet’s controls and security practices to ensure compliance with these requirements one time per calendar year, upon 14 business days’ advance notice to ANet and during ANet’s normal business hours. All costs incurred by Partner for such assessments will be at Partner’s expense.

3. **FEES; PAYMENT TERMS**

3.1 Fees; Payment Terms. All payments for fees as set forth on the Cover Sheet will be made by Partner or, if applicable and as set forth on the Cover Sheet, by a sponsoring entity on behalf of Partner, to ANet in accordance with the payment schedule set forth on the Cover Sheet. Payments are non-refundable and cannot be pro-rated. ANet reserves the right to terminate services related to the Program and this Agreement if any payment is more than thirty (30) days past due.

3.2 Printing. Partner is responsible for all printing and printing costs associated with duplicating the Assessment Materials prior to the administration of each assessment, as set forth on the cover sheet.

4. **TERM, TERMINATION**

4.1 Term. Unless earlier terminated or extended as described below, the term of the Agreement will commence on the Effective Date and continue for the period set forth on the Cover Sheet (the “Term”).



4.2 **Termination.** Each Party may terminate this Agreement upon written notice in the event the other Party commits any material breach of this Agreement and fails to cure such breach within thirty (30) days after written notice of such breach.

4.3 **Obligations on Termination.**

(a) Upon the expiration or termination of this Agreement, Partner will (a) cease using the Platform and all ANet Content, and (b) promptly return to ANet or, at ANet's option, destroy all copies of any ANet Content in Partner's possession or control.

(b) During the 30 days following termination or expiration of this Agreement, ANet will not erase any Partner Generated Content and Partner may retrieve Partner Generated Content from the Platform without assistance from ANet.

4.4 **Extensions.** The Term may be extended by the parties by mutual written agreement signed by the parties.

4.5 **Survival.** The following Sections will survive any expiration or termination of this Agreement: Sections 1.5, 1.6, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3, 4.3, 4.4, 5, 6, 7, 8, 9, 10, 11 and 12.

5. **CONFIDENTIALITY**

5.1 **Confidential Information.**

(a) **Definition:** "Confidential Information" means any and all information or data, regardless of whether it is in tangible form, disclosed orally or in writing, by either Party (the "Disclosing Party") to the other Party (the "Receiving Party"), (a) that the Disclosing Party has identified as confidential or proprietary (either orally or in writing), and (b) such information which is reasonably understood by a reasonable person to be confidential or proprietary information of the Disclosing Party; provided, however, that in any event ANet's Confidential Information includes (i) all information relating to the Program, including without limitation the ANet Content and the Platform, and (ii) the terms of this Agreement, including without limitation pricing information.

(b) **Exclusions:** Information and data will not be deemed "Confidential Information" if such information: (i) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party;

(ii) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (iv) is independently developed by the Receiving Party without use of or reference to the Disclosing Party's Confidential Information.

(c) **Obligations:** The Parties will use reasonable measures to protect the secrecy of, avoid disclosure and unauthorized use or reproduction of the other Party's Confidential Information. Without restricting or otherwise limiting the exercise by a Party of the rights and licenses expressly granted to it under this Agreement, Confidential Information may be disclosed to only (1) such employees and consultants of the Parties as may have a need to know such information in connection with the exercise of its rights and performance of its obligations under this Agreement, and (2) legal or financial advisors of the Parties, provided that such employees and consultants are bound by written agreements, and advisors are bound by ethical duties, in each case respecting such Confidential Information in accordance with the terms of this Section 5.1.

6. **REPRESENTATIONS, WARRANTIES AND EXCLUSIONS**

6.1 **Representations and Warranties.** ANet represents and warrants to Partner that ANet will implement the Program in a professional and workmanlike manner. Each Party represents and warrants to the other Party that such Party has the required rights, power and authority to enter into this Agreement and to grant all rights, authority and licenses granted hereunder.

6.2 **Disclaimer.** EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM AND ANET CONTENT) IS PROVIDED "AS IS" WITHOUT ANY WARRANTY OF ANY KIND AND ANET DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING, BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NON-INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. PARTNER ACKNOWLEDGES THAT ANET DOES NOT WARRANT THAT THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM) WILL BE PROVIDED IN AN UNINTERRUPTED OR ERROR FREE FASHION AT ALL TIMES, OR THAT THE



PROGRAM WILL MEET PARTNER'S REQUIREMENTS.

7. INDEMNIFICATION

7.1 Indemnification by ANet. ANet will defend at its expense any claim, suit or proceeding (each, a "Claim") brought against Partner by any third party to the extent such Claim is based upon a claim that Partner's proper use of the Platform or any ANet Content in accordance with the terms of this Agreement infringes such third party's rights under any United States patent or copyright, and ANet will pay all costs and damages finally awarded against Partner by a court of competent jurisdiction as a result of any such Claim. If Partner's proper use of the Platform or any ANet Content in accordance with the terms of this Agreement constitutes or in ANet's opinion might be held to constitute infringement as set forth above, ANet may, at its option, (a) modify the Platform or ANet Content, as applicable, so as to avoid infringement or misappropriation; (b) procure the right for Partner to continue to use the Platform or ANet Content, as applicable; or (c) terminate the Agreement and provide to Partner a refund of the prorated fees. The foregoing indemnity will not apply to any Claim based upon or arising from any use of the Platform or ANet Content outside the scope of this Agreement or in a manner for which it was not designed.

7.2 Indemnification by Partner. Partner will defend at its expense any Claim brought against ANet by a third party to the extent such Claim (a) arises out of ANet's proper use of the Partner Materials in accordance with the terms of this Agreement, or (b) alleges that any Partner Generated Content infringes the intellectual property rights or proprietary rights of others or has caused harm to a third party. Partner will pay all costs and damages finally awarded against ANet by a court of competent jurisdiction as a result of any such Claim.

7.3 Additional Terms. The foregoing obligations in this Section 7 are subject to the Party that is seeking indemnification (a) promptly notifying the other Party in writing of such Claim; (b) promptly giving the other Party the right to control and direct the investigation, preparation, defense and settlement of such Claim; and (c) giving assistance and full cooperation for the defense of same.

8. LIMITATION OF LIABILITY

UNDER NO CIRCUMSTANCES AND UNDER NO LEGAL THEORY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, WILL ANET BE LIABLE TO PARTNER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES OF ANY CHARACTER, INCLUDING,

WITHOUT LIMITATION, DAMAGES FOR LOSS OF GOODWILL, LOST PROFITS, LOST SALES OR BUSINESS, WORK STOPPAGE, COMPUTER FAILURE OR MALFUNCTION, LOST DATA, OR FOR ANY AND ALL OTHER DAMAGES OR LOSSES, EVEN IF ANET HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. ANET WILL NOT BE LIABLE FOR ANY DAMAGES, COSTS, OR LIABILITIES IN EXCESS OF THE FEES PAID OR PROPERLY PAYABLE BY PARTNER UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTHS PRECEDING THE TIME OF ANY CLAIM.

9. NON-SOLICITATION

During the Term and for one year thereafter, each Party agrees not to solicit, entice or persuade any employee or consultant of the other Party to leave the services of such other Party, provided that the foregoing will not prevent any Party from employing or engaging such an employee who is responding to a general recruiting solicitation. Without limiting the foregoing, in the event that either Party plans on engaging or employing any person that such Party knows is or was an employee or consultant of the other Party during the Term, such Party must provide prior written notice to the other Party.

10. PUBLICITY

10.1 ANet will be entitled to (a) identify Partner as a customer of ANet, (b) use Partner's name in any marketing, promotional or sales literature, or in any other form of publicity, and (c) publicize, by news release or other public announcements, the existence of an arrangement between the Parties.

10.2 Partner hereby grants permission to take photographic, audio and video recordings of Partner employees, contractors and consultants during sessions with Partner and Partner and Network events. ANet will use such photographic, audio and video recordings only for the purposes of education, professional learning, advertising, promotion, marketing, and/or public relations. Partner waives any right to royalties or other compensation arising or related to the use of such images and recordings. Partner represents that it has all necessary rights to grant such permission to ANet including having acquired all related and necessary consents from its employees, contractors and consultants.

11. DISPUTES

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, will be settled as follows: Members of the senior management



of both Parties will meet to attempt to resolve such disputes. If a dispute cannot be resolved within ten (10) business days, either party may make a written demand for mediation. Within thirty (30) days after such written notification, the parties will meet for one (1) day with an impartial mediator. The costs and expenses of the mediator will be shared equally by the parties. If the dispute is not resolved by mediation, the dispute will be settled by binding arbitration conducted in accordance with the JAMS procedures pursuant to its Streamlined Arbitration Rules and shareProcedure, by a single arbitrator, in Boston, Massachusetts. The arbitrator will be selected as provided in the Streamlined Arbitration Rules and Procedure. The arbitrator may not award non-monetary or equitable relief of any sort. The arbitrator will have no power to award damages inconsistent with this Agreement. No discovery will be permitted in connection with the arbitration unless it is expressly authorized by the arbitrator upon a showing of substantial need by the Party seeking discovery. All aspects of the arbitration will be treated as confidential. Neither the parties nor the arbitrator may disclose the existence, content or results of the arbitration, except as necessary to comply with legal or regulatory requirements. Before making any such disclosure, a Party will give written notice to all other parties and will afford such parties a reasonable opportunity to protect their interests. The result of the arbitration will bind the Parties, and judgment on the arbitrator's award may be entered in any court having jurisdiction. Each Party will bear its own costs of the arbitration. The fees and expenses of the arbitrator will be shared equally by the Parties.

12. GENERAL

12.1 Relationship. Nothing in this Agreement will be construed to place the Parties in an agency, employment, franchise, joint venture, or partnership relationship. Neither Party will have the authority to obligate or bind the other in any manner.

12.2 Governing Law, Jurisdiction. All disputes, claims or controversies arising out of this Agreement, or the negotiation, validity or performance of this Agreement, or the transactions contemplated hereby will be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without regard to its rules of conflict of laws. Subject to and without limiting Section 11 of this Agreement, each of the Parties hereto hereby irrevocably and unconditionally consents to submit to the sole and exclusive jurisdiction of the courts of the Commonwealth of Massachusetts and of the United States of America located in the Commonwealth of Massachusetts for any litigation among the Parties hereto arising out of or relating to this Agreement pursuant to Section 12.9.

12.3 No Assignment. Neither Party may assign this Agreement, in whole or in part, or, in the case of Partner, sublicense any of the rights granted herein, in each case without the prior written consent of the other Party, provided, however, that either Party (the "Assigning Party") may assign this Agreement without the written consent of other Party to an entity succeeding to all or substantially all the assets and business of the Assigning Party by merger or purchase, provided that such entity expressly assumes all of the terms and conditions of this Agreement. Any attempted assignment, delegation or transfer by an Assigning Party in violation hereof will be null and void. Subject to the foregoing, this Agreement will be binding on the Parties and their successors and assigns. For clarity, ANet may subcontract any of its obligations hereunder to a third party.

12.4 Severability. In the event that any provision of this Agreement is found to be unenforceable, such provision will be reformed only to the extent necessary to make it enforceable, and such provision as so reformed (and all other provisions) will continue in effect, to the extent consistent with the intent of the Parties as of the Effective Date.

12.5 Force Majeure. ANet will not be deemed in breach hereunder for any cessation, interruption or delay in the performance of its obligations due to causes beyond its reasonable control, including, without limitation, earthquake, flood, or other natural disaster, act of God, pandemics or any public health crisis, labor controversy, civil disturbance, terrorism, war (whether or not officially declared) or the inability to obtain sufficient supplies, transportation, or other essential commodity or service required in the conduct of its business, or any change in or the adoption of any law, regulation, judgment or decree.

12.6 Amendment; Waiver. This Agreement may not be amended or modified, in whole or part, except by a writing signed by duly authorized representative of both Parties. No provision or part of this Agreement or remedy hereunder may be waived except by a writing signed by a duly authorized representative of the Party making the waiver. Failure or delay by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision.

12.7 Notices. All notices under or related to this Agreement will be in writing and will reference this Agreement. Notices will be deemed given when: (i) delivered personally; (ii) sent by confirmed telecopy or other electronic means; (iii) three (3) days after having been sent by registered or certified mail, return receipt requested, postage prepaid; or (iv) one (1) day after deposit with a commercial overnight carrier, with written



verification of receipt. All communications will be sent to the addresses set forth on the Cover Sheet or such other addresses designated pursuant to this Section 12.7.

12.8 Entire Agreement. This Agreement constitutes the entire agreement between the Parties. It supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter, and prevails over any conflicting terms or conditions contained on printed forms submitted with purchase orders, sales acknowledgments or quotations.

12.9 Remedies. Each Party retains all rights not expressly granted hereunder and any and all remedies herein expressly conferred upon a Party will be deemed cumulative with and not exclusive of any other remedy conferred hereby, or by law or equity upon such Party, and the exercise by a Party of any one remedy will not preclude the exercise of any other remedy available under this Agreement or otherwise. Because a breach of any obligations set forth in Sections 5 (Confidentiality), 1.5 (Ownership) and 9 (Non-Solicitation) will irreparably harm a party and substantially diminish the value of a Party's proprietary rights or its Confidential Information, the Parties agree that if either Party believes in good faith that the other Party has or intends to breach any of its obligations thereunder, the other Party will, without limiting its other rights or remedies, be entitled to seek equitable relief (including, but not limited to, injunctive relief) to enforce its rights hereunder, including without limitation protection of its proprietary rights. The Parties agree that a Party need not invoke the procedures set forth in Section 11 in order to seek injunctive or declaratory relief.

Coversheet

December 2022 Financials

Section: VI. Financials
Item: A. December 2022 Financials
Purpose: Discuss
Submitted by:
Related Material: 12.22 - CNCA Consolidated - Financial Packet.pdf

	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	
	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast
Current Year Accounts Receivable	(2,057,165)	(2,074,609)	(1,469,622)	(1,636,514)	(1,048,451)	(1,060,276)	(710,192)	(578,281)	(1,758,643)	(1,638,557)	(1,283,280)	(1,177,512)	(1,343,448)	(995,592)	-	-	(7,912,158)	(7,522,785)
Change in Due from	-	(1,625)	-	-	-	20	-	-	-	20	-	(113)	-	(2,990)	-	(183)	-	(4,892)
Change in Accounts Payable	(7,786)	(11,153)	(7,043)	(13,111)	(9,350)	(15,804)	(742)	21,211	(10,092)	5,406	(10,473)	(14,895)	(4,888)	(7,986)	(6,249)	(2,969)	(46,531)	(44,707)
Change in Due to	(377,591)	(92,097)	(719,273)	(192,100)	(279,222)	(65,744)	(150,962)	(37,882)	(430,184)	(103,626)	(469,269)	(164,687)	(50,034)	(346,367)	-	(1,173,831)	(2,046,351)	(2,072,708)
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	108,658	-	104,974	-	76,436	-	26,262	-	102,699	-	96,213	-	66,480	-	57,966	-	536,990
Change in Prepaid Expenditures	(60,839)	(5,123)	(16,285)	(1,154)	(40,051)	(2,432)	(40,529)	(1,023)	(80,580)	(3,455)	(13,524)	(563)	(62,260)	(3,277)	(3,576)	(11,715)	(237,064)	(25,286)
Change in Deposits	-	(1,000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1,000)
Change in Deferred Revenue	-	784,976	-	1,133,619	-	454,080	-	296,315	-	750,395	-	646,139	-	482,901	-	-	-	3,798,030
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	169,016	175,670	660,626	645,552	123,799	118,911	90,179	67,168	213,978	186,079	163,433	150,182	179,870	181,599	-	-	1,386,922	1,339,081
Cash Flow from Investing Activities																		
Capital Expenditures	(138,000)	(133,098)	(286,500)	(301,990)	(327,500)	(75,420)	(129,000)	(42,492)	(456,500)	(117,912)	(262,500)	(137,268)	(50,000)	(280,317)	-	-	(1,193,500)	(970,586)
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(396,625)	(396,625)	-	-	-	-	-	-	-	-	-	-	-	-	(396,625)	(396,625)
Ending Cash Balance	2,264,664	4,476,502	1,071,084	2,862,365	1,663,784	3,079,392	1,933,812	2,948,595	3,597,596	6,027,987	1,371,704	2,678,937	1,600,812	3,039,193	78,876	66,832	9,984,735	19,151,817



Camino Nuevo Charter Academy Financial Analysis December 2022

Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of \$363K in FY22-23 compared to \$390K in the board approved budget. Reasons for this negative \$27K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2022, the school's cash balance was \$20.77M. By June 30, 2023, the school's cash balance is projected to be \$19.15M, which represents a 35% reserve.

As of December 31, 2022, the Accounts Receivable balance was \$3.77M, down from \$3.77M in the previous month, due to the receipt of revenue earned in FY21-22.

As of December 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$1.97M, compared to \$1.94M in the prior month.

As of December 31, 2022, CNCA had a debt balance of \$10.04M compared to \$10.04M in the prior month. An additional \$199K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY22-23 is projected to be \$56.86M, which is \$3.06M or 5.7% over budgeted revenue of \$53.80M.

LCFF Sources: There is a \$5.82M increase in Local Control Funding Sources. This is due to the final state budget reflecting a 13.26% COLA instead of the 6.86% budgeted. Increase in funds is offset by reduced enrollment and ADA percentage.

Object Code 8181: There is a \$147K decrease in Special Education (IDEA) funds due to reduced rates and reduced ADA.

Object Code 8221: There is a \$535K increase in Federal nutrition funds based on projected participation rates. This is offset by increased nutrition costs (Object 4711).

Object Code 8299: There is a \$927K increase in Other Federal revenue due to additional ESSER funds being used.

Object Code 8520: There is a \$331K increase in State nutrition funds based on projected participation rates. This is offset by increased nutrition costs (Object 4711).

Object Code 8550: There is a \$285K decrease in Mandate Block grant funds. This is due to Cisneros' budget being board approved with one-time discretionary grant funds that were not approved by the State as discretionary.

Object Code 8595: There is a \$636K increase in Expanded Learning Opportunity Program funds due to additional expenses being added to the budget for the program.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.



Object Code 8599: There is a \$1.90M increase in Other State revenue due to Hold Harmless funds received for CNCA#2, CNCA#3, and CNCA#4.

Object Code 8698: There is a \$129K increase in SELPA grants revenue due to allocations received across all charters.

Object Code 8792: There is a \$357K increase in State Special Education revenue based on increased rates.

Object Code 8999: There is a \$195K increase in Prior Year Revenues largely due to final FY21-22 Lottery rates.

Expenses

Total expenses for FY22-23 are projected to be \$56.50M, which is \$3.09M or 5.8% over budgeted expenditures of \$53.41M.

Object Code 1170: Teacher Substitute expense is \$76K over budget partially due to Dalzell Lance adding a full time substitute teacher to their staff.

Object Code 1175: Teacher Stipend expense is \$139K over budget due to payments for the summer school program.

Object Code 1215: Psychologist salary expense is \$148K under budget based on staffing changes and one position being transferred to Object 1299.

Object Code 2131: Classified Teacher salary expense is \$178K over budget largely due to the inclusion of afterschool intervention teachers being funded by ELOP funds.

Object Code 2300: Classified Administrator salary expense is \$150K over budget due to sites adding SPED Compliance coordinators.

Object Code 3401: Health & Welfare expense is \$202K under budget based on employee elections during open enrollment.

Object Code 4111: Core Curricula materials expense is \$335K over budget largely due to curricula materials purchased for the after school program. This is funded with ELOP funds.

Object Code 4390: Other supplies expense is \$97K over budget largely due to supplies being purchased for the after school program. This is funded with ELOP funds.

Object Code 4411: Non Capitalized Equipment expense is \$126K over budget largely due to supplies being purchased for the after school program. This is funded with ELOP funds.

Object Code 4711: Nutrition program expense is \$486K over budget due to increased projected participation. This is offset by increased revenue as noted above.

Object Code 5841: Substitute teacher expense is \$450K over budget as a result of teacher vacancies or being absent.

Object Code 5842: Special Education service expense is \$1.03M budget partially due to SPED substitute staff being obtained to cover vacancies or staff being absent. In addition, sites are experiencing additional costs for student assessments and other SPED-related services.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.



Object Code 5843: Non Public School expense is \$120K over budget due to Kayne Siart and Cisneros needing this service for one of their students at each site.

Object Code 5859: All other consultant expense is \$289K over budget due to classified staff support being obtained from consultants to cover vacancies or staff being absent.

ADA

Budgeted P2 ADA is 2910.90 based on enrollment of 3130 and a 93.0% attendance rate.

Forecast P2 ADA is 2701.16 based on enrollment of 2999 and a 90.0% attendance rate.

Actual ADA through Month 5 is 2689.22 with ending enrollment of 2984 and an 89.8% attendance rate.

In Month 5, ADA was 2624.20 with an 88.0% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.

Camino Nuevo Charter Academy
 2022-23 Cash Flow Forecast
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		Actuals as of 12/31/2022																	
		# 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							
		2022-23	2022-23	ACTUAL										FORECAST		Budget Variance			
		Budget	Trend	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	Jul-22 - Jun-23	Better / (Worse)	% Better / (Worse)
	Current Year Accounts Receivable		(7,522,785)	-	-	-	-	-	-	-	-	-	-	-	-	(7,522,785)	(7,522,785)		
	Change in Due from		-	(144,271)	14,773	(51,917)	(65,455)	(18,685)	(761)	(46,092)	307,517	-	-	-	-	-	(4,892)		
	Change in Accounts Payable		(44,707)	(85,046)	(605,860)	(505,994)	301,005	(58,268)	24,029	(505,378)	73,087	-	-	-	541,404	776,313	(44,707)		
	Change in Due to		(2,072,708)	(27,752)	13,039	(58,751)	(49,953)	(1,352,914)	(46,905)	(564,607)	(44,784)	-	-	-	-	59,919	(2,072,708)		
	Change in Accrued Vacation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Change in Payroll Liabilities		536,990	(315,478)	456,581	(42,278)	407,032	25,273	6,707	(846)	-	-	-	-	-	-	536,990		
	Change in Prepaid Expenditures		(25,286)	247,658	(13)	-	(1,798)	(1,980)	(2,970)	-	-	-	-	-	(266,183)	-	(25,286)		
	Change in Deposits		(1,000)	-	-	-	-	(1,000)	-	-	-	-	-	-	-	-	(1,000)		
	Change in Deferred Revenue		3,798,030	(3,949,578)	-	-	-	-	-	-	-	-	-	-	-	7,747,608	3,798,030		
	Change in Other Long Term Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Change in Other Long Term Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Depreciation Expense		1,339,081	104,968	105,275	106,570	105,761	107,290	106,025	114,375	115,220	118,092	118,518	118,494	118,494	-	1,339,081		
	Cash Flow from Investing Activities																		
	Capital Expenditures		(970,586)	(60,440)	(126,640)	(100,602)	(49,966)	(58,288)	(48,421)	-	(107,600)	(295,629)	(123,000)	-	-	-	(970,586)		
	Cash Flow from Financing Activities																		
	Source - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Use - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Source - Loans		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Use - Loans		-	-	(197,326)	-	-	-	-	-	-	(199,299)	-	-	-	-	(396,625)		
	Ending Cash Balance		16,483,666	16,852,191	17,426,405	18,243,160	19,102,387	18,202,062	20,767,203	20,664,402	20,309,698	17,943,431	22,543,177	22,912,883	19,151,817	19,151,817	19,151,817		

Coversheet

FY 22-23 Audit Firm Selection

Section:	VI. Financials
Item:	B. FY 22-23 Audit Firm Selection
Purpose:	Vote
Submitted by:	
Related Material:	Statement of Work - Audit Services 22-23 - CNCA.pdf



CliftonLarsonAllen LLP
<https://www.claconnect.com>

Statement of Work - Audit Services Copy

February 11, 2023

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated March 8, 2022, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Camino Nuevo Charter Academy ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2023.

Marlen Gomez is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the fifth consecutive year Marlen Gomez will be the engagement principal.

Scope of audit services

We will audit the financial statements of Camino Nuevo Charter Academy, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements").

The statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole:

- Schedule of Expenditures of Federal Awards
- Schedule of Instructional Time
- Schedule of Average Daily Attendance
- Reconciliation of Annual Financial Report With Audited Financial Statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

- Local Education Agency Organization Structure

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of adjusting journal entries, as needed.
- Preparation of the Data Collection Form.
- Preparation of the informational tax returns.
- Assistance with the implementation of ASC 842 leases

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Reporting on compliance related to state programs and expressing an opinion (or disclaimer of opinion) on compliance with the laws and regulations of the state programs in accordance with the requirements of the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

We also will issue a written report on state compliance upon completion of our audit.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Override of Management Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, Government Auditing Standards, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, Government Auditing Standards do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come

to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of

management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and

detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the

schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services.

Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately May 1, 2023.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection

Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly

available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fees are detailed in the table below. We will also bill for expenses (including travel, internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered each month as work progresses and are payable on presentation. There is a ten percent withholding clause per Education Code 14505. **Service Professional Fee**

Audit services, includes procedures for one major federal program (if additional programs are required to be tested they will be billed at \$6,500 per additional program)	\$41,150
Data Collection Form SF-FAC and single audit reporting package	\$1,050
Informational tax returns	\$2,800
Technology and client support fee	\$2,250
Total	\$47,250

Additional state compliance procedures related to changes to the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the

MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Camino Nuevo Charter Academy.

CLA
CLA

Client
Camino Nuevo Charter Academy

SIGN:

Marlen Gomez, Principal

DATE:

SIGN:

Adriana Abich, CEO

DATE:

Coversheet

Bond Resolutions

Section: VII. Finance Committee Update - Bond

Item: A. Bond Resolutions

Purpose: Vote

Submitted by:

Related Material:

[Comparison Report] CNCA 2023 Bonds CNCA Revised Resolutions v3.pdf

CNCA 2023 Bonds MPG Opinion v3.pdf

[Comparison Report] CNCA 2023 Bonds MPG Opinion v3.pdf

CNCA 2023 Bonds CNCA Revised Resolutions v3.pdf

CAMINO NUEVO CHARTER ACADEMY
RESOLUTIONS OF THE BOARD OF DIRECTORS
(2023 BONDS)

The Board of Directors (the “Board”) of Camino Nuevo Charter Academy hereby adopts the following Resolutions:

WHEREAS, Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“CNCA” or the “Corporation”), is organized for charitable purposes;

WHEREAS, Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (“GNLA”), was formed and is operated exclusively to support CNCA;

WHEREAS, Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”), was formed and is operated exclusively to support CNCA, such other educational programs or schools as may be established to provide education based on the educational and teaching concepts, methods, models techniques, systems and materials of CNCA or PN-EDG, or other schools or educational organizations, and GNLA;

WHEREAS, GNLA has formed and is the sole member and manager of each of 3500 West Temple LLC, a California limited liability company (“3500 Temple LLC”), Fifteenth and Ardmore LLC, a California limited liability company (“Ardmore LLC”), and GNLA 697 S Burlington LLC, a California limited liability company (“Burlington LLC” and together with 3500 Temple LLC and Ardmore LLC, the “School Landlords”);

WHEREAS, GNLA proposes to form, to be the sole member of, and to appoint itself as the manager of GNLA 3435 W Temple LLC, a California limited liability company (“3435 Temple LLC” and, together with the School Landlords, the “Landlords”);

WHEREAS, 3500 Temple LLC leases the real property commonly known as 3500 W. Temple Street, Los Angeles, CA 90004 (the “Dalzell School Site”) from CNCA pursuant to a Ground Lease dated as of March 20, 2006, (the “Ground Lease”);

WHEREAS, CNCA operates the public charter school currently known as Camino Nuevo High School #2 or as Dalzell Lance High School (“Dalzell”) in part on real property leased or subleased by CNCA from 3500 Temple LLC and commonly known as 3500, 3501, 3513, and 3515, W. Temple Street, Los Angeles, CA 90004, and 325 North Hoover Street, Los Angeles, CA 90004 (the “Dalzell Campus and Athletic Fields”);

WHEREAS, in order to finance and refinance the acquisition and development of the Dalzell Campus and Athletic Fields, 3500 Temple LLC obtained a loan (the “2013 Loan”) from the California School Finance Authority (the “Authority”) in an aggregate par amount of \$7,245,000 pursuant to a Loan Agreement dated as of December 1, 2013, (the “2013 Loan Agreement”) between CSFA, which loan was funded from the proceeds of the issuance of CSFA’s

[2088422.2](#)

[2088422.3](#)

CNCA Resolutions

School Facility Variable Rate Demand Revenue Bonds (Camino Nuevo - 3500 West Temple LLC Project), Series 2013 (the “Series 2013 Bonds”) pursuant to an Indenture dated as of December 1, 2013, (the “Series 2013 Indenture”) between CSFA and Wells Fargo Bank, National Association (“WFB”), as Trustee;

WHEREAS, in connection with the 2013 Loan Agreement and the issuance of the Series 2013 Bonds, WFB and 3500 Temple LLC entered into a Master Agreement dated as of December 1, 2013, and an Amended and Restated Confirmation dated as of December 20, 2013, (collectively, the “2013 Swap Agreements”) relating to an interest rate swap (together with the 2013 Swap Agreements, the “2013 Swap”);

WHEREAS, CNCA operates the public charter school currently known as Camino Nuevo Elementary #3 in part (such part being operated as Jane B. Eisner Middle School (“Eisner”)) on real property leased by CNCA from Ardmore LLC and commonly known as 2755 West 15th Street, Los Angeles, CA 90006 (the “Eisner Campus”);

WHEREAS, in order to refinance the acquisition and development of the Eisner Campus, Ardmore LLC obtained a loan (the “2019 Loan”) in the amount of \$1,629,670.25 from WFB pursuant to a Business Loan Agreement dated as of June 27, 2019;

WHEREAS, CNCA operates the public charter school currently known as Camino Nuevo Charter Academy (“Camino Nuevo” and, together with Dalzell and Eisner, the “Schools”) on real property leased by CNCA from Burlington LLC and commonly known as 653, 661, 673, 681, and 697 S. Burlington Avenue, Los Angeles, CA 90057 (the “Burlington Campus” and, together with the Dalzell Campus and Athletic Fields, and the Eisner Campus, the “School Facilities”);

WHEREAS, in order to finance and refinance the acquisition and development of the Burlington Campus, Burlington LLC obtained a loan (the “2017 Loan”) from the California School Finance Authority (the “Authority”) in an aggregate par amount of \$5,311,000 pursuant to a Financing Agreement dated as of June 1, 2017, (the “2017 Financing Agreement”) by and among CSFA, Burlington LLC, and WFB;

WHEREAS, in connection with the 2017 Financing Agreement, WFB and Burlington LLC entered into a Master Agreement and Schedule thereto dated as of June 1, 2017, and a Confirmation dated as of June 22, 2017 (collectively, the “2017 Swap Agreements”) relating to an interest rate swap (together with the 2017 Swap Agreements, the “2017 Swap”);

WHEREAS, PN-EDG provides administrative services to CNCA, including to the Schools, pursuant to a Seventh Amended Agreement for Limited Services dated as of July 1, 2022, (the “Limited Services Agreement”) by and between PN-EDG and CNCA, on real property leased from GNLA and commonly known as 3435 W. Temple Street, Los Angeles, CA 90004 (the “Head Office Facility” and, together with the School Facilities, the “Facilities”);

WHEREAS, in order to refinance the acquisition and development of the Head Office Facility, Pueblo Nuevo Development, a California nonprofit public benefit corporation and predecessor in interest to GNLA, obtained a loan (the “2013 Head Office Loan”) in the amount of \$920,000 from WFB pursuant on or about January 18, 2013;

WHEREAS, pursuant to an Assumption Agreement dated as of September 28, 2017, and a Business Loan Agreement dated as of September 28, 2017, each between GNLA and WFB, GNLA assumed the obligations of Pueblo Nuevo Development with respect to the 2013 Head Office Loan;

WHEREAS, PN-EDG subleases a portion of the Head Office Facility to CNCA for use in the operation of Dalzell;

WHEREAS, CNCA and GNLA propose that GNLA will transfer the Head Office Facility to 3435 Temple LLC as a contribution to the capital of 3435 Temple LLC;

WHEREAS, CNCA and GNLA propose that 3500 Temple LLC, Ardmore LLC, Burlington LLC, and GNLA, as applicable, will prepay the 2013 Loan, the 2019 Loan, the 2017 Loan, and the 2013 Head Office Loan (collectively, the “Prior Loans”) and, in connection therewith, terminate the 2013 Swap and the 2017 Swap;

WHEREAS, in order to refinance the Prior Loans, CNCA and GNLA propose that GNLA will obtain a loan (the “Loan”) from the California School Finance Authority (“CSFA”) in an aggregate par amount not to exceed \$14,000,000 pursuant to a Loan Agreement (the “Loan Agreement”) between CSFA and GNLA and acknowledged and agreed to by the Landlords, which loan will be funded from the proceeds of the issuance of CSFA’s Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A and Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the “Bonds”) issued pursuant to an Indenture (the “Indenture”) between CSFA and U.S. Bank Trust Company, National Association, as Trustee (the “Bond Trustee”), provided that the true interest cost of the Bonds does not exceed 6.25% (the “Maximum Interest Rate”);

WHEREAS, CNCA and GNLA propose that GNLA and/or the Landlords will use the proceeds of the Loan to, among other things, (i) refinance the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the Facilities by refinancing the Prior Loans, (2) ~~finance certain capital improvements to the Facilities, (3) pay capitalized interest on the Bonds, (4) fund a debt service reserve fund with respect to the Bonds, (5) fund related working capital,~~ and (6) pay certain expenses incurred in connection with the issuance of the Bonds (collectively, the “Project”);

WHEREAS, CNCA and GNLA propose that, in connection with and to support GNLA’s obligations under the Loan Agreement, GNLA and the Authority will enter into one or more Program Agreements (each, a “CSFA Program Agreement”) relating to the Authority’s Project Acceleration Notes and Credit Enhancement Alternatives Program [(CFDA #84.354A)] or to the Authority’s Charter Access to Bank Loan Enhancement Program (Program) [(CFDA #84.354A)] (collectively, the “Credit Enhancement Program”), that, pursuant to the CSFA Program Agreements, the Authority will reserve funds from the Authority’s Credit Enhancement Program for the Project on the terms and conditions contained in the CSFA Program Agreements, and that the Authority will apply or cause to be applied all funds designated thereunder toward the primary debt service reserve for the Bonds;

WHEREAS, CNCA and GNLA propose that, in connection with and to support GNLA’s obligations under the Loan Agreement, GNLA, as Obligated Group Representative, the Landlords, as the initial Members of an Obligated Group, and U.S. Bank Trust Company, National Association, as Master Trustee (the “Master Trustee”), will enter into a Master Indenture of Trust (the “Master Indenture”), GNLA, as Obligated Group Representative, and the Master Trustee will enter into a Supplemental Master Indenture for Obligation No. 1 (“Supplemental MTI No. 1”), and GNLA will issue its Obligation No. 1 in the principal amount of the Bonds in favor of the Bond Trustee;

WHEREAS, CNCA and GNLA propose that, in connection with the issuance of the Bonds, (i) the School Landlords and CNCA will enter into amended and restated leases and/or replacement leases (collectively, the “School Leases”) providing for CNCA’s use of the School Facilities, (ii) 3435 Temple LLC and PN-EDG will enter into one or more amended and restated leases and/or replacement leases (collectively, the “Head Office Lease” and, together with the School Leases, the “Leases”) providing for PN-EDG’s use of the Head Office Facility, and (iii) the Leases will provide for payment of base rent payable to the respective Landlords sufficient to enable the respective Landlords to pay or satisfy their allocated share of the debt service on the Bonds and other obligations under the Master Indenture and Obligation No. 1;

WHEREAS, CNCA and GNLA propose that the obligations of GNLA and the Landlords under the Loan Agreement and Obligation No. 1 and/or the obligations of CNCA and PN-EDG under the Leases will be secured or supported by, among other things, (i) pledges of the gross revenues of the Landlords, (ii) deeds of trust and assignments of rents (“Deeds of Trust”) encumbering the Facilities (including CNCA’s fee interest in the Dalzell School Site), (iii) pledges of the gross revenues of the Schools, and (iv) intercepts of portions of the Schools’ general purpose apportionments by the State Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California;

WHEREAS, CNCA and GNLA propose that, in connection with the issuance of the Bonds, 3500 Temple LLC and CNCA will amend or amend and restate the Ground Lease to extend the date of expiration of the term of the lease to a date no earlier than the maturity of the amended and restated lease(s) and/or replacement lease(s) for the Dalzell Campus and Athletic Fields and to make other changes to facilitate the proposed transactions described above;

WHEREAS, CNCA and PN-EDG propose that, in connection with the issuance of the Bonds, CNCA and PN-EDG will amend the Limited Services Agreement to provide for the pledge of the gross revenues of the Schools and intercepts of portions of the Schools’ general purpose apportionments to secure PN-EDG’s obligation to pay rent under the Head Office Lease, to provide for the Schools’ compliance with certain financial and reporting covenants set forth in the Head Office Lease, to provide for the subordination of the Schools’ obligations to pay administrative services fees to PN-EDG in excess of the rent payable under the Head Office Lease to the payment of rent under the Leases, and to make other changes to facilitate the proposed transactions described above;

WHEREAS, RBC Capital Markets, LLC (the “Underwriter”) proposes to underwrite the Bonds pursuant to a bond purchase agreement (the “Bond Purchase Agreement”) by and among

the Underwriter, CSFA, the Treasurer of the State of California (as agent of sale for CSFA), GNLA, and CNCA;

WHEREAS, CNCA and GNLA propose that CNCA will make such loans, lease payments, grants, or capital contributions to GNLA and/or the Landlords as may be necessary or desirable to enable GNLA and the Landlords to carry out the foregoing transactions;

WHEREAS, CNCA and GNLA propose that CNCA will adopt procedures for post-issuance compliance and remedial action applicable to the tax-exempt Bonds;

WHEREAS, the Board finds that the terms of the foregoing transactions and proposed transactions (collectively, the “Transactions”), including the Leases, are fair and reasonable as to CNCA, the Schools, GNLA, the Landlords, and PN-EDG (collectively, the “CNCA Entities”) under the circumstances, in the best interests of the CNCA Entities, and in furtherance of the charitable purposes of the Corporation;

WHEREAS, the Board desires that the CNCA Entities take all actions necessary or advisable to facilitate the Transactions;

WHEREAS, the individuals listed on Schedule 1 attached hereto have been elected or appointed to the offices of the Corporation set forth after their names on Schedule 1, and such individuals are currently serving as such officers of the Corporation;

WHEREAS, GNLA is a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the Board; and

WHEREAS, each of the officers, directors or employees of the Corporation listed on Schedule 2 attached hereto also serves as a non-compensated officer, director, or other official of GNLA or PN-EDG, and the interests of such persons in GNLA and its subsidiaries or PN-EDG have been disclosed to the Corporation and are hereby noted in the official records of the Corporation;

NOW, THEREFORE, BE IT RESOLVED, that the Board ratifies and confirms the election or appointment, as applicable, of the officers of the Corporation listed on Schedule 1;

RESOLVED, FURTHER, that the Board authorizes and approves the creation of 3435 Temple LLC and the appointment of GNLA as the manager of 3435 Temple LLC;

RESOLVED, FURTHER, that the Board ratifies and approves the Transactions and authorizes the execution, delivery and performance by the CNCA Entities of the documents and agreements listed on Schedule 3 attached hereto (collectively, the “Primary Transaction Documents”) to which the CNCA Entities may be a party and all such other documents, instruments and agreements as may be necessary or advisable to facilitate the Transactions (together with the Primary Transaction Documents, the “Transaction Documents”), provided that, notwithstanding any other provision of these Resolutions, without further approval of the Board the Corporation shall not proceed with any Transactions related to the issuance of the Bonds if the true interest cost of the Bonds would exceed the Maximum Interest Rate;

RESOLVED FURTHER, that the Board ratifies and confirms the application of CNCA and/or GNLA for an award under the Credit Enhancement Program or similar programs administered by CSFA, in connection with the issuance of the Bonds;

RESOLVED FURTHER, that the Board requests GNLA, the Landlords, and PN-EDG to take all actions necessary or advisable to consummate the Transactions;

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an “Authorized Signatory”), as authorized signatories of the Corporation for purposes of executing the Transaction Documents on behalf of the Corporation;

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to open such deposit accounts or other bank accounts and to contract for such banking services for the Corporation as such Authorized Signatories may deem necessary or advisable to consummate the Transactions and to execute, on behalf of the Corporation, all related standard-form resolutions required by any banks, trust companies, or financial institutions;

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to execute, deliver, approve, and, as appropriate, declare final the Transaction Documents, together with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable to consummate the Transactions, and all such other bond purchase agreements, private placement agreements, disclosure agreements, offering statements, offering memoranda, master indentures, supplements to master indentures, indentures, loan agreements, promissory notes, obligations, leases, subleases, deeds of trust, security agreements, account control agreements, subordination, non-disturbance and attornment agreements, tax certificates, tax and regulatory compliance agreements, assignments, indemnification agreements, guaranties, subordination agreements, escrow agreements, agreements with project managers, contractors, architects, surveyors, engineers, consultants, or other persons, letters of representation, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to consummate the Transactions, each with such additions, deletions or changes therein as the Authorized Signatory executing the same may approve (the execution and delivery thereof by any such Authorized Signatory to be conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to Section 17199.4(a) of the Education Code of the State of California, the Corporation hereby elects to participate in the Intercept to secure payment of the principal of and interest on the Bonds and that, on behalf of the Board, the Board authorizes the Authorized Signatories, and each of them individually, for and in the name and on behalf of the Corporation and the Schools, to provide notices (the “Intercept Notices”) to the State Controller of the State of California or other applicable state agency of the State of California of such election of the Board;

RESOLVED FURTHER, that the Board hereby ratifies and confirms the acts of the officers, agents or employees of the Corporation taken on behalf of the Corporation in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of these resolutions, the Board hereby reconfirms, ratifies and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any or all of the foregoing resolutions are hereby repealed to the extent of such conflict;

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board; and

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of the Corporation and that the foregoing is a true and correct copy of Resolutions that were duly adopted on February 21, 2023, by the majority vote of the members of the Board at a meeting of the Board duly held on such date in compliance with the bylaws of the Corporation, in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this 21st day of February 2023.

Elena Lopez
Secretary

Schedule 1

Officers of the Corporation

Adriana Abich

Chief Executive Officer

Elena Lopez

Secretary

Gil Flores

Treasurer

Schedule 2

Certain Officers, Directors, or Officials of GNLA or PN-EDG

Adriana Abich

Fiscal Agent for GNLA

Cynthia Smet

Secretary of GNLA

Schedule 3

Primary Transaction Documents

1. Operating Agreement for 3534 Temple LLC.
2. Bond Purchase Agreement.
3. Master Indenture.
4. Supplemental MTI for Obligation No. 1.
5. Obligation No. 1 (as such term is defined in the Supplemental MTI for Obligation No. 1).
6. Indenture.
7. Bonds.
8. Loan Agreement.
9. Leases.
10. Deeds of Trust.
11. Intercept Notices.
12. Addendum to Seventh Amended Agreement for Limited Services by and between PN-EDG and CNCA.
13. Continuing Disclosure Agreement.
14. Tax Regulatory Agreement.
15. Subordination, Non-Disturbance and Attornment Agreements.
16. Preliminary Limited Offering Memorandum.
17. Limited Offering Memorandum.
18. CSFA Program Agreements.
19. Post-Issuance Compliance and Remedial Action Procedures.

MusickPeeler

ATTORNEYS AT LAW

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FILE No.: 13867.004

[*], 2023

California School Finance Authority
State Treasurer's Office
300 South Spring Street, Suite 8500
Los Angeles, California 90013

RBC Capital Markets, LLC
777 S. Figueroa St., Suite 850
Los Angeles, CA 90017

U.S. Bank Trust Company, National
Association
As Master Trustee
633 West 5th St., 24th Floor
Los Angeles, CA 90071

Re: California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable)

Ladies and Gentlemen:

We have acted as counsel to (i) Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (the "**Borrower**"), (ii) 3500 West Temple LLC, Fifteenth and Ardmore LLC, GNLA 697 S Burlington LLC, and GNLA 3435 W Temple LLC (collectively, the "**Landlords**"), each of which is a California limited liability company, (iii) Camino Nuevo Charter Academy, a California nonprofit public benefit corporation ("**Camino Nuevo**"), and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation ("**Pueblo Nuevo**"), in connection with the issuance of California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the "**Series 2023 Bonds**") pursuant to an Indenture dated as of [*], 2023, (the "**Indenture**"), by and between the California School Finance Authority (the "**Authority**") and U.S. Bank Trust Company, National Association, as trustee thereunder (the "**Bond Trustee**"), and the related loan (the "**Loan**") made or to be made to the Borrower by the Authority. The Borrower, the Landlords, Camino Nuevo, and Pueblo Nuevo are sometimes referred to in this letter individually as an "**Credit Party**" and collectively as the "**Credit Parties**." This letter is delivered

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to you at the request of the Borrower and Camino Nuevo pursuant to Section 12(c)(i) of the Bond Purchase Agreement (as defined below).

Unless the context of its use clearly requires otherwise, each capitalized term that is defined in the Indenture, the Loan Agreement, or the Master Indenture (as defined below) and that is used (including in the Schedules attached hereto) but not otherwise defined herein (including in the Schedules attached hereto) has the meaning given to it in the Indenture, the Loan Agreement, or the Master Indenture (as defined below).

I. STRUCTURE OF TRANSACTIONS

Our opinion herein is based on the below-described general transaction structure.

The Series 2023 Bonds will be issued pursuant to the Indenture. The Authority will loan the proceeds of the sale of the Series 2023 Bonds to the Borrower pursuant to the terms of a Loan Agreement, dated as of [*], 2023 (the “*Loan Agreement*”), by and between the Authority and the Borrower and acknowledged and agreed to by the Landlords. The Borrower will use the proceeds of the Loan to: (1) refinance costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of certain charter school educational facilities (the “*Facilities*”), (2) fund a debt service reserve fund with respect to the Series 2023 Bonds; and (3) pay certain expenses incurred in connection with the issuance of the Series 2023 Bonds (collectively, the “*Project*”). A deposit to a debt service reserve account for the Series 2023 Bonds in an amount equal to the Reserve Account Requirement will be funded by proceeds of a grant pursuant to the Authority’s Charter School Facilities Credit Enhancement Program or another similar program administered by the Authority.

The Facilities will be leased to Camino Nuevo or Pueblo Nuevo pursuant to certain Lease Agreements, each dated as of [____] 1, 2023, (collectively, the “*Leases*”), each by and between Camino Nuevo or Pueblo Nuevo, as applicable, and the applicable Landlord.

Camino Nuevo operates the charter schools known as Camino Nuevo High School #2, Camino Nuevo Elementary #3, and Camino Nuevo Charter Academy (collectively, the “*Schools*”) under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code).

The Series 2023 Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Bond Trustee pursuant to the Loan Agreement and Obligation No. 1 relating to the Series 2023 Bonds (“*Obligation No. 1*”) issued by the Borrower in an amount equal to the aggregate principal amount of the Series 2023 Bonds pursuant to a Master Indenture of Trust, dated as of [____] 1, 2023, (the “*Original Master Indenture*”), as supplemented by a Supplemental Master Indenture for Obligation No. 1, dated as

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of [] 1, 2023, (the “**First Supplemental Master Indenture**” and, together with the Original Master Indenture, the “**Master Indenture**”), each by and between the Borrower, as representative of the Obligated Group, the initial Members of the Obligated Group, and U.S. Bank Trust Company, National Association, as master trustee thereunder (the “**Master Trustee**”). The initial Members of the Obligated Group are the Landlords. As security for the Series 2023 Bonds and Obligation No. 1, each Landlord has granted, for the benefit of the Master Trustee, a lien on the Facilities owned or leased by such Landlord pursuant to a Deed of Trust with Assignment of Rents, Security Agreement and Fixture Filing dated as of [*], 2023, (each, a “**Deed of Trust**” and, collectively, the “**Deeds of Trust**”). Camino Nuevo has joined the Deed of Trust executed by 3500 West Temple LLC to grant, for the benefit of the Master Trustee, a lien on the Facilities owned by Camino Nuevo.

Simultaneously with the issuance of the Series 2023 Bonds, Camino Nuevo will provide to the Controller of the State of California, notices (each an “**Intercept Notice**”) with respect to the Schools, as applicable, including schedules of transfers to the Bond Trustee for amounts to become due and payable on the Series 2023 Bonds to intercept certain amounts apportioned by the State (collectively, the “**Intercept**”) pursuant to Section 17199.4 of the California Education Code.

The Series 2023 Bonds were sold pursuant to a Bond Purchase Agreement, dated [*], 2023, (the “**Bond Purchase Agreement**”) by and among RBC Capital Markets, LLC (the “**Underwriter**”), the Honorable Fiona Ma, Treasurer of the State of California, as agent for sale on behalf of the Authority, the Authority, the Borrower, and Camino Nuevo.

A Preliminary Limited Offering Memorandum dated [*], 2023, (the “**Preliminary Limited Offering Memorandum**”) and a Limited Offering Memorandum dated [*], 2023, (the “**Limited Offering Memorandum**”) have been prepared to furnish information with respect to the sale and delivery of the Series 2023 Bonds. The Borrower and Camino Nuevo will undertake pursuant to a Continuing Disclosure Agreement dated as of [*], 2023, (the “**Continuing Disclosure Agreement**”) to provide annual reports, quarterly reports, and notices of certain events relating to the Series 2023 Bonds.

II. DOCUMENTS EXAMINED

We have been furnished with and have examined originals or copies, certified or otherwise identified to our satisfaction, of the documents listed in Schedule 1 hereto (collectively, the “**Transaction Documents**”), the documents listed in Schedules 2, 3, and 4 hereto, the litigation search reports (“**Litigation Reports**”) identified on Schedule 5 hereto, the Form UCC-1 Financing Statements attached hereto as Exhibit A (the “**Financing Statements**”), and such other records of the Credit Parties, agreements and other instruments, certificates of officers and representatives of the Credit Parties, certificates of public officials and other documents as we have considered

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necessary to provide a basis for the opinions hereinafter expressed. In rendering the opinions hereinafter expressed, we have relied solely upon our examination of the foregoing documents and certificates, and we have made no independent verification of the factual matters set forth in such documents or certificates.

III. CERTAIN ASSUMPTIONS

In rendering the opinions hereinafter expressed, we have assumed the legal capacity of natural persons, the genuineness of all signatures, the authenticity of all documents submitted to us as originals, the conformity to originals of all documents submitted to us as copies, and the accuracy, completeness and authenticity of all certificates of public officers.

With your approval, we also have assumed that:

A. Each party to the Transaction Documents (each such party's being, individually, a "**Transaction Party**") has duly executed and delivered the Transaction Documents to which it is a party, provided that this assumption does not apply to the Credit Parties;

B. The Transaction Parties have entered into the Transaction Documents in good faith and free from any fraud, misrepresentation, coercion, undue influence, duress, mutual mistake or criminal activity;

C. Each of the Transaction Documents to which a Transaction Party other than a Credit Party is a party is a valid and binding obligation of such other Transaction Party, enforceable against such other Transaction Party in accordance with its terms, including under the law of the jurisdiction of such other Transaction Party's incorporation or organization, subject to (i) bankruptcy, insolvency, reorganization, arrangement, moratorium, and other similar laws of general applicability relating to or affecting creditors' rights generally; and (ii) general principles of equity, including without limitation concepts of materiality, reasonableness, and good faith and fair dealing, regardless of whether considered in a proceeding in equity or at law;

D. There are no agreements or understandings among the Transaction Parties, written or oral, and there is no usage of trade or course of prior dealing among the Transaction Parties that would, in either case, define, supplement or qualify the terms of the Transaction Documents;

E. Legally adequate consideration has been given for the transactions contemplated by the Transaction Documents and the Limited Offering Memorandum (the "**Transactions**") and the obligations of the Credit Parties in the Transaction Documents;

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F. The Facilities are located in Los Angeles County, California (the “*County*”), all collateral described in each Deed of Trust that constitutes fixtures is and will be located on the respective Facilities, each Landlord had or will have an interest of record in the respective Facilities at the time of the recording of the Deed of Trust executed by such Landlord, Camino Nuevo had or will have an interest of record in the respective Facilities at the time of the recording of the Deed of Trust executed by Camino Nuevo, and the description of the respective Facilities in each Deed of Trust is accurate and legally sufficient to enable a subsequent purchaser, mortgagee or secured party to identify such property;

G. The description of the property subject to each Lease is accurate and legally sufficient to describe the real property intended to be demised in such Lease; and

H. The descriptions in the Deeds of Trust of the personal property collateral encumbered thereby (collectively, the “*Collateral*”) are sufficient within the meaning of Sections 9108 and 9504 of the Uniform Commercial Code as in effect on the date hereof in the State of California (the “*UCC*”), and the name of the secured party set forth in the Deed of Trust and the Financing Statements is sufficient to identify the secured party

IV. OPINIONS

Based upon and subject to the foregoing and to the qualifications and limitations set forth below, we are of the opinion that, to the extent federal law or the law of the State of California applies to the Transaction Documents:

1. Each of the Borrower, Camino Nuevo, and Pueblo Nuevo is a nonprofit public benefit corporation duly organized, validly existing and in good standing under the laws of the State of California. Each Landlord is a limited liability company duly organized, validly existing and in good standing under the laws of the State of California.

2. The Borrower is the sole member of each Landlord, and each Landlord is disregarded as separate from the Borrower for federal income tax purposes.

3. Each Credit Party has the corporate or limited liability company power, as applicable, to enter into and perform its obligations under the Transaction Documents to which it is a party and to carry out its business as presently conducted.

4. Each Credit Party has taken all corporate or limited liability company action, as applicable, necessary to authorize the execution and delivery of, and the performance of its obligations under, each of the Transaction Documents to which it is a party. Each Credit Party has duly executed and delivered the Transaction Documents to which it is a party. The Borrower

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and Camino Nuevo have authorized the use and distribution by the Underwriter of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum.

5. Each of the Transaction Documents to which a Credit Party is a party is a valid and binding obligation of such Credit Party, enforceable against such Credit Party in accordance with its terms.

6. All consents, approvals, authorizations or orders of, and filings, registrations and qualifications on the part of each Credit Party with, any United States federal or California state regulatory authority or governmental body pursuant to any Covered Law (as defined in Paragraph VI.38 of this letter) required for the approval and distribution of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum by the Borrower and Camino Nuevo, for the approval of the Indenture by the Borrower, and for each Credit Party to execute and deliver, and perform its obligations under, the Transaction Documents to which it is a party have been obtained or made, other than such filings, recordings or indexing as may be necessary to perfect or give constructive notice of the liens or security interests granted by the Credit Party pursuant to the Transaction Documents, provided that we express no opinion as to any approvals or consents as may be required under any state or federal blue sky securities laws.

7. The approval and distribution of the Limited Offering Memorandum by the Borrower and Camino Nuevo, the approval of the Indenture by the Borrower, and the execution and delivery by each Credit Party of the Transaction Documents to which it is a party do not, and the performance by each Credit Party of its obligations under those Transaction Documents to which it is a party will not (a) violate the articles of incorporation or organization or the bylaws or operating agreement of the Credit Party, (b) result in a breach of or constitute a default under any agreements that have been identified to us as agreements to which any Credit Party is a party or by which any property of a Credit Party is bound and that will survive the closing of the Transactions, the breach of which, non-compliance with which, or default under which would materially and adversely affect the consummation of the Transactions or the financial condition, assets, properties, or operations of any Credit Party, which agreements (the “**Scheduled Agreements**”) are listed in Schedule 3 hereto, or result in the creation of any security interest in, or lien upon, any properties or assets of any Credit Party under any of the Scheduled Agreements, but excluding (i) financial covenants and similar provisions therein that require financial calculations or determinations to determine compliance and (ii) provisions relating to the occurrence of a “material adverse effect” or “material adverse change” or words or concepts to similar effect, (c) violate any judgment, order, or decree of any court or arbitrator listed in Schedule 4 hereto, or (d) violate any statute (or rule or regulation thereunder) under the Covered Law (as defined in Paragraph VI.38 of this letter) to which any Credit Party is subject.

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8. Each Deed of Trust is (a) in a proper form for recordation, (b) effective to create a lien on the interest of the respective Landlord or Camino Nuevo in the respective Facilities for the benefit of the Master Trustee, as beneficiary, (c) effective to create in favor of the Master Trustee a security interest in the Collateral described therein to the extent a security interest in such Collateral may be created under Division 9 of the UCC, and (d) in a form sufficient to constitute a fixture filing (as defined in Section 9102(a)(40) of the UCC). The proper recordation and indexing of each Deed of Trust in the Official Records of the County (the “*County Records*”) pursuant to applicable California law will be sufficient to provide constructive notice to third parties of the lien on the respective Facilities created by the Deed of Trust.

9. The security interest of the Master Trustee in that portion of the Collateral described in each Deed of Trust in which a security interest may be perfected by the filing of a fixture filing (as defined in Section 9102(a)(40) of the UCC) under the UCC will be perfected upon the proper recording and indexing of the Deed of Trust in the County Records pursuant to applicable California law. The security interest of the Master Trustee in that portion of the Collateral described in each Deed of Trust in which a security interest may be perfected by the filing of a financing statement under the UCC will be perfected upon the filing of the respective Financing Statement with the office of the Secretary of State of the State of California.

10. Each of the Borrower, the Landlords, and Pueblo Nuevo is a “participating party” as defined in the California School Finance Authority Act (constituting Chapter 18 of Part 10 of Division 1 of Title 1 of the California Education Code). Each School is a charter school established pursuant to the Charter School Law and is currently authorized to operate a charter school pursuant a charter petition or charter renewal petition (a “*Charter*”) approved by an authorized authority under the Charter School Law.

11. Each of the Borrower, Camino Nuevo, and Pueblo Nuevo is an organization described in Section 501(c)(3) of the Code that is exempt from federal income tax under Section 501(a) of the Code, except with respect to any unrelated business income subject to taxation under Section 511 of the Code, and that is not a “private foundation” as described in Section 509(a) of the Code.

12. The Borrower’s activity, conducted through the Landlords, of acquiring, constructing, expanding, improving, and equipping public charter school facilities and leasing such facilities to Camino Nuevo or Pueblo Nuevo, as described in the Limited Offering Memorandum, is not an unrelated trade or business activity with respect to the Borrower or any Landlord under Section 513(a) of the Code.

13. Camino Nuevo’s operation of the Schools is not an unrelated trade or business activity with respect to Camino Nuevo under Section 513(a) of the Code.

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14. Pueblo Nuevo's provision of administrative services to the Schools is not an unrelated trade or business activity with respect to Pueblo Nuevo under Section 513(a) of the Code.

15. The statements contained in the Limited Offering Memorandum under the captions "INTRODUCTION," "THE SERIES 2023 BONDS," "SECURITY FOR THE SERIES 2023 BONDS," and "THE LEASES" and in Appendix E "SUMMARY OF THE LEASES," excluding any material that may be treated as included under such captions by cross-reference, insofar as such statements expressly summarize certain provisions of the Leases, are accurate in all material respects.

V. CONFIRMATIONS

At your request, we confirm to you:

1. We are not representing any Credit Party in any action or proceeding that is pending, or overtly threatened in writing by a potential claimant, that seeks to enjoin the Transactions or challenge the validity of the Transaction Documents or the performance by the Credit Party of its obligations thereunder.

2. To our knowledge, there are no pending or threatened actions, suits, proceedings, inquiries or investigations, before or by any court, regulatory agency, public board or body affecting any Credit Party or any assets or operations of any Credit Party that, in the opinion of the Chief Executive Officer of Camino Nuevo (in the case of Camino Nuevo), the Board President of the Borrower (in the case of the Borrower and the Landlords), or the [Chief Executive Officer] of Pueblo Nuevo (in the case of Pueblo Nuevo), if determined adversely to such entity, would materially and adversely affect the consummation of the Transactions, the validity of the Transaction Documents, or the financial condition, assets or operations of any Credit Party.

3. To our knowledge, no Credit Party is in default with respect to any order or decree of any court or any order, regulation or demand of any federal, state, municipal or other governmental agency, which default, in the opinion of the Chief Executive Officer of Camino Nuevo (in the case of Camino Nuevo), the Board President of the Borrower (in the case of the Borrower and the Landlords), or the [Chief Executive Officer]] of Pueblo Nuevo (in the case of Pueblo Nuevo), adversely affect the consummation of the Transactions, the validity of the Transaction Documents, or the financial condition, assets, or operations of the Credit Party.

4. As counsel to the Credit Parties, we reviewed the Limited Offering Memorandum and participated in discussions with your representatives and your counsel regarding the Limited Offering Memorandum and related matters. We did not participate in the preparation of the Limited Offering Memorandum (other than the portions entitled "SECURITY FOR THE

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SERIES 2023 BONDS,” “APPENDIX A – CERTAIN INFORMATION REGARDING THE BORROWER, THE LESSEE, AND THE SCHOOLS” and “APPENDIX E – SUMMARY OF THE LEASES”) or any documents (other than the Leases) incorporated by reference in the Limited Offering Memorandum, except that we provided comments on the Limited Offering Memorandum and the Transaction Documents.

5. The purpose of our professional engagement was not to establish or to confirm factual matters set forth in the Limited Offering Memorandum, and we have not undertaken to verify independently any of such factual matters. Moreover, many of the determinations required to be made in the preparation of the Limited Offering Memorandum involve matters of a non-legal nature.

6. Subject to the foregoing and on the basis of the information we gained in the course of performing the services referred to above, we confirm to you that nothing has come to our attention that caused us to believe that the Limited Offering Memorandum, as of its date and as of the date hereof, contained or contains any untrue statement of a material fact or omitted or omits to state any material fact necessary in order to make the statements therein, in the light of the circumstances in which they were made, not misleading, provided, however, that we do not assume any responsibility for the accuracy, completeness or fairness of the statements contained in the Limited Offering Memorandum, and we do not express any belief with respect to the financial statements or other financial, statistical, or accounting data or information or assessments of or reports on the effectiveness of internal control over financial reporting contained in the Limited Offering Memorandum or as to the accuracy, completeness or fairness of the information with respect to the Bond Trustee, the Master Trustee, the Authority, or any appraiser identified in the Limited Offering Memorandum or the information contained in the sections entitled “THE AUTHORITY,” “TAX MATTERS,” or in the Appendices to the Limited Offering Memorandum (other than Appendices A and E).

VI. QUALIFICATIONS AND LIMITATIONS

Our opinions and confirmations set forth above are subject to the following qualifications and limitations:

1. The description of the general transaction structure provided above does not constitute an opinion or confirmation with respect to any matters set forth therein. Our opinions and confirmations are limited to the matters set forth in the “Opinions” and “Confirmations” portions of this letter.

2. Where a statement herein is qualified by “to our knowledge” or any similar phrase, that knowledge is limited to the actual knowledge of Brian L. Holman and Chet A. Cramin, those lawyers currently in the firm who have been involved in representing the Credit

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Parties in connection with the Transaction Documents. Except as otherwise expressly indicated, we have not undertaken any independent investigation to determine the accuracy of any such statement, and no inference as to our knowledge of any matters bearing on the accuracy of any such statement should be drawn from the fact of our representation of the Credit Parties.

3. Our opinion expressed in opinion paragraph IV.1 concerning the good standing of the Credit Parties (a) is based solely upon (i) the certificates of status issued by the Secretary of State of the State of California listed on Schedule 2 and (ii) the certificates of officers of the Credit Parties listed on Schedule 2 and (b) is limited to the meaning of “good standing” as such term is used in such certificates of status.

4. Our opinions are subject to: (a) bankruptcy, insolvency, reorganization, arrangement, moratorium, and other similar laws of general applicability relating to or affecting creditors’ rights generally; and (b) general principles of equity, including without limitation concepts of materiality, reasonableness, and good faith and fair dealing, regardless of whether considered in a proceeding in equity or at law.

5. Certain remedies, waivers and other provisions of the Transaction Documents may not be enforceable; nevertheless, subject to the other assumptions, exceptions, qualifications and limitations in this opinion letter, upon a material default by the Borrower in the payment of principal or interest owing under the Loan Agreement or upon a material default by the Borrower in the performance of any other material covenant contained in the Transaction Documents, such unenforceability will not preclude (i) the acceleration of the obligation of the Borrower to repay such principal and interest, (ii) enforcement in accordance with applicable law of the assignments of rents set forth in the Deeds of Trust, (iii) the foreclosure in accordance with applicable law of any liens and security interests created by the Deeds of Trust, and (iv) judicial enforcement in accordance with applicable law of the obligation of the Borrower to repay such principal or such interest as provided in the Loan Agreement.

6. We express no opinion as to the enforceability of: (a) any provisions imposing or providing for the collection of liquidated damages, late charges, prepayment charges, yield maintenance charges, increased interest rates, premiums, or other amounts or accelerating future amounts due (other than principal) without appropriate discount to present value to the extent they constitute a “penalty” or “forfeiture,” (b) provisions that contain a waiver or limitation of (i) broadly or vaguely stated rights, (ii) the benefits of statutory, regulatory, or constitutional rights, unless and to the extent that the statute, regulation, or constitution explicitly allows waiver, (iii) unknown future defenses, or (iv) rights to one or more types of damages, (c) provisions that attempt to change or waive rules of evidence or fix the method or quantum of proof to be applied in litigation or other proceedings, (d) provisions for the appointment of a receiver, (e) waivers of rights to jury trials, and (f) provisions that by their express terms state that fewer than all parties to the contract are entitled to recover attorneys’ fees and expenses.

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7. We express no opinion as to the enforceability of: (a) provisions that provide that all remedies are cumulative, (b) provisions requiring arbitration of disputes arising out of the Transactions or providing for judicial review of any arbitration award, (c) provisions for the indemnity of a party for damages arising out of, or that purport to release or exculpate a party from, its own gross negligence or willful misconduct, (d) provisions that are unconscionable as a matter of law at the time of closing and (e) provisions that purport to waive any applicable statute of limitation.

8. We express no opinion as to the enforceability of: (a) choice-of-law provisions, (b) time-is-of-the-essence clauses, (c) forum or venue selection clauses, consent to jurisdiction clauses (both as to personal and subject matter jurisdiction), and any provisions that permit service of process by means other than those specified by applicable law, (d) provisions appointing one party as attorney-in-fact for an adverse party, (e) provisions stating that the provisions of a Transaction Document are severable, (f) provisions that prohibit oral modifications, (g) self-help remedy provisions, and (h) provisions that require payments to be made free of any setoff, counterclaim or defense.

9. We advise you of California statutory provisions and case law to the effect that a guarantor, including a person that has encumbered its property to secure the obligations of another person, may be discharged, in whole or in part, if the beneficiary of the guaranty alters the obligation of the principal, fails to inform the guarantor of material information pertinent to the principal or any collateral, elects remedies that may impair either the subrogation or reimbursement rights of the guarantor against the principal or the value of any collateral, fails to accord the guarantor the protections afforded a debtor under Division 9 of the UCC or otherwise takes any action that prejudices the guarantor, unless, in any such case, the guarantor has effectively waived such rights or the consequences of such action or has consented to such action. See, e.g., California Civil Code Sections 2799 through 2855; Section 9602 of the UCC; *Sumitomo Bank of California v. Iwasaki*, 70 Cal. 2d 81, 73 Cal. Rptr. 564 (1968); *Union Bank v. Gradsky*, 265 Cal. App. 2d 40, 71 Cal. Rptr. 64 (1968). We advise you that Camino Nuevo may be deemed a guarantor of the obligations of the Borrower or Pueblo Nuevo by reason of the Leases to which Camino Nuevo is a party, the Intercepts, and other agreements executed by Camino Nuevo, that Pueblo Nuevo may be deemed a guarantor of the obligations of the Borrower or Camino Nuevo by reason of the Leases to which Pueblo Nuevo is a party and other agreements executed by Pueblo Nuevo, and that each Landlord may be deemed a guarantor of the obligations of the Borrower or of other Landlords by reason of the Leases, the Master Indenture, the First Supplemental Master Indenture, Obligation No. 1, and other agreements executed by the Landlords. While California Civil Code Section 2856 and case law provide that express waivers of a guarantor's right to be discharged are generally enforceable under California law, we express no opinion with respect to the effectiveness of any such waivers.

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10. We express no opinion as to the enforceability of: (a) any waivers or variations of rights or obligations of a debtor, including a guarantor, or duties of a secured party under provisions referred to in Sections 1302(b) and 9602 of the UCC, (b) any exculpation, exoneration, indemnification, or contribution or limitation of liability provisions in the Transaction Documents to the extent the enforceability of such provisions is limited by public policy or statutory provisions, (c) any provisions that limit assignment of rights or duties under the Transaction Documents, (d) any provisions that constitute a waiver of illegality, (e) any documents, agreements or instruments, other than Transaction Documents, referred to in the Transaction Documents (even if incorporated therein by reference) or to any schedules or exhibits not expressly identified in this opinion as having been examined by us, (f) any restrictions in the Transaction Documents on the transfer or pledge by any Credit Party of its interest in any collateral or other assets to the extent such restrictions are limited or rendered unenforceable by the provisions of Sections 9406 through 9409 of the UCC, (g) any provisions of the Transaction Documents that constitute an agreement of the parties to agree at a future time, (h) any provisions of the Transaction Documents that provide for the waiver of unknown claims, and (i) any provisions of the Transaction Documents (other than the interest rates set forth in Section 2.02 of the Indenture) that require the payment of interest in excess of interest accrued at the maximum rate permitted by law.

11. The enforceability of the Transaction Documents may be subject to the effect of Section 1670.5 of the California Civil Code, which provides that a contract may be unenforceable if any clause of the contract is unconscionable at the time it is made.

12. We advise you that Section 1717 of the California Civil Code provides that, in any action on a contract where such contract specifically provides that attorneys' fees and costs incurred to enforce the provisions of such contract shall be awarded to one of the parties, the prevailing party, whether it is the party specified in the contract or not, shall be entitled to reasonable attorneys' fees in addition to other costs.

13. We express no opinion with respect to the effect of non-compliance by any Transaction Party (other than a Credit Party) with any law, rule, regulation or decision applicable to the Transactions because of the nature or extent of the business of such Transaction Party.

14. In giving the opinion expressed in opinion paragraph IV.5 above, we express no opinion as to whether any Credit Party has obtained any consents, approvals, licenses, permits or similar authorizations necessary for the development of the Facilities, the demolition, construction or rehabilitation of any improvements thereon, or the use or occupation of the Facilities as intended.

15. In giving the opinion expressed in opinion paragraph IV.7 above concerning breaches of and defaults under any Scheduled Agreement, (a) we have relied solely upon lists

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supplied to us in certificates of officials of the Credit Parties of agreements to which any Credit Party is a party or by which any property of any Credit Party is bound and that will survive the closing of the Transactions, the breach of which, non-compliance with which, or default under which would materially and adversely affect the consummation of the Transactions or the financial condition, assets, properties or operations of any Credit Party, which agreements are listed on Schedule 3, (b) we have examined the agreements in the form provided to us by the Borrower, and (c) we have relied upon (i) the Master Trustee's receipt of the Officer's Certificate dated as of the date hereof of the Board President of the Borrower regarding the items listed in Sections 2.05(b), 2.05(c), and 2.05(d) of the Master Indenture, and (ii) the opinion of even date herewith of Kutak Rock LLP, bond counsel, addressed to the Master Trustee, to the effect that Obligation No. 1 is not subject to registration under the Securities Act of 1933, as, amended, and the First Supplemental Master Indenture is not subject to registration under the Trust Indenture Act of 1939, as amended. We have made no further investigation. We have assumed that the Scheduled Agreements will be interpreted in accordance with their plain meaning and construed in accordance with the laws of the State of California applicable to contracts made and to be performed therein (excluding choice of law principles), and we express no opinion as to the effect of any statement or writing that may constitute parol evidence bearing on the interpretation or construction of such agreements. We advise you that, as required by the Los Angeles Unified School District ("**LAUSD**"), the Charters submitted to and approved by the Board of Education of the Los Angeles Unified School District authorizing Camino Nuevo to operate the Schools as charter schools each provide: "Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length." To our knowledge, no administrative or judicial rulings interpreting the meaning of such provision have been issued, and LAUSD has not published any guidance regarding whether related parties have entered into a transaction "in a manner equivalent to arm's length." As a result, we express no opinion whether the execution of the Leases or any other Transaction Documents to which Camino Nuevo (as operator of the Schools) and an Affiliate of Camino Nuevo are parties or in which Camino Nuevo (as operator of the Schools) and an Affiliate of Camino Nuevo are interested violates this provision.

16. In giving the opinion expressed in opinion paragraph IV.7 above concerning violations of any judgment, order or decree of any court or arbitrator identified in Schedule 4, (a) we have relied solely upon (i) such matters as were identified to us in the Litigation Reports and (ii) lists supplied to us in certificates of officials of the Credit Parties of judgments, orders and decrees to which any Credit Party is a party or by which any property of any Credit Party is bound, the breach of which, non-compliance with which, or default under which would materially and adversely affect the consummation of the Transactions or the financial condition, assets, properties or operations of any Credit Party, which judgments, orders and decrees are listed on Schedule 4, and (b) we have examined the judgments, orders and decrees in the form provided to us by the Borrower. We have made no further investigation.

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17. The enforceability of the Transaction Documents may be subject to the effect of Section 2889 of the California Civil Code, which provides that contracts in restraint of the right of redemption are void.

18. The enforceability of the Transaction Documents may be subject to the effect of Sections 2899 and 3433 of the California Civil Code, that require, in specified circumstances, (a) the holder of a lien upon several things to marshal the lien in favor of persons with subordinate liens in some but not all of the same things, and (b) a creditor that is entitled to resort to each of several funds to resort to the funds in a specified order in favor of persons with an interest in, or the right to resort to, some but not all of the funds.

19. We express no opinion as to (a) the title of any entity to or in, or the existence of, any collateral or other property and we call your attention to the fact that any security interest created in any personal property collateral under the Transaction Documents will not attach to such property or be perfected until value has been given and the debtor has rights therein or the power to transfer rights therein, (b) the creation, enforceability or effect of any lien or security interest under the Transaction Documents in any item of collateral or other property subject to any restriction on or prohibition against transfer contained in any rule or law, statute or regulation or in any agreement, lease, license, permit, security, instrument or document constituting, evidencing or relating to such item, except to the extent that any such restriction or prohibition is rendered ineffective pursuant to any of Sections 9406 through 9409, inclusive, of the UCC or is otherwise waived by each person entitled to waive it, (c) the perfection, except to the extent provided in opinion paragraph IV.9 above, or priority of any security interest created under any Transaction Document, (d) whether or to what extent any Transactions will be characterized as sales or transfers for security; or (e) the effect of the bankruptcy, insolvency or receivership of any Transaction Party or of proceedings taken therein on the creation, perfection, priority, enforceability, or effect of any lien or security interest under the Transaction Documents.

20. We advise you that Section 552 of title 11 of the United States Code (the “*Bankruptcy Code*”) limits the extent to which property acquired by a debtor after the commencement of a case under the Bankruptcy Code may be subject to a security interest arising from a security agreement entered into by the debtor before the commencement of such case.

21. We assume that, in enforcing the Transaction Documents, the relevant Transaction Parties will comply with the procedural requirements of California law relating to the exercise of remedies by a secured creditor (*e.g.*, UCC Sections 9601 *et seq.* regarding creditors’ rights with respect to personal property collateral upon the occurrence of a default, California Code of Civil Procedure Sections 726 *et seq.* regarding judicial enforcement of an obligation secured by real property, California Civil Code Sections 2924 *et seq.* regarding the exercise of rights under the power of sale with respect to real property collateral, and California Civil Code Section 2938 with respect to enforcement of an assignment of rents of real property), and we express no opinion

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regarding the availability of any means of enforcement of the assignments of leases and rents contained in the Deeds of Trust except insofar as such Section 2938 expressly authorizes enforcement by the appointment of a receiver by a court in an action for specific performance.

22. Notwithstanding certain language of the Transaction Documents, the Transaction Parties may be limited to recovering only reasonable expenses with respect to the taking, holding, preparing, selling, leasing or conducting similar activities with respect to collateral or other property.

23. We understand that you are relying on a policy or policies of title insurance as to the priority of the liens created by the Deeds of Trust. We express no opinion as to (a) the proper recordation or indexing of the Deeds of Trust, (b) the efficacy of any other steps taken to establish the priority of the liens on or interests in real property created by the Transaction Documents, or (c) the priority of such liens or interests as to the obligations secured thereby as originally incurred or as to any additional or amended indebtedness or forbearance arising under the Transaction Documents. In rendering this opinion, we have not examined the public records of the County or the State of California or of any other county or state.

24. We advise you that Section 882.020 of the California Civil Code provides that the lien of a mortgage, deed of trust or similar instrument that creates a security interest of record in real property to secure a debt or other obligation becomes unenforceable: (a) if the final maturity date or the last date fixed for payment of the debt or performance of the obligation is ascertainable from the recorded evidence of indebtedness, 10 years after that date or (b) if the final maturity date or the last date fixed for payment of the debt or performance of the obligation is not ascertainable from the recorded evidence of indebtedness, or if there is no final maturity date or last date fixed for payment of the debt or performance of the obligation, 60 years after the date the instrument that created the security interest was recorded, in each case unless a notice of intent to preserve the security interest is recorded as more fully set forth in the statute.

25. We express no opinion as to the validity or the enforceability of any provisions of the Transaction Documents that: (a) require the provision of hazard insurance coverage against risks to the improvements on real property in an amount exceeding the replacement value of the improvements on the real property, (b) impose requirements respecting impound accounts in conflict with applicable law, (c) provide for the application of insurance or condemnation proceeds to reduce indebtedness, (d) purport to make any transfer or assignment of leases of, or of rents, issues, and profits from, any real property absolute, purport to make any such transfer or assignment enforceable without the transferee's or the assignee's taking steps to enforce such transfer or assignment in accordance with applicable law or purport to allow the transferee or assignee to collect any such rents, issues and profits and not apply those collections to the expenses of operating the real property or to the indebtedness owing to the transferee or assignee, (e) purport to prevent any party from becoming a mortgagee in possession notwithstanding any enforcement

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actions taken under or in connection with the Transaction Documents, (f) contain a waiver of any party's statutory right to reinstate an obligation secured by real property by paying the delinquent amounts of the fully accelerated debt at any time prior to the time provided by statute or that contain a waiver of any right of redemption, (g) provide for the acceleration of any indebtedness upon any transfer or further encumbrance of any of the real property collateral, or upon a change of ownership of any entity that directly or indirectly owns any interest in any such collateral, except to the extent that (i) such provisions are made enforceable pursuant to the federal preemption afforded by the Garn-St. Germain Depository Institutions Act of 1982, as set forth as 12 U.S.C. 1701j-3 and the regulations adopted pursuant thereto, or (ii) enforcement is reasonably necessary to protect against impairment of the beneficiary's security or an increase in the risk of default, or (h) prohibit or limit a Landlord's giving consent to an assignment or subletting of the interest of a tenant of the Facilities when the Landlord is obligated to give such consent under California Civil Code Sections 1995.010-1995.340.

26. The enforceability of the Transaction Documents may be subject to the effect of laws governing enforcement, foreclosure and disposition procedures regarding real property collateral and obligations secured thereby, including, without limitation, (a) laws limiting attorneys' or trustees' fees in connection with the enforcement or foreclosure of a mortgage or deed of trust and (b) the antideficiency, fair value, and one form of action provisions of California law, including, without limitation, Sections 580a, 580b, and 580d and Section 726 of the California Code of Civil Procedure. We express no opinion regarding the enforceability of any provisions of the Transaction Documents that are in conflict with such laws or that waive any rights or defenses based on such laws. We advise you that certain rights and remedies of the trustee or the beneficiary under the Deeds of Trust may be limited by statutory and equitable rights of redemption and reinstatement.

27. We express no opinion regarding the enforceability of any Deed of Trust or of any obligations secured by any Deed of Trust (including obligations that arise or also arise under separate agreements) after (a) any release of any real property encumbered by the Deed of Trust from the lien of the Deed of Trust without the concurrent consent of the trustor, (b) the nonjudicial foreclosure of the Deed of Trust, or (c) the entry of judgment in an action for the enforcement of an obligation secured by the Deed of Trust.

28. With respect to the opinions and qualifications set forth above, you should be aware of the following provisions of California law:

a. Section 726 of the California Code of Civil Procedure provides that any action to recover on a debt or other right secured by a mortgage or a deed of trust on real property must comply with the requirements of that section, which requirements relate to and specify the procedures for the sale of encumbered property, the application of proceeds, the rendition in certain cases of a deficiency judgment, and other related matters.

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We advise you that in such an action or proceeding, the debtor may require the creditor to exhaust all of its security before a personal judgment may be obtained against the debtor for a deficiency. We also advise you that failure to comply with the provisions of Section 726 (including an attempt to exercise a right to set off with respect to any funds of a borrower that may be deposited with the lender from time to time and with respect to which the lender does not hold a perfected security interest) may result in the loss of the lender's liens on the real and personal property collateral and the loss of the lender's right to a deficiency judgment. *See, e.g., Walker v. Community Bank*, 10 Cal. 3d 729, 518 P.2d 329, 111 Cal. Rptr. 897 (1974); *Security Pacific Nat'l Bank v. Wozab*, 51 Cal. 3d 991, 275 Cal. Rptr. 201, 800 P.2d 557 (1990). For example, in *Security Pacific Nat'l Bank v. Wozab, supra*, the lender was held to have lost its lien on real property security by exercising a right of setoff with respect to funds of the borrower deposited with the lender and as to which the lender did not have a security interest.

b. Section 580d of the California Code of Civil Procedure provides that no deficiency judgment shall be rendered upon a note secured by a deed of trust or mortgage on real property after sale of the real property under the power of sale contained in such deed of trust or mortgage.

c. Section 2924c of the California Civil Code provides that whenever the maturity of an obligation secured by a deed of trust or mortgage on real property is accelerated by reason of a default in the payment of interest or in the payment of any installment of principal or other sums secured thereby, or by reason of failure of the trustor or mortgagor to pay taxes, assessments, or insurance premiums, the trustor or mortgagor and certain other specified persons have the right, to be exercised at any time within the reinstatement period described in such section, to cure such default by paying the entire amount then due (including certain reasonable costs and expenses incurred in enforcing such obligations but excluding any principal amount that would not then be due had no default occurred) and thereby cure the default and reinstate such deed of trust or mortgage and the obligations secured thereby to the same effect as if no acceleration had occurred. If the power of sale in the deed of trust or mortgage is not to be exercised, such reinstatement right may be exercised at any time prior to entry of the decree of foreclosure.

d. Section 726.5 of the California Code of Civil Procedure authorizes, under certain circumstances, a real estate-secured commercial lender to waive its lien against a parcel of "environmentally impaired" security (as therein defined) and sue the borrower without foreclosing on the real property collateral for the loan.

e. Section 736 of the California Code of Civil Procedure permits a secured lender, under certain circumstances, to sue for breach of contract relating to any "environmental provisions" (as therein defined) concerning real property security without

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foreclosing on the real property security or in an action brought following foreclosure, whether judicial or nonjudicial.

f. Under Sections 729.020 and 729.030 of the California Code of Civil Procedure, upon a sale of the real property encumbered by a deed of trust pursuant to a judicial foreclosure in accordance with the provisions of the California Code of Civil Procedure, the judgment debtor and the judgment debtor's successors in interest, as applicable, may have the right to redeem the property for a period of up to one year following the date of the sale.

29. We advise you that, in the case of a loan secured by real property, Section 2955.5 of the California Civil Code requires the lender to disclose to the borrower, in writing, as soon as practicable and before execution of any note or security documents, that no lender shall require a borrower, as a condition of receiving or maintaining a loan secured by real property, to provide hazard insurance coverage against risks to the improvements on that real property in an amount exceeding the replacement value of the improvements on the property.

30. We express no opinion as to the creation or perfection of any security interest except to the extent that Division 9 of the UCC governs either such matter, and therefore our opinions with respect to such matters do not address (a) laws of jurisdictions other than California, (b) laws of California other than Division 9 of the UCC, (c) collateral of a type not subject to Division 9 of the UCC, or (d) under the UCC, what law governs perfection or the effect of perfection or non-perfection of any security interest.

31. We advise you that, under the UCC, events occurring subsequent to the creation or perfection of a security interest subject to the UCC may affect such security interest or the perfection thereof, including, but not limited to, factors of the type identified in Section 9315 of the UCC with respect to proceeds; Section 9316 of the UCC with respect to changes in governing law or the location of the debtor; Sections 9507 and 9508 of the UCC with respect to the name and identity of the debtor; Section 9339 of the UCC with respect to subordination agreements; and Sections 9320, 9330 and 9331 of the UCC with respect to subsequent purchasers of collateral. In addition, actions taken by a secured party (e.g., releasing or assigning the security interest, delivery of possession of the collateral to the debtor or another Person and voluntarily subordinating a security interest) may affect the validity, perfection or priority of a security interest. We assume that none of the Collateral constitutes consumer goods, equipment used in farming operations, farm products, federal crop insurance, timber to be cut or as-extracted collateral (as such terms are or may be defined in the UCC) and we express no opinion as to the creation or perfection of a security interest in commercial tort claims.

32. We call to your attention that, under the UCC, with certain limited exceptions, a financing statement is effective for a period of five years after the date of filing

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thereof or, in the case of an initial financing statement filed in connection with a public-finance transaction, for a period of 30 years after the date of filing thereof if it indicates that it is filed in connection with a public-finance transaction, and a financing statement will lapse on the expiration of the period of its effectiveness unless before the lapse a continuation statement is filed within six months prior to the end of such five-year or 30-year period. Upon lapse, a financing statement ceases to be effective and any security interest perfected thereby becomes unperfected, unless the security interest is perfected otherwise. With certain limited exceptions, the timely filing of a continuation statement continues the effectiveness of the initial financing statement for a period of five years commencing on the day on which the financing statement would have become ineffective in the absence of the filing. Upon the expiration of the five-year period, the initial financing statement lapses, unless, before the lapse, another continuation statement is timely filed. Succeeding continuation statements may be filed in the same manner to continue the effectiveness of the initial financing statement.

33. We advise you that, under certain circumstances, a lease between a borrower, as lessor, and the borrower's affiliate, as lessee, may be disregarded and the lessee may be treated as the lender's borrower for purposes of determining the rights and remedies of the lender in the event of the bankruptcy of the borrower and the lessee. *See, e.g., In re Best Products Co., Inc.*, 157 B.R. 222 (Bankr. S.D.N.Y. 1993).

34. We offer no opinion with respect to the validity or enforceability of any provisions of the Transaction Documents that:

a. Purport to prohibit or limit the right of any lessee, sublessee or sub-sublessee of the Facilities to assign or sublet its interest in the Facilities and conflict with California Civil Code Sections 1995.010-1995.340; or

b. Conflict with California Civil Code Sections 1951.2 – 1951.8.

35. Certain remedies, waivers and other provisions contained in the Leases may not be enforceable; nevertheless, subject to the other assumptions, exceptions, qualifications and limitations in this letter, in the event of a material breach by Camino Nuevo or Pueblo Nuevo, as applicable, of a material covenant contained in a Lease, such unenforceability will not preclude (a) an action for damages in accordance with applicable law for the breach of such material covenant or (b) the termination of the Lease.

36. In giving the opinion expressed in paragraph IV.10 above concerning the establishment of each School as a charter school pursuant to the Charter School Law, we have examined the Charter for each School and the approval of the Charter by each School's charter authorizer in the forms provided to us by Camino Nuevo and the Certificate of Officer of Camino Nuevo listed in Schedule 2 attached hereto, and, in reliance upon the Certificate of Officer of

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Camino Nuevo listed in Schedule 2 attached hereto, we have assumed that, as of the date hereof, there has not been any change in such approvals.

37. The opinions expressed in paragraph IV.11 above are based solely on: (a) the articles of incorporation and bylaws of the Borrower and Camino Nuevo listed in Schedule 2 hereto, (b) the letters from the Internal Revenue Service (the “Service”) to the Borrower and Camino Nuevo listed in Schedule 2 hereto, (c) IRS Tax-Exempt Organization Search (on-line version last updated on [*], which identifies the Borrower as a “supporting organization,” Camino Nuevo as a “public charity,” and Pueblo Nuevo as a “public charity,” (d) the Forms 990 of the Borrower, Camino Nuevo, and Pueblo Nuevo listed in Schedule 2 hereto, (e) the officer certificates listed in Schedule 2 hereto, (f) the financial statements listed in Schedule 2 hereto, (g) any other information or documents that we have considered necessary to provide a basis for the opinions, and (h) analysis of the information referred to above based on the Code and related regulations, judicial and administrative rulings and official policy statements of the Service, where applicable.

38. Our opinions are limited to the federal law of the United States and the law of the State of California, but in each case only to laws that in our experience are typically applicable to transactions of the type exemplified by the Transaction Documents. We express no opinion with respect to compliance with any law, rule, or regulation that, as a matter of customary practice, is understood to be covered only when an opinion refers to it expressly. Without limiting the generality of the foregoing and except as specifically addressed herein, we express no opinion on local or municipal laws, antitrust, unfair competition, environmental, land use, antifraud, securities, tax, pension, labor, employee benefit, health care, privacy, margin, insolvency, avoidable transfer, antiterrorism, money laundering, racketeering, criminal and civil forfeiture laws, foreign corrupt practices, foreign asset or trading controls, or investment company laws, or laws or rules requiring preclearance with the Committee on Foreign Investment in the United States (or any successor thereto). The laws covered by this letter are referred to herein as the “**Covered Law**.”

39. In giving the confirmation expressed in confirmation paragraph V.2 above concerning certain pending or threatened actions, suits, proceedings, inquiries or investigations, we have considered only such matters actually known by us and matters identified to us in (a) the Litigation Reports and (b) certificates of officials of the Credit Parties. We have made no further investigation.

40. In giving the confirmation expressed in confirmation paragraph V.3 above concerning any certain defaults, we have considered only such defaults actually known by us and defaults identified to us in certificates of officials of the Credit Parties. We have made no further investigation.

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VII. LIMITATION ON USE AND SCOPE OF OPINION

This letter is provided as a legal opinion and not as a guaranty of a particular outcome. It is limited to the matters expressly set forth herein, and no opinion is implied or may be inferred beyond the opinions expressly stated. This letter is rendered solely as of the date hereof, and we undertake no obligation to update or supplement this letter after the date hereof for any addressee or any other person or to advise you of any facts or circumstances occurring subsequent to the date of this letter, regardless of whether they affect the opinions stated herein. This letter shall be interpreted in accordance with the customary practice of lawyers who regularly give opinions in transactions of this type and lawyers who regularly review them for opinion recipients, as expressed in Legal Ops. Comm. of the Am. Bar Ass'n Bus. Law Section & Working Grp. on Legal Ops., *Statement of Opinion Practices*, 74 Bus. Law 807 (2019) and Ops. Comm. of the Bus. Law Section of the Cal. Lawyers Ass'n, *Sample California Third-Party Legal Opinion Letter for Personal Property Secured Financing Transactions*, 75 Bus. Law 1831 (2020).

This letter may be relied upon solely by the addressees hereof and Kutak Rock LLP, as bond counsel, for use in connection with the Transactions. No other party (including any person purchasing any of the Series 2023 Bonds from you) may rely upon this letter or the opinions expressed herein without our prior written consent.

Very truly yours,

MUSICK, PEELER & GARRETT LLP

BLH:blh

Attachments

2066945.3

Schedule 1

Transaction Documents

1. Bond Purchase Agreement.
2. Master Indenture.
3. First Supplemental Master Indenture.
4. Obligation No. 1.
5. Indenture.
6. Series 2023 Bonds.
7. Loan Agreement.
8. Deeds of Trust.
9. Leases.
10. Intercept Notice.
11. Subordination Non-Disturbance and Attornment Agreements dated as of [*], 2023, by and among the Landlords, Camino Nuevo, and the Master Trustee .
12. Continuing Disclosure Agreement.
13. Tax Regulatory Agreement.
14. Preliminary Limited Offering Memorandum.
15. Limited Offering Memorandum.

Schedule 2

Other Documents

Borrower

1. Copies of the Articles of Incorporation of the Borrower and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Bylaws of the Borrower, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to the Borrower.
4. Certificate of Officer dated as of the date hereof executed by the Board President of the Borrower.
5. Certificate of Secretary dated as of the date hereof executed by the Secretary of the Borrower.
6. A letter from the Service to the Borrower dated November 20, 2013, confirming the Service's determination that the Borrower is an organization exempt from Federal income tax under Section 501(c)(3) of the Code.
7. The Forms 990 Returns of Organizations Exempt from Income Tax for the years ended June 30, 2019, June 30, 2020, and June 30, 2021, filed by the Borrower with the Service.
8. Audited Financial Statements for the Borrower for the years ended June 30, 2020, June 30, 2021, and June 30, 2022.

3500 West Temple LLC ("3500 Temple LLC")

1. Copies of the Articles of Organization of 3500 Temple LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Operating Agreement of 3500 Temple LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to 3500 Temple LLC.

Fifteenth and Ardmore LLC ("Ardmore LLC")

1. Copies of the Articles of Organization of Ardmore LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.

2. Operating Agreement of Ardmore LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to Ardmore LLC.

GNLA 697 S Burlington LLC (“Burlington LLC”)

1. Copies of the Articles of Organization of Burlington LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Operating Agreement of Burlington LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to Burlington LLC.

GNLA 3435 W Temple LLC (“3435 Temple LLC”)

1. Copies of the Articles of Organization of 3435 Temple LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Operating Agreement of 3435 Temple LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to 3435 Temple LLC.

Camino Nuevo

1. Copies of the Articles of Incorporation of Camino Nuevo and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Bylaws of Camino Nuevo, with all amendments thereto, if any, certified as of the date hereof by the Secretary of Camino Nuevo.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to Camino Nuevo.
4. Certificate of Officer dated as of the date hereof executed by the Chief Executive Officer of Camino Nuevo.

5. Certificate of Secretary dated as of the date hereof executed by the Secretary of Camino Nuevo.
6. A letter from the Service to Camino Nuevo dated February 26, 2001, confirming the Service's determination that Camino Nuevo that Camino Nuevo is exempt from federal income tax as an organization described in section 501(c)(3) of the Code.
7. The Forms 990 Returns of Organizations Exempt from Income Tax for the years ended June 30, 2019, June 30, 2020, and June 30, 2021, filed by Camino Nuevo with the Service.
8. Audited Financial Statements for Camino Nuevo for the years ended June 30, 2020, June 30, 2021, and June 30, 2022.

Pueblo Nuevo

1. Copies of the Articles of Incorporation of Pueblo Nuevo and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Bylaws of Pueblo Nuevo, with all amendments thereto, if any, certified as of the date hereof by the Secretary of Pueblo Nuevo.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to Pueblo Nuevo.
4. Certificate of Officer dated as of the date hereof executed by the [Board President] of Pueblo Nuevo.
5. Certificate of Secretary dated as of the date hereof executed by the Secretary of Pueblo Nuevo.
6. A letter from the Service to Pueblo Nuevo dated October 25, 2016, confirming the Service's determination that Pueblo Nuevo is an organization exempt from Federal income tax under Section 501(c)(3) of the Code.
7. The Forms 990 Returns of Organizations Exempt from Income Tax for the years ended June 30, 2019, June 30, 2020, and June 30, 2021, filed by Pueblo Nuevo with the Service.
8. Audited Financial Statements for Pueblo Nuevo for the years ended June 30, 2020, June 30, 2021, and June 30, 2022.

Schedule 3

Agreements

1. The Charter for each School.

TBD

Schedule 4

Judgments, Orders and Decrees

1. None.

Schedule 5

Litigation Reports

1. Search Reports dated January 19, 2023, prepared by CLAS Information Services regarding the Borrower, the Landlords (other than GNLA 3435 W Temple LLC, which was formed on February 1, 2023), Camino Nuevo, and Pueblo Nuevo.

Exhibit A
Financing Statements

(See attached)

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ATTORNEYS AT LAW

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FILE No.: 13867.004

[*], 2023

California School Finance Authority
State Treasurer's Office
300 South Spring Street, Suite 8500
Los Angeles, California 90013

RBC Capital Markets, LLC
777 S. Figueroa St., Suite 850
Los Angeles, CA 90017

U.S. Bank Trust Company, National
Association
As Master Trustee
633 West 5th St., 24th Floor
Los Angeles, CA 90071

Re: California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable)

Ladies and Gentlemen:

We have acted as counsel to (i) Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (the "**Borrower**"), (ii) 3500 West Temple LLC, Fifteenth and Ardmore LLC, GNLA 697 S Burlington LLC, and GNLA 3435 W Temple LLC (collectively, the "**Landlords**"), each of which is a California limited liability company, (iii) Camino Nuevo Charter Academy, a California nonprofit public benefit corporation ("~~CNCA~~" "**Camino Nuevo**"), and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation ("~~PN-EDG~~", in "**Pueblo Nuevo**"), in connection with the issuance of California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A and California School Finance Authority Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the "**Series 2023 Bonds**") pursuant to an Indenture dated as of [*], 2023, (the "**Indenture**"), by and between the California School Finance Authority (the "**Authority**") and U.S. Bank Trust Company, National Association, as trustee thereunder (the "**Bond Trustee**"), and the related loan (the "**Loan**") made or to be made to the Borrower by the Authority. The Borrower, the Landlords, ~~CNCA~~ **Camino Nuevo**, and ~~PN-EDG~~ **Pueblo Nuevo** are sometimes referred to in this letter individually as an "**Credit Party**" and collectively as the "**Credit Parties**." This letter is delivered to you at the request of the Borrower

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and ~~CNCA~~ Camino Nuevo pursuant to Section 12(c)(i) of the Bond Purchase Agreement (as defined below).

Unless the context of its use clearly requires otherwise, each capitalized term that is defined in the Indenture, the Loan Agreement, or the Master Indenture (as defined below) and that is used (including in the Schedules attached hereto) but not otherwise defined herein (including in the Schedules attached hereto) has the meaning given to it in the Indenture, the Loan Agreement, or the Master Indenture (as defined below).

I. STRUCTURE OF TRANSACTIONS

Our opinion herein is based on the below-described general transaction structure.

The Series 2023 Bonds will be issued pursuant to the Indenture. The Authority will loan the proceeds of the sale of the Series 2023 Bonds to the Borrower pursuant to the terms of a Loan Agreement, dated as of [*], 2023 (the “*Loan Agreement*”), by and between the Authority and the Borrower and acknowledged and agreed to by the Landlords. The Borrower will use the proceeds of the Loan to: (1) refinance costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of certain charter school educational facilities (the “*Facilities*”), (2) ~~finance certain capital improvements to the Facilities;~~ (3) ~~pay capitalized interest on the Series 2023 Bonds;~~ (4) fund a debt service reserve fund with respect to the Series 2023 Bonds; (5) ~~fund related working capital;~~ and (6) ~~3~~ pay certain expenses incurred in connection with the issuance of the Series 2023 Bonds (collectively, the “*Project*”). A deposit to a debt service reserve account for the Series 2023 Bonds in an amount equal to the Reserve Account Requirement will be funded by proceeds of a grant pursuant to the Authority’s Charter School Facilities Credit Enhancement Program or another similar program administered by the Authority.

The Facilities will be leased to ~~CNCA or PN-EDG~~ Camino Nuevo or Pueblo Nuevo pursuant to certain Lease Agreements, each dated as of [____] 1, 2023, (collectively, the “*Leases*”), each by and between ~~CNCA or PN-EDG~~ Camino Nuevo or Pueblo Nuevo, as applicable, and the applicable Landlord.

~~CNCA~~ Camino Nuevo operates the charter schools known as Camino Nuevo High School #2, Camino Nuevo Elementary #3, and Camino Nuevo Charter Academy (collectively, the “*Schools*”) under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code).

The Series 2023 Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Bond Trustee pursuant to the Loan Agreement and Obligation No. 1 relating to the Series 2023 Bonds (“*Obligation No. 1*”) issued by

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the Borrower in an amount equal to the aggregate principal amount of the Series 2023 Bonds pursuant to a Master Indenture of Trust, dated as of [] 1, 2023, (the “**Original Master Indenture**”), as supplemented by a Supplemental Master Indenture for Obligation No. 1, dated as of [] 1, 2023, (the “**First Supplemental Master Indenture**” and, together with the Original Master Indenture, the “**Master Indenture**”), each by and between the Borrower, as representative of the Obligated Group, the initial Members of the Obligated Group, and U.S. Bank Trust Company, National Association, as master trustee thereunder (the “**Master Trustee**”). The initial Members of the Obligated Group are the Landlords. As security for the Series 2023 Bonds and Obligation No. 1, each Landlord has granted, for the benefit of the Master Trustee, a lien on the Facilities owned or leased by such Landlord pursuant to a Deed of Trust with Assignment of Rents, Security Agreement and Fixture Filing dated as of [*], 2023, (each, a “**Deed of Trust**” and, collectively, the “**Deeds of Trust**”). [Camino Nuevo has joined the Deed of Trust executed by 3500 West Temple LLC to grant, for the benefit of the Master Trustee, a lien on the Facilities owned by Camino Nuevo.](#)

Simultaneously with the issuance of the Series 2023 Bonds, [CNCA-Camino Nuevo](#) will provide to the Controller of the State of California, notices (each an “**Intercept Notice**”) with respect to the Schools, as applicable, including schedules of transfers to the Bond Trustee for amounts to become due and payable on the Series 2023 Bonds to intercept certain amounts apportioned by the State (collectively, the “**Intercept**”) pursuant to Section 17199.4 of the California Education Code.

The Series 2023 Bonds were sold pursuant to a Bond Purchase Agreement, dated [*], 2023, (the “**Bond Purchase Agreement**”) by and among RBC Capital Markets, LLC (the “**Underwriter**”), the Honorable Fiona Ma, Treasurer of the State of California, as agent for sale on behalf of the Authority, the Authority, the Borrower, and [CNCA-Camino Nuevo](#).

A Preliminary Limited Offering Memorandum dated [*], 2023, (the “**Preliminary Limited Offering Memorandum**”) and a Limited Offering Memorandum dated [*], 2023, (the “**Limited Offering Memorandum**”) have been prepared to furnish information with respect to the sale and delivery of the Series 2023 Bonds. The Borrower and [CNCA-Camino Nuevo](#) will undertake pursuant to a Continuing Disclosure Agreement dated as of [*], 2023, (the “**Continuing Disclosure Agreement**”) to provide annual reports, quarterly reports, and notices of certain events relating to the Series 2023 Bonds.

II. DOCUMENTS EXAMINED

We have been furnished with and have examined originals or copies, certified or otherwise identified to our satisfaction, of the documents listed in Schedule 1 hereto (collectively, the “**Transaction Documents**”), the documents listed in Schedules 2, 3, and 4 hereto, the litigation search reports (“**Litigation Reports**”) identified on Schedule 5 hereto, the Form UCC-1 Financing

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Statements attached hereto as Exhibit A (the “~~Landlord~~ **Financing Statements**”), and such other records of the Credit Parties, agreements and other instruments, certificates of officers and representatives of the Credit Parties, certificates of public officials and other documents as we have considered necessary to provide a basis for the opinions hereinafter expressed. In rendering the opinions hereinafter expressed, we have relied solely upon our examination of the foregoing documents and certificates, and we have made no independent verification of the factual matters set forth in such documents or certificates.

III. CERTAIN ASSUMPTIONS

In rendering the opinions hereinafter expressed, we have assumed the legal capacity of natural persons, the genuineness of all signatures, the authenticity of all documents submitted to us as originals, the conformity to originals of all documents submitted to us as copies, and the accuracy, completeness and authenticity of all certificates of public officers.

With your approval, we also have assumed that:

- A. Each party to the Transaction Documents (each such party’s being, individually, a “**Transaction Party**”) has duly executed and delivered the Transaction Documents to which it is a party, provided that this assumption does not apply to the Credit Parties;
- B. The Transaction Parties have entered into the Transaction Documents in good faith and free from any fraud, misrepresentation, coercion, undue influence, duress, mutual mistake or criminal activity;
- C. Each of the Transaction Documents to which a Transaction Party other than a Credit Party is a party is a valid and binding obligation of such other Transaction Party, enforceable against such other Transaction Party in accordance with its terms, including under the law of the jurisdiction of such other Transaction Party’s incorporation or organization, subject to (i) bankruptcy, insolvency, reorganization, arrangement, moratorium, and other similar laws of general applicability relating to or affecting creditors’ rights generally; and (ii) general principles of equity, including without limitation concepts of materiality, reasonableness, and good faith and fair dealing, regardless of whether considered in a proceeding in equity or at law;
- D. There are no agreements or understandings among the Transaction Parties, written or oral, and there is no usage of trade or course of prior dealing among the Transaction Parties that would, in either case, define, supplement or qualify the terms of the Transaction Documents;

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E. Legally adequate consideration has been given for the transactions contemplated by the Transaction Documents and the Limited Offering Memorandum (the “*Transactions*”) and the obligations of the Credit Parties in the Transaction Documents;

F. The Facilities are located in Los Angeles County, California (the “*County*”), all collateral described in each Deed of Trust that constitutes fixtures is and will be located on the respective Facilities, each Landlord had or will have an interest of record in the respective Facilities at the time of the recording of the Deed of Trust executed by such Landlord, [Camino Nuevo had or will have an interest of record in the respective Facilities at the time of the recording of the Deed of Trust executed by Camino Nuevo.](#) and the description of the respective Facilities in each Deed of Trust is accurate and legally sufficient to enable a subsequent purchaser, mortgagee or secured party to identify such property;

G. The description of the property subject to each Lease is accurate and legally sufficient to describe the real property intended to be demised in such Lease; and

H. The descriptions in the Deeds of Trust of the personal property collateral encumbered thereby (collectively, the “*Collateral*”) are sufficient within the meaning of Sections 9108 and 9504 of the Uniform Commercial Code as in effect on the date hereof in the State of California (the “*UCC*”), and the name of the secured party set forth in the Deed of Trust and the ~~Landlord~~-Financing Statements is sufficient to identify the secured party

IV. OPINIONS

Based upon and subject to the foregoing and to the qualifications and limitations set forth below, we are of the opinion that, to the extent federal law or the law of the State of California applies to the Transaction Documents:

1. Each of the Borrower, [CNCA Camino Nuevo](#), and ~~PN-EDG-Pueblo Nuevo~~ is a nonprofit public benefit corporation duly organized, validly existing and in good standing under the laws of the State of California. Each Landlord is a limited liability company duly organized, validly existing and in good standing under the laws of the State of California.

2. The Borrower is the sole member of each Landlord, and each Landlord is disregarded as separate from the Borrower for federal income tax purposes.

3. Each Credit Party has the corporate or limited liability company power, as applicable, to enter into and perform its obligations under the Transaction Documents to which it is a party and to carry out its business as presently conducted.

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4. Each Credit Party has taken all corporate or limited liability company action, as applicable, necessary to authorize the execution and delivery of, and the performance of its obligations under, each of the Transaction Documents to which it is a party. Each Credit Party has duly executed and delivered the Transaction Documents to which it is a party. The Borrower and [CNCA Camino Nuevo](#) have authorized the use and distribution by the Underwriter of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum.

5. Each of the Transaction Documents to which a Credit Party is a party is a valid and binding obligation of such Credit Party, enforceable against such Credit Party in accordance with its terms.

6. All consents, approvals, authorizations or orders of, and filings, registrations and qualifications on the part of each Credit Party with, any United States federal or California state regulatory authority or governmental body pursuant to any Covered Law (as defined in Paragraph VI.38 of this letter) required for the approval and distribution of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum by the Borrower and [CNCA Camino Nuevo](#), for the approval of the Indenture by the Borrower, and for each Credit Party to execute and deliver, and perform its obligations under, the Transaction Documents to which it is a party have been obtained or made, other than such filings, recordings or indexing as may be necessary to perfect or give constructive notice of the liens or security interests granted by the Credit Party pursuant to the Transaction Documents, provided that we express no opinion as to any approvals or consents as may be required under any state or federal blue sky securities laws.

7. The approval and distribution of the Limited Offering Memorandum by the Borrower and [CNCA Camino Nuevo](#), the approval of the Indenture by the Borrower, and the execution and delivery by each Credit Party of the Transaction Documents to which it is a party do not, and the performance by each Credit Party of its obligations under those Transaction Documents to which it is a party will not (a) violate the articles of incorporation or organization or the bylaws or operating agreement of the Credit Party, (b) result in a breach of or constitute a default under any agreements that have been identified to us as agreements to which any Credit Party is a party or by which any property of a Credit Party is bound and that will survive the closing of the Transactions, the breach of which, non-compliance with which, or default under which would materially and adversely affect the consummation of the Transactions or the financial condition, assets, properties, or operations of any Credit Party, which agreements (the “*Scheduled Agreements*”) are listed in Schedule 3 hereto, or result in the creation of any security interest in, or lien upon, any properties or assets of any Credit Party under any of the Scheduled Agreements, but excluding (i) financial covenants and similar provisions therein that require financial calculations or determinations to determine compliance and (ii) provisions relating to the occurrence of a “material adverse effect” or “material adverse change” or words or concepts to

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similar effect, (c) violate any judgment, order, or decree of any court or arbitrator listed in Schedule 4 hereto, or (d) violate any statute (or rule or regulation thereunder) under the Covered Law (as defined in Paragraph VI.38 of this letter) to which any Credit Party is subject.

8. Each Deed of Trust is (a) in a proper form for recordation, (b) effective to create a lien on the ~~respective Landlord's~~ interest of the respective Landlord or Camino Nuevo in the respective Facilities for the benefit of the Master Trustee, as beneficiary, (c) effective to create in favor of the Master Trustee a security interest in the Collateral described therein to the extent a security interest in such Collateral may be created under Division 9 of the UCC, and (d) in a form sufficient to constitute a fixture filing (as defined in Section 9102(a)(40) of the UCC). The proper recordation and indexing of each Deed of Trust in the Official Records of the County (the "**County Records**") pursuant to applicable California law will be sufficient to provide constructive notice to third parties of the lien on the respective Facilities created by the Deed of Trust.

9. The security interest of the Master Trustee in that portion of the Collateral described in each Deed of Trust in which a security interest may be perfected by the filing of a fixture filing (as defined in Section 9102(a)(40) of the UCC) under the UCC will be perfected upon the proper recording and indexing of the Deed of Trust in the County Records pursuant to applicable California law. The security interest of the Master Trustee in that portion of the Collateral described in each Deed of Trust in which a security interest may be perfected by the filing of a financing statement under the UCC will be perfected upon the filing of the respective ~~Landlord~~ Financing Statement with the office of the Secretary of State of the State of California.

10. Each of the Borrower, the Landlords, and ~~PN-EDG-Pueblo Nuevo~~ is a "participating party" as defined in the California School Finance Authority Act (constituting Chapter 18 of Part 10 of Division 1 of Title 1 of the California Education Code). Each School is a charter school established pursuant to the Charter School Law and is currently authorized to operate a charter school pursuant a charter petition or charter renewal petition (a "**Charter**") approved by an authorized authority under the Charter School Law.

11. Each of the Borrower, ~~CNCA~~ Camino Nuevo, and ~~PN-EDG-Pueblo Nuevo~~ is an organization described in Section 501(c)(3) of the Code that is exempt from federal income tax under Section 501(a) of the Code, except with respect to any unrelated business income subject to taxation under Section 511 of the Code, and that is not a "private foundation" as described in Section 509(a) of the Code.

12. The Borrower's activity, conducted through the Landlords, of acquiring, constructing, expanding, improving, and equipping public charter school facilities and leasing such facilities to ~~CNCA or PN-EDG~~ Camino Nuevo or Pueblo Nuevo, as described in the Limited Offering Memorandum, is not an unrelated trade or business activity with respect to the Borrower or any Landlord under Section 513(a) of the Code.

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13. ~~CNCA's Camino Nuevo's~~ operation of the Schools is not an unrelated trade or business activity with respect to ~~CNCA-Camino Nuevo~~ under Section 513(a) of the Code.

14. ~~PN-EDG's-Pueblo Nuevo's~~ provision of administrative services to the Schools is not an unrelated trade or business activity with respect to ~~PN-EDG-Pueblo Nuevo~~ under Section 513(a) of the Code.

15. The statements contained in the Limited Offering Memorandum under the captions "INTRODUCTION," "THE SERIES 2023 BONDS," "SECURITY FOR THE SERIES 2023 BONDS," and "THE LEASES" and in Appendix E "SUMMARY OF THE LEASES," excluding any material that may be treated as included under such captions by cross-reference, insofar as such statements expressly summarize certain provisions of the Leases, are accurate in all material respects.

V. CONFIRMATIONS

At your request, we confirm to you:

1. We are not representing any Credit Party in any action or proceeding that is pending, or overtly threatened in writing by a potential claimant, that seeks to enjoin the Transactions or challenge the validity of the Transaction Documents or the performance by the Credit Party of its obligations thereunder.

2. To our knowledge, there are no pending or threatened actions, suits, proceedings, inquiries or investigations, before or by any court, regulatory agency, public board or body affecting any Credit Party or any assets or operations of any Credit Party that, in the opinion of the Chief Executive Officer of ~~CNCA-Camino Nuevo~~ (in the case of ~~CNCA-Camino Nuevo~~), the Board President of the Borrower (in the case of the Borrower and the Landlords), or the [Chief Executive Officer] of ~~PN-EDG-Pueblo Nuevo~~ (in the case of ~~PN-EDG-Pueblo Nuevo~~), if determined adversely to such entity, would materially and adversely affect the consummation of the Transactions, the validity of the Transaction Documents, or the financial condition, assets or operations of any Credit Party.

3. To our knowledge, no Credit Party is in default with respect to any order or decree of any court or any order, regulation or demand of any federal, state, municipal or other governmental agency, which default, in the opinion of the Chief Executive Officer of ~~CNCA-Camino Nuevo~~ (in the case of ~~CNCA-Camino Nuevo~~), the Board President of the Borrower (in the case of the Borrower and the Landlords), or the [Chief Executive Officer] of ~~PN-EDG-Pueblo Nuevo~~ (in the case of ~~PN-EDG-Pueblo Nuevo~~), adversely affect the consummation of the Transactions, the validity of the Transaction Documents, or the financial condition, assets, or operations of the Credit Party.

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4. As counsel to the Credit Parties, we reviewed the Limited Offering Memorandum and participated in discussions with your representatives and your counsel regarding the Limited Offering Memorandum and related matters. We did not participate in the preparation of the Limited Offering Memorandum (other than the portions entitled “SECURITY FOR THE SERIES 2023 BONDS,” “APPENDIX A – CERTAIN INFORMATION REGARDING THE BORROWER, THE LESSEE, AND THE SCHOOLS” and “APPENDIX E – SUMMARY OF THE LEASES”) or any documents (other than the Leases) incorporated by reference in the Limited Offering Memorandum, except that we provided comments on the Limited Offering Memorandum and the Transaction Documents.

5. The purpose of our professional engagement was not to establish or to confirm factual matters set forth in the Limited Offering Memorandum, and we have not undertaken to verify independently any of such factual matters. Moreover, many of the determinations required to be made in the preparation of the Limited Offering Memorandum involve matters of a non-legal nature.

6. Subject to the foregoing and on the basis of the information we gained in the course of performing the services referred to above, we confirm to you that nothing has come to our attention that caused us to believe that the Limited Offering Memorandum, as of its date and as of the date hereof, contained or contains any untrue statement of a material fact or omitted or omits to state any material fact necessary in order to make the statements therein, in the light of the circumstances in which they were made, not misleading, provided, however, that we do not assume any responsibility for the accuracy, completeness or fairness of the statements contained in the Limited Offering Memorandum, and we do not express any belief with respect to the financial statements or other financial, statistical, or accounting data or information or assessments of or reports on the effectiveness of internal control over financial reporting contained in the Limited Offering Memorandum or as to the accuracy, completeness or fairness of the information with respect to the Bond Trustee, the Master Trustee, the Authority, or any appraiser identified in the Limited Offering Memorandum or the information contained in the sections entitled “THE AUTHORITY,” “TAX MATTERS,” or in the Appendices to the Limited Offering Memorandum (other than Appendices A and E).

VI. QUALIFICATIONS AND LIMITATIONS

Our opinions and confirmations set forth above are subject to the following qualifications and limitations:

1. The description of the general transaction structure provided above does not constitute an opinion or confirmation with respect to any matters set forth therein. Our opinions and confirmations are limited to the matters set forth in the “Opinions” and “Confirmations” portions of this letter.

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2. Where a statement herein is qualified by “to our knowledge” or any similar phrase, that knowledge is limited to the actual knowledge of Brian L. Holman and Chet A. Cramin, those lawyers currently in the firm who have been involved in representing the Credit Parties in connection with the Transaction Documents. Except as otherwise expressly indicated, we have not undertaken any independent investigation to determine the accuracy of any such statement, and no inference as to our knowledge of any matters bearing on the accuracy of any such statement should be drawn from the fact of our representation of the Credit Parties.

3. Our opinion expressed in opinion paragraph IV.1 concerning the good standing of the Credit Parties (a) is based solely upon (i) the certificates of status issued by the Secretary of State of the State of California listed on Schedule 2 and (ii) the certificates of officers of the Credit Parties listed on Schedule 2 and (b) is limited to the meaning of “good standing” as such term is used in such certificates of status.

4. Our opinions are subject to: (a) bankruptcy, insolvency, reorganization, arrangement, moratorium, and other similar laws of general applicability relating to or affecting creditors’ rights generally; and (b) general principles of equity, including without limitation concepts of materiality, reasonableness, and good faith and fair dealing, regardless of whether considered in a proceeding in equity or at law.

5. Certain remedies, waivers and other provisions of the Transaction Documents may not be enforceable; nevertheless, subject to the other assumptions, exceptions, qualifications and limitations in this opinion letter, upon a material default by the Borrower in the payment of principal or interest owing under the Loan Agreement or upon a material default by the Borrower in the performance of any other material covenant contained in the Transaction Documents, such unenforceability will not preclude (i) the acceleration of the obligation of the Borrower to repay such principal and interest, (ii) enforcement in accordance with applicable law of the assignments of rents set forth in the Deeds of Trust, (iii) the foreclosure in accordance with applicable law of any liens and security interests created by the Deeds of Trust, and (iv) judicial enforcement in accordance with applicable law of the obligation of the Borrower to repay such principal or such interest as provided in the Loan Agreement.

6. We express no opinion as to the enforceability of: (a) any provisions imposing or providing for the collection of liquidated damages, late charges, prepayment charges, yield maintenance charges, increased interest rates, premiums, or other amounts or accelerating future amounts due (other than principal) without appropriate discount to present value to the extent they constitute a “penalty” or “forfeiture,” (b) provisions that contain a waiver or limitation of (i) broadly or vaguely stated rights, (ii) the benefits of statutory, regulatory, or constitutional rights, unless and to the extent that the statute, regulation, or constitution explicitly allows waiver, (iii) unknown future defenses, or (iv) rights to one or more types of damages, (c) provisions that attempt to change or waive rules of evidence or fix the method or quantum of proof to be applied

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in litigation or other proceedings, (d) provisions for the appointment of a receiver, (e) waivers of rights to jury trials, and (f) provisions that by their express terms state that fewer than all parties to the contract are entitled to recover attorneys' fees and expenses.

7. We express no opinion as to the enforceability of: (a) provisions that provide that all remedies are cumulative, (b) provisions requiring arbitration of disputes arising out of the Transactions or providing for judicial review of any arbitration award, (c) provisions for the indemnity of a party for damages arising out of, or that purport to release or exculpate a party from, its own gross negligence or willful misconduct, (d) provisions that are unconscionable as a matter of law at the time of closing and (e) provisions that purport to waive any applicable statute of limitation.

8. We express no opinion as to the enforceability of: (a) choice-of-law provisions, (b) time-is-of-the-essence clauses, (c) forum or venue selection clauses, consent to jurisdiction clauses (both as to personal and subject matter jurisdiction), and any provisions that permit service of process by means other than those specified by applicable law, (d) provisions appointing one party as attorney-in-fact for an adverse party, (e) provisions stating that the provisions of a Transaction Document are severable, (f) provisions that prohibit oral modifications, (g) self-help remedy provisions, and (h) provisions that require payments to be made free of any setoff, counterclaim or defense.

9. We advise you of California statutory provisions and case law to the effect that a guarantor, including a person that has encumbered its property to secure the obligations of another person, may be discharged, in whole or in part, if the beneficiary of the guaranty alters the obligation of the principal, fails to inform the guarantor of material information pertinent to the principal or any collateral, elects remedies that may impair either the subrogation or reimbursement rights of the guarantor against the principal or the value of any collateral, fails to accord the guarantor the protections afforded a debtor under Division 9 of the UCC or otherwise takes any action that prejudices the guarantor, unless, in any such case, the guarantor has effectively waived such rights or the consequences of such action or has consented to such action. See, e.g., California Civil Code Sections 2799 through 2855; Section 9602 of the UCC; *Sumitomo Bank of California v. Iwasaki*, 70 Cal. 2d 81, 73 Cal. Rptr. 564 (1968); *Union Bank v. Gradsky*, 265 Cal. App. 2d 40, 71 Cal. Rptr. 64 (1968). We advise you that [CNCA-Camino Nuevo](#) may be deemed a guarantor of the obligations of the Borrower or [PN-EDG-Pueblo Nuevo](#) by reason of the Leases to which [CNCA-Camino Nuevo](#) is a party, the Intercepts, and other agreements executed by [CNCA-Camino Nuevo](#), that [PN-EDG-Pueblo Nuevo](#) may be deemed a guarantor of the obligations of the Borrower or [CNCA-Camino Nuevo](#) by reason of the Leases to which [PN-EDG-Pueblo Nuevo](#) is a party and other agreements executed by [PN-EDG-Pueblo Nuevo](#), and that each Landlord may be deemed a guarantor of the obligations of the Borrower or of other Landlords by reason of the Leases, the Master Indenture, the First Supplemental Master

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Indenture, Obligation No. 1, and other agreements executed by the Landlords. While California Civil Code Section 2856 and case law provide that express waivers of a guarantor's right to be discharged are generally enforceable under California law, we express no opinion with respect to the effectiveness of any such waivers.

10. We express no opinion as to the enforceability of: (a) any waivers or variations of rights or obligations of a debtor, including a guarantor, or duties of a secured party under provisions referred to in Sections 1302(b) and 9602 of the UCC, (b) any exculpation, exoneration, indemnification, or contribution or limitation of liability provisions in the Transaction Documents to the extent the enforceability of such provisions is limited by public policy or statutory provisions, (c) any provisions that limit assignment of rights or duties under the Transaction Documents, (d) any provisions that constitute a waiver of illegality, (e) any documents, agreements or instruments, other than Transaction Documents, referred to in the Transaction Documents (even if incorporated therein by reference) or to any schedules or exhibits not expressly identified in this opinion as having been examined by us, (f) any restrictions in the Transaction Documents on the transfer or pledge by any Credit Party of its interest in any collateral or other assets to the extent such restrictions are limited or rendered unenforceable by the provisions of Sections 9406 through 9409 of the UCC, (g) any provisions of the Transaction Documents that constitute an agreement of the parties to agree at a future time, (h) any provisions of the Transaction Documents that provide for the waiver of unknown claims, and (i) any provisions of the Transaction Documents (other than the interest rates set forth in Section 2.02 of the Indenture) that require the payment of interest in excess of interest accrued at the maximum rate permitted by law.

11. The enforceability of the Transaction Documents may be subject to the effect of Section 1670.5 of the California Civil Code, which provides that a contract may be unenforceable if any clause of the contract is unconscionable at the time it is made.

12. We advise you that Section 1717 of the California Civil Code provides that, in any action on a contract where such contract specifically provides that attorneys' fees and costs incurred to enforce the provisions of such contract shall be awarded to one of the parties, the prevailing party, whether it is the party specified in the contract or not, shall be entitled to reasonable attorneys' fees in addition to other costs.

13. We express no opinion with respect to the effect of non-compliance by any Transaction Party (other than a Credit Party) with any law, rule, regulation or decision applicable to the Transactions because of the nature or extent of the business of such Transaction Party.

14. In giving the opinion expressed in opinion paragraph IV.5 above, we express no opinion as to whether any Credit Party has obtained any consents, approvals, licenses, permits or similar authorizations necessary for the development of the Facilities, the demolition,

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construction or rehabilitation of any improvements thereon, or the use or occupation of the Facilities as intended.

15. In giving the opinion expressed in opinion paragraph IV.7 above concerning breaches of and defaults under any Scheduled Agreement, (a) we have relied solely upon lists supplied to us in certificates of officials of the Credit Parties of agreements to which any Credit Party is a party or by which any property of any Credit Party is bound and that will survive the closing of the Transactions, the breach of which, non-compliance with which, or default under which would materially and adversely affect the consummation of the Transactions or the financial condition, assets, properties or operations of any Credit Party, which agreements are listed on Schedule 3, (b) we have examined the agreements in the form provided to us by the Borrower, and (c) we have relied upon (i) the Master Trustee's receipt of the Officer's Certificate dated as of the date hereof of the Board President of the Borrower regarding the items listed in Sections 2.05(b), 2.05(c), and 2.05(d) of the Master Indenture, and (ii) the opinion of even date herewith of Kutak Rock LLP, bond counsel, addressed to the Master Trustee, to the effect that Obligation No. 1 is not subject to registration under the Securities Act of 1933, as amended, and the First Supplemental Master Indenture is not subject to registration under the Trust Indenture Act of 1939, as amended. We have made no further investigation. We have assumed that the Scheduled Agreements will be interpreted in accordance with their plain meaning and construed in accordance with the laws of the State of California applicable to contracts made and to be performed therein (excluding choice of law principles), and we express no opinion as to the effect of any statement or writing that may constitute parol evidence bearing on the interpretation or construction of such agreements. We advise you that, as required by the Los Angeles Unified School District ("**LAUSD**"), the Charters submitted to and approved by the Board of Education of the Los Angeles Unified School District authorizing [ENCA-Camino Nuevo](#) to operate the Schools as charter schools each provide: "Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length." To our knowledge, no administrative or judicial rulings interpreting the meaning of such provision have been issued, and LAUSD has not published any guidance regarding whether related parties have entered into a transaction "in a manner equivalent to arm's length." As a result, we express no opinion whether the execution of the Leases or any other Transaction Documents to which [ENCA-Camino Nuevo](#) (as operator of the Schools) and an Affiliate of [ENCA-Camino Nuevo](#) are parties or in which [ENCA-Camino Nuevo](#) (as operator of the Schools) and an Affiliate of [ENCA-Camino Nuevo](#) are interested violates this provision.

16. In giving the opinion expressed in opinion paragraph IV.7 above concerning violations of any judgment, order or decree of any court or arbitrator identified in Schedule 4, (a) we have relied solely upon (i) such matters as were identified to us in the Litigation Reports and (ii) lists supplied to us in certificates of officials of the Credit Parties of judgments, orders and

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decrees to which any Credit Party is a party or by which any property of any Credit Party is bound, the breach of which, non-compliance with which, or default under which would materially and adversely affect the consummation of the Transactions or the financial condition, assets, properties or operations of any Credit Party, which judgments, orders and decrees are listed on Schedule 4, and (b) we have examined the judgments, orders and decrees in the form provided to us by the Borrower. We have made no further investigation.

17. The enforceability of the Transaction Documents may be subject to the effect of Section 2889 of the California Civil Code, which provides that contracts in restraint of the right of redemption are void.

18. The enforceability of the Transaction Documents may be subject to the effect of Sections 2899 and 3433 of the California Civil Code, that require, in specified circumstances, (a) the holder of a lien upon several things to marshal the lien in favor of persons with subordinate liens in some but not all of the same things, and (b) a creditor that is entitled to resort to each of several funds to resort to the funds in a specified order in favor of persons with an interest in, or the right to resort to, some but not all of the funds.

19. We express no opinion as to (a) the title of any entity to or in, or the existence of, any collateral or other property and we call your attention to the fact that any security interest created in any personal property collateral under the Transaction Documents will not attach to such property or be perfected until value has been given and the debtor has rights therein or the power to transfer rights therein, (b) the creation, enforceability or effect of any lien or security interest under the Transaction Documents in any item of collateral or other property subject to any restriction on or prohibition against transfer contained in any rule or law, statute or regulation or in any agreement, lease, license, permit, security, instrument or document constituting, evidencing or relating to such item, except to the extent that any such restriction or prohibition is rendered ineffective pursuant to any of Sections 9406 through 9409, inclusive, of the UCC or is otherwise waived by each person entitled to waive it, (c) the perfection, except to the extent provided in opinion paragraph IV.9 above, or priority of any security interest created under any Transaction Document, (d) whether or to what extent any Transactions will be characterized as sales or transfers for security; or (e) the effect of the bankruptcy, insolvency or receivership of any Transaction Party or of proceedings taken therein on the creation, perfection, priority, enforceability, or effect of any lien or security interest under the Transaction Documents.

20. We advise you that Section 552 of title 11 of the United States Code (the “*Bankruptcy Code*”) limits the extent to which property acquired by a debtor after the commencement of a case under the Bankruptcy Code may be subject to a security interest arising from a security agreement entered into by the debtor before the commencement of such case.

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21. We assume that, in enforcing the Transaction Documents, the relevant Transaction Parties will comply with the procedural requirements of California law relating to the exercise of remedies by a secured creditor (*e.g.*, UCC Sections 9601 *et seq.* regarding creditors' rights with respect to personal property collateral upon the occurrence of a default, California Code of Civil Procedure Sections 726 *et seq.* regarding judicial enforcement of an obligation secured by real property, California Civil Code Sections 2924 *et seq.* regarding the exercise of rights under the power of sale with respect to real property collateral, and California Civil Code Section 2938 with respect to enforcement of an assignment of rents of real property), and we express no opinion regarding the availability of any means of enforcement of the assignments of leases and rents contained in the Deeds of Trust except insofar as such Section 2938 expressly authorizes enforcement by the appointment of a receiver by a court in an action for specific performance.

22. Notwithstanding certain language of the Transaction Documents, the Transaction Parties may be limited to recovering only reasonable expenses with respect to the taking, holding, preparing, selling, leasing or conducting similar activities with respect to collateral or other property.

23. We understand that you are relying on a policy or policies of title insurance as to the priority of the liens created by the Deeds of Trust. We express no opinion as to (a) the proper recordation or indexing of the ~~Deed-Deeds~~ of Trust, (b) the efficacy of any other steps taken to establish the priority of the liens on or interests in real property created by the Transaction Documents, or (c) the priority of such liens or interests as to the obligations secured thereby as originally incurred or as to any additional or amended indebtedness or forbearance arising under the Transaction Documents. In rendering this opinion, we have not examined the public records of the County or the State of California or of any other county or state.

24. We advise you that Section 882.020 of the California Civil Code provides that the lien of a mortgage, deed of trust or similar instrument that creates a security interest of record in real property to secure a debt or other obligation becomes unenforceable: (a) if the final maturity date or the last date fixed for payment of the debt or performance of the obligation is ascertainable from the recorded evidence of indebtedness, 10 years after that date or (b) if the final maturity date or the last date fixed for payment of the debt or performance of the obligation is not ascertainable from the recorded evidence of indebtedness, or if there is no final maturity date or last date fixed for payment of the debt or performance of the obligation, 60 years after the date the instrument that created the security interest was recorded, in each case unless a notice of intent to preserve the security interest is recorded as more fully set forth in the statute.

25. We express no opinion as to the validity or the enforceability of any provisions of the Transaction Documents that: (a) require the provision of hazard insurance coverage against risks to the improvements on real property in an amount exceeding the replacement value of the improvements on the real property, (b) impose requirements respecting

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impound accounts in conflict with applicable law, (c) provide for the application of insurance or condemnation proceeds to reduce indebtedness, (d) purport to make any transfer or assignment of leases of, or of rents, issues, and profits from, any real property absolute, purport to make any such transfer or assignment enforceable without the transferee's or the assignee's taking steps to enforce such transfer or assignment in accordance with applicable law or purport to allow the transferee or assignee to collect any such rents, issues and profits and not apply those collections to the expenses of operating the real property or to the indebtedness owing to the transferee or assignee, (e) purport to prevent any party from becoming a mortgagee in possession notwithstanding any enforcement actions taken under or in connection with the Transaction Documents, (f) contain a waiver of any party's statutory right to reinstate an obligation secured by real property by paying the delinquent amounts of the fully accelerated debt at any time prior to the time provided by statute or that contain a waiver of any right of redemption, (g) provide for the acceleration of any indebtedness upon any transfer or further encumbrance of any of the real property collateral, or upon a change of ownership of any entity that directly or indirectly owns any interest in any such collateral, except to the extent that (i) such provisions are made enforceable pursuant to the federal preemption afforded by the Garn-St. Germain Depository Institutions Act of 1982, as set forth as 12 U.S.C. 1701j-3 and the regulations adopted pursuant thereto, or (ii) enforcement is reasonably necessary to protect against impairment of the beneficiary's security or an increase in the risk of default, or (h) prohibit or limit a Landlord's giving consent to an assignment or subletting of the interest of a tenant of the Facilities when the Landlord is obligated to give such consent under California Civil Code Sections 1995.010-1995.340.

26. The enforceability of the Transaction Documents may be subject to the effect of laws governing enforcement, foreclosure and disposition procedures regarding real property collateral and obligations secured thereby, including, without limitation, (a) laws limiting attorneys' or trustees' fees in connection with the enforcement or foreclosure of a mortgage or deed of trust and (b) the antideficiency, fair value, and one form of action provisions of California law, including, without limitation, Sections 580a, 580b, and 580d and Section 726 of the California Code of Civil Procedure. We express no opinion regarding the enforceability of any provisions of the Transaction Documents that are in conflict with such laws or that waive any rights or defenses based on such laws. We advise you that certain rights and remedies of the trustee or the beneficiary under the Deeds of Trust may be limited by statutory and equitable rights of redemption and reinstatement.

27. We express no opinion regarding the enforceability of any Deed of Trust or of any obligations secured by any Deed of Trust (including obligations that arise or also arise under separate agreements) after (a) any release of any real property encumbered by the Deed of Trust from the lien of the Deed of Trust without the concurrent consent of the trustor, (b) the nonjudicial foreclosure of the Deed of Trust, or (c) the entry of judgment in an action for the enforcement of an obligation secured by the Deed of Trust.

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28. With respect to the opinions and qualifications set forth above, you should be aware of the following provisions of California law:

a. Section 726 of the California Code of Civil Procedure provides that any action to recover on a debt or other right secured by a mortgage or a deed of trust on real property must comply with the requirements of that section, which requirements relate to and specify the procedures for the sale of encumbered property, the application of proceeds, the rendition in certain cases of a deficiency judgment, and other related matters. We advise you that in such an action or proceeding, the debtor may require the creditor to exhaust all of its security before a personal judgment may be obtained against the debtor for a deficiency. We also advise you that failure to comply with the provisions of Section 726 (including an attempt to exercise a right to set off with respect to any funds of a borrower that may be deposited with the lender from time to time and with respect to which the lender does not hold a perfected security interest) may result in the loss of the lender's liens on the real and personal property collateral and the loss of the lender's right to a deficiency judgment. *See, e.g., Walker v. Community Bank*, 10 Cal. 3d 729, 518 P.2d 329, 111 Cal. Rptr. 897 (1974); *Security Pacific Nat'l Bank v. Wozab*, 51 Cal. 3d 991, 275 Cal. Rptr. 201, 800 P.2d 557 (1990). For example, in *Security Pacific Nat'l Bank v. Wozab, supra*, the lender was held to have lost its lien on real property security by exercising a right of setoff with respect to funds of the borrower deposited with the lender and as to which the lender did not have a security interest.

b. Section 580d of the California Code of Civil Procedure provides that no deficiency judgment shall be rendered upon a note secured by a deed of trust or mortgage on real property after sale of the real property under the power of sale contained in such deed of trust or mortgage.

c. Section 2924c of the California Civil Code provides that whenever the maturity of an obligation secured by a deed of trust or mortgage on real property is accelerated by reason of a default in the payment of interest or in the payment of any installment of principal or other sums secured thereby, or by reason of failure of the trustor or mortgagor to pay taxes, assessments, or insurance premiums, the trustor or mortgagor and certain other specified persons have the right, to be exercised at any time within the reinstatement period described in such section, to cure such default by paying the entire amount then due (including certain reasonable costs and expenses incurred in enforcing such obligations but excluding any principal amount that would not then be due had no default occurred) and thereby cure the default and reinstate such deed of trust or mortgage and the obligations secured thereby to the same effect as if no acceleration had occurred. If the power of sale in the deed of trust or mortgage is not to be exercised, such reinstatement right may be exercised at any time prior to entry of the decree of foreclosure.

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d. Section 726.5 of the California Code of Civil Procedure authorizes, under certain circumstances, a real estate-secured commercial lender to waive its lien against a parcel of “environmentally impaired” security (as therein defined) and sue the borrower without foreclosing on the real property collateral for the loan.

e. Section 736 of the California Code of Civil Procedure permits a secured lender, under certain circumstances, to sue for breach of contract relating to any “environmental provisions” (as therein defined) concerning real property security without foreclosing on the real property security or in an action brought following foreclosure, whether judicial or nonjudicial.

f. Under Sections 729.020 and 729.030 of the California Code of Civil Procedure, upon a sale of the real property encumbered by a deed of trust pursuant to a judicial foreclosure in accordance with the provisions of the California Code of Civil Procedure, the judgment debtor and the judgment debtor’s successors in interest, as applicable, may have the right to redeem the property for a period of up to one year following the date of the sale.

29. We advise you that, in the case of a loan secured by real property, Section 2955.5 of the California Civil Code requires the lender to disclose to the borrower, in writing, as soon as practicable and before execution of any note or security documents, that no lender shall require a borrower, as a condition of receiving or maintaining a loan secured by real property, to provide hazard insurance coverage against risks to the improvements on that real property in an amount exceeding the replacement value of the improvements on the property.

30. We express no opinion as to the creation or perfection of any security interest except to the extent that Division 9 of the UCC governs either such matter, and therefore our opinions with respect to such matters do not address (a) laws of jurisdictions other than California, (b) laws of California other than Division 9 of the UCC, (c) collateral of a type not subject to Division 9 of the UCC, or (d) under the UCC, what law governs perfection or the effect of perfection or non-perfection of any security interest.

31. We advise you that, under the UCC, events occurring subsequent to the creation or perfection of a security interest subject to the UCC may affect such security interest or the perfection thereof, including, but not limited to, factors of the type identified in Section 9315 of the UCC with respect to proceeds; Section 9316 of the UCC with respect to changes in governing law or the location of the debtor; Sections 9507 and 9508 of the UCC with respect to the name and identity of the debtor; Section 9339 of the UCC with respect to subordination agreements; and Sections 9320, 9330 and 9331 of the UCC with respect to subsequent purchasers of collateral. In addition, actions taken by a secured party (e.g., releasing or assigning the security interest, delivery of possession of the collateral to the debtor or another Person and voluntarily

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subordinating a security interest) may affect the validity, perfection or priority of a security interest. We assume that none of the Collateral constitutes consumer goods, equipment used in farming operations, farm products, federal crop insurance, timber to be cut or as-extracted collateral (as such terms are or may be defined in the UCC) and we express no opinion as to the creation or perfection of a security interest in commercial tort claims.

32. We call to your attention that, under the UCC, with certain limited exceptions, a financing statement is effective for a period of five years after the date of filing thereof or, in the case of an initial financing statement filed in connection with a public-finance transaction, for a period of 30 years after the date of filing thereof if it indicates that it is filed in connection with a public-finance transaction, and a financing statement will lapse on the expiration of the period of its effectiveness unless before the lapse a continuation statement is filed within six months prior to the end of such five-year or 30-year period. Upon lapse, a financing statement ceases to be effective and any security interest perfected thereby becomes unperfected, unless the security interest is perfected otherwise. With certain limited exceptions, the timely filing of a continuation statement continues the effectiveness of the initial financing statement for a period of five years commencing on the day on which the financing statement would have become ineffective in the absence of the filing. Upon the expiration of the five-year period, the initial financing statement lapses, unless, before the lapse, another continuation statement is timely filed. Succeeding continuation statements may be filed in the same manner to continue the effectiveness of the initial financing statement.

33. We advise you that, under certain circumstances, a lease between a borrower, as lessor, and the borrower's affiliate, as lessee, may be disregarded and the lessee may be treated as the lender's borrower for purposes of determining the rights and remedies of the lender in the event of the bankruptcy of the borrower and the lessee. *See, e.g., In re Best Products Co., Inc.*, 157 B.R. 222 (Bankr. S.D.N.Y. 1993).

34. We offer no opinion with respect to the validity or enforceability of any provisions of the Transaction Documents that:

- a. Purport to prohibit or limit the right of any lessee, sublessee or sub-sublessee of the Facilities to assign or sublet its interest in the Facilities and conflict with California Civil Code Sections 1995.010-1995.340; or
- b. Conflict with California Civil Code Sections 1951.2 – 1951.8.

35. Certain remedies, waivers and other provisions contained in the Leases may not be enforceable; nevertheless, subject to the other assumptions, exceptions, qualifications and limitations in this letter, in the event of a material breach by ~~CNCA or PN-EDG~~ [Camino Nuevo or Pueblo Nuevo](#), as applicable, of a material covenant contained in a Lease, such unenforceability

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will not preclude (a) an action for damages in accordance with applicable law for the breach of such material covenant or (b) the termination of the Lease.

36. In giving the opinion expressed in paragraph IV.10 above concerning the establishment of each School as a charter school pursuant to the Charter School Law, we have examined the Charter for each School and the approval of the Charter by each School's charter authorizer in the forms provided to us by [CNCA-Camino Nuevo](#) and the Certificate of Officer of [CNCA-Camino Nuevo](#) listed in Schedule 2 attached hereto, and, in reliance upon the Certificate of Officer of [CNCA-Camino Nuevo](#) listed in Schedule 2 attached hereto, we have assumed that, as of the date hereof, there has not been any change in such approvals.

37. The opinions expressed in paragraph IV.11 above are based solely on: (a) the articles of incorporation and bylaws of the Borrower and [CNCA-Camino Nuevo](#) listed in Schedule 2 hereto, (b) the letters from the Internal Revenue Service (the "Service") to the Borrower and [CNCA-Camino Nuevo](#) listed in Schedule 2 hereto, (c) IRS Tax-Exempt Organization Search (on-line version last updated on [*], which identifies the Borrower as a "supporting organization" ~~and CNCA,~~ [Camino Nuevo as a "public charity," and Pueblo Nuevo as a "public charity,"](#) (d) the Forms 990 of the Borrower, [Camino Nuevo,](#) and [CNCA-Pueblo Nuevo](#) listed in Schedule 2 hereto, (e) the officer certificates listed in Schedule 2 hereto, (f) the financial statements listed in Schedule 2 hereto, (g) any other information or documents that we have considered necessary to provide a basis for the opinions, and (h) analysis of the information referred to above based on the Code and related regulations, judicial and administrative rulings and official policy statements of the Service, where applicable.

38. Our opinions are limited to the federal law of the United States and the law of the State of California, but in each case only to laws that in our experience are typically applicable to transactions of the type exemplified by the Transaction Documents. We express no opinion with respect to compliance with any law, rule, or regulation that, as a matter of customary practice, is understood to be covered only when an opinion refers to it expressly. Without limiting the generality of the foregoing and except as specifically addressed herein, we express no opinion on local or municipal laws, antitrust, unfair competition, environmental, land use, antifraud, securities, tax, pension, labor, employee benefit, health care, privacy, margin, insolvency, avoidable transfer, antiterrorism, money laundering, racketeering, criminal and civil forfeiture laws, foreign corrupt practices, foreign asset or trading controls, or investment company laws, or laws or rules requiring preclearance with the Committee on Foreign Investment in the United States (or any successor thereto). The laws covered by this letter are referred to herein as the "**Covered Law.**"

39. In giving the confirmation expressed in confirmation paragraph V.2 above concerning certain pending or threatened actions, suits, proceedings, inquiries or investigations, we have considered only such matters actually known by us and matters identified to us in (a) the

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Litigation Reports and (b) certificates of officials of the Credit Parties. We have made no further investigation.

40. In giving the confirmation expressed in confirmation paragraph V.3 above concerning any certain defaults, we have considered only such defaults actually known by us and defaults identified to us in certificates of officials of the Credit Parties. We have made no further investigation.

VII. LIMITATION ON USE AND SCOPE OF OPINION

This letter is provided as a legal opinion and not as a guaranty of a particular outcome. It is limited to the matters expressly set forth herein, and no opinion is implied or may be inferred beyond the opinions expressly stated. This letter is rendered solely as of the date hereof, and we undertake no obligation to update or supplement this letter after the date hereof for any addressee or any other person or to advise you of any facts or circumstances occurring subsequent to the date of this letter, regardless of whether they affect the opinions stated herein. This letter shall be interpreted in accordance with the customary practice of lawyers who regularly give opinions in transactions of this type and lawyers who regularly review them for opinion recipients, as expressed in Legal Ops. Comm. of the Am. Bar Ass'n Bus. Law Section & Working Grp. on Legal Ops., *Statement of Opinion Practices*, 74 Bus. Law 807 (2019) and Ops. Comm. of the Bus. Law Section of the Cal. Lawyers Ass'n, *Sample California Third-Party Legal Opinion Letter for Personal Property Secured Financing Transactions*, 75 Bus. Law 1831 (2020).

This letter may be relied upon solely by the addressees hereof and Kutak Rock LLP, as bond counsel, for use in connection with the Transactions. No other party (including any person purchasing any of the Series 2023 Bonds from you) may rely upon this letter or the opinions expressed herein without our prior written consent.

Very truly yours,

MUSICK, PEELER & GARRETT LLP

BLH:blh

Attachments

[2066945.2](#)

[2066945.3](#)

Schedule 1

Transaction Documents

1. Bond Purchase Agreement.
2. Master Indenture.
3. First Supplemental Master Indenture.
4. Obligation No. 1.
5. Indenture.
6. Series 2023 Bonds.
7. Loan Agreement.
8. Deeds of Trust.
9. Leases.
10. Intercept Notice.
11. Subordination Non-Disturbance and Attornment Agreements dated as of [*], 2023, by and among the Landlords, [CNCA Camino Nuevo](#), and the Master Trustee .
12. Continuing Disclosure Agreement.
13. Tax Regulatory Agreement.
14. Preliminary Limited Offering Memorandum.
15. Limited Offering Memorandum.

Schedule 2

Other Documents

Borrower

1. Copies of the Articles of Incorporation of the Borrower and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Bylaws of the Borrower, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to the Borrower.
4. Certificate of Officer dated as of the date hereof executed by the Board President of the Borrower.
5. Certificate of Secretary dated as of the date hereof executed by the Secretary of the Borrower.
6. A letter from the Service to the Borrower dated November 20, 2013, confirming the Service's determination that the Borrower is an organization exempt from Federal income tax under Section 501(c)(3) of the Code.
7. The Forms 990 Returns of Organizations Exempt from Income Tax for the years ended June 30, 2019, June 30, 2020, and June 30, 2021, filed by the Borrower with the Service.
8. Audited Financial Statements for the Borrower for the years ended June 30, 2020, June 30, 2021, and June 30, 2022.

3500 West Temple LLC ("3500 Temple LLC")

1. Copies of the Articles of Organization of 3500 Temple LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Operating Agreement of 3500 Temple LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to 3500 Temple LLC.

Fifteenth and Ardmore LLC ("Ardmore LLC")

1. Copies of the Articles of Organization of Ardmore LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.

2. Operating Agreement of Ardmore LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to Ardmore LLC.

GNLA 697 S Burlington LLC (“Burlington LLC”)

1. Copies of the Articles of Organization of Burlington LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Operating Agreement of Burlington LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to Burlington LLC.

GNLA 3435 W Temple LLC (“3435 Temple LLC”)

1. Copies of the Articles of Organization of 3435 Temple LLC and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Operating Agreement of 3435 Temple LLC, with all amendments thereto, if any, certified as of the date hereof by the Secretary of the Borrower.
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to 3435 Temple LLC.

ENCA

Camino Nuevo

1. Copies of the Articles of Incorporation of [ENCA Camino Nuevo](#) and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Bylaws of [ENCA Camino Nuevo](#), with all amendments thereto, if any, certified as of the date hereof by the Secretary of [ENCA Camino Nuevo](#).
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to [ENCA Camino Nuevo](#).
4. Certificate of Officer dated as of the date hereof executed by the Chief Executive Officer of [ENCA Camino Nuevo](#).

5. Certificate of Secretary dated as of the date hereof executed by the Secretary of [CNCA Camino Nuevo](#).
6. A letter from the Service to [CNCA Camino Nuevo](#) dated February 26, 2001, confirming the Service's determination that [CNCA Camino Nuevo](#) that [CNCA Camino Nuevo](#) is exempt from federal income tax as an organization described in section 501(c)(3) of the Code.
7. The Forms 990 Returns of Organizations Exempt from Income Tax for the years ended June 30, 2019, June 30, 2020, and June 30, 2021, filed by [CNCA Camino Nuevo](#) with the Service.
8. Audited Financial Statements for [CNCA Camino Nuevo](#) for the years ended June 30, 2020, June 30, 2021, and June 30, 2022.

~~PN-EDG~~

Pueblo Nuevo

1. Copies of the Articles of Incorporation of [PN-EDG Pueblo Nuevo](#) and all amendments thereto, if any, filed with the Secretary of State of the State of California, certified by the Secretary of State of the State of California.
2. Bylaws of [PN-EDG Pueblo Nuevo](#), with all amendments thereto, if any, certified as of the date hereof by the Secretary of [PN-EDG Pueblo Nuevo](#).
3. Certificate of Status dated [*], issued by the Secretary of State of the State of California with respect to [PN-EDG Pueblo Nuevo](#).
4. Certificate of Officer dated as of the date hereof executed by the [Board President] of [PN-EDG Pueblo Nuevo](#).
5. Certificate of Secretary dated as of the date hereof executed by the Secretary of [PN-EDG Pueblo Nuevo](#).
6. A letter from the Service to [PN-EDG Pueblo Nuevo](#) dated ~~{date}~~ October 25, 2016, confirming the Service's determination that [PN-EDG Pueblo Nuevo](#) is an organization exempt from Federal income tax under Section 501(c)(3) of the Code.
7. The Forms 990 Returns of Organizations Exempt from Income Tax for the years ended June 30, 2019, June 30, 2020, and June 30, 2021, filed by [PN-EDG Pueblo Nuevo](#) with the Service.
8. Audited Financial Statements for [PN-EDG Pueblo Nuevo](#) for the years ended June 30, 2020, June 30, 2021, and June 30, 2022.

Schedule 3

Agreements

1. The Charter for each School.

TBD

Schedule 4

Judgments, Orders and Decrees

1. None.

Schedule 5

Litigation Reports

1. Search Reports dated ~~[*]~~[January 19, 2023](#), prepared by CLAS Information Services regarding the Borrower, the Landlords [\(other than GNLA 3435 W Temple LLC, CNCA, and PN EDG which was formed on February 1, 2023\)](#), Camino Nuevo, and Pueblo Nuevo.

Exhibit A

Financing Statements

(See attached)

CAMINO NUEVO CHARTER ACADEMY
RESOLUTIONS OF THE BOARD OF DIRECTORS
(2023 BONDS)

The Board of Directors (the “Board”) of Camino Nuevo Charter Academy hereby adopts the following Resolutions:

WHEREAS, Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“CNCA” or the “Corporation”), is organized for charitable purposes;

WHEREAS, Grupo Nuevo Los Angeles, a California nonprofit public benefit corporation (“GNLA”), was formed and is operated exclusively to support CNCA;

WHEREAS, Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”), was formed and is operated exclusively to support CNCA, such other educational programs or schools as may be established to provide education based on the educational and teaching concepts, methods, models techniques, systems and materials of CNCA or PN-EDG, or other schools or educational organizations, and GNLA;

WHEREAS, GNLA has formed and is the sole member and manager of each of 3500 West Temple LLC, a California limited liability company (“3500 Temple LLC”), Fifteenth and Ardmore LLC, a California limited liability company (“Ardmore LLC”), and GNLA 697 S Burlington LLC, a California limited liability company (“Burlington LLC” and together with 3500 Temple LLC and Ardmore LLC, the “School Landlords”);

WHEREAS, GNLA proposes to form, to be the sole member of, and to appoint itself as the manager of GNLA 3435 W Temple LLC, a California limited liability company (“3435 Temple LLC” and, together with the School Landlords, the “Landlords”);

WHEREAS, 3500 Temple LLC leases the real property commonly known as 3500 W. Temple Street, Los Angeles, CA 90004 (the “Dalzell School Site”) from CNCA pursuant to a Ground Lease dated as of March 20, 2006, (the “Ground Lease”);

WHEREAS, CNCA operates the public charter school currently known as Camino Nuevo High School #2 or as Dalzell Lance High School (“Dalzell”) in part on real property leased or subleased by CNCA from 3500 Temple LLC and commonly known as 3500, 3501, 3513, and 3515, W. Temple Street, Los Angeles, CA 90004, and 325 North Hoover Street, Los Angeles, CA 90004 (the “Dalzell Campus and Athletic Fields”);

WHEREAS, in order to finance and refinance the acquisition and development of the Dalzell Campus and Athletic Fields, 3500 Temple LLC obtained a loan (the “2013 Loan”) from the California School Finance Authority (the “Authority”) in an aggregate par amount of \$7,245,000 pursuant to a Loan Agreement dated as of December 1, 2013, (the “2013 Loan Agreement”) between CSFA, which loan was funded from the proceeds of the issuance of CSFA’s

School Facility Variable Rate Demand Revenue Bonds (Camino Nuevo - 3500 West Temple LLC Project), Series 2013 (the “Series 2013 Bonds”) pursuant to an Indenture dated as of December 1, 2013, (the “Series 2013 Indenture”) between CSFA and Wells Fargo Bank, National Association (“WFB”), as Trustee;

WHEREAS, in connection with the 2013 Loan Agreement and the issuance of the Series 2013 Bonds, WFB and 3500 Temple LLC entered into a Master Agreement dated as of December 1, 2013, and an Amended and Restated Confirmation dated as of December 20, 2013, (collectively, the “2013 Swap Agreements”) relating to an interest rate swap (together with the 2013 Swap Agreements, the “2013 Swap”);

WHEREAS, CNCA operates the public charter school currently known as Camino Nuevo Elementary #3 in part (such part being operated as Jane B. Eisner Middle School (“Eisner”)) on real property leased by CNCA from Ardmore LLC and commonly known as 2755 West 15th Street, Los Angeles, CA 90006 (the “Eisner Campus”);

WHEREAS, in order to refinance the acquisition and development of the Eisner Campus, Ardmore LLC obtained a loan (the “2019 Loan”) in the amount of \$1,629,670.25 from WFB pursuant to a Business Loan Agreement dated as of June 27, 2019;

WHEREAS, CNCA operates the public charter school currently known as Camino Nuevo Charter Academy (“Camino Nuevo” and, together with Dalzell and Eisner, the “Schools”) on real property leased by CNCA from Burlington LLC and commonly known as 653, 661, 673, 681, and 697 S. Burlington Avenue, Los Angeles, CA 90057 (the “Burlington Campus” and, together with the Dalzell Campus and Athletic Fields, and the Eisner Campus, the “School Facilities”);

WHEREAS, in order to finance and refinance the acquisition and development of the Burlington Campus, Burlington LLC obtained a loan (the “2017 Loan”) from the California School Finance Authority (the “Authority”) in an aggregate par amount of \$5,311,000 pursuant to a Financing Agreement dated as of June 1, 2017, (the “2017 Financing Agreement”) by and among CSFA, Burlington LLC, and WFB;

WHEREAS, in connection with the 2017 Financing Agreement, WFB and Burlington LLC entered into a Master Agreement and Schedule thereto dated as of June 1, 2017, and a Confirmation dated as of June 22, 2017 (collectively, the “2017 Swap Agreements”) relating to an interest rate swap (together with the 2017 Swap Agreements, the “2017 Swap”);

WHEREAS, PN-EDG provides administrative services to CNCA, including to the Schools, pursuant to a Seventh Amended Agreement for Limited Services dated as of July 1, 2022, (the “Limited Services Agreement”) by and between PN-EDG and CNCA, on real property leased from GNLA and commonly known as 3435 W. Temple Street, Los Angeles, CA 90004 (the “Head Office Facility” and, together with the School Facilities, the “Facilities”);

WHEREAS, in order to refinance the acquisition and development of the Head Office Facility, Pueblo Nuevo Development, a California nonprofit public benefit corporation and predecessor in interest to GNLA, obtained a loan (the “2013 Head Office Loan”) in the amount of \$920,000 from WFB pursuant on or about January 18, 2013;

WHEREAS, pursuant to an Assumption Agreement dated as of September 28, 2017, and a Business Loan Agreement dated as of September 28, 2017, each between GNLA and WFB, GNLA assumed the obligations of Pueblo Nuevo Development with respect to the 2013 Head Office Loan;

WHEREAS, PN-EDG subleases a portion of the Head Office Facility to CNCA for use in the operation of Dalzell;

WHEREAS, CNCA and GNLA propose that GNLA will transfer the Head Office Facility to 3435 Temple LLC as a contribution to the capital of 3435 Temple LLC;

WHEREAS, CNCA and GNLA propose that 3500 Temple LLC, Ardmore LLC, Burlington LLC, and GNLA, as applicable, will prepay the 2013 Loan, the 2019 Loan, the 2017 Loan, and the 2013 Head Office Loan (collectively, the “Prior Loans”) and, in connection therewith, terminate the 2013 Swap and the 2017 Swap;

WHEREAS, in order to refinance the Prior Loans, CNCA and GNLA propose that GNLA will obtain a loan (the “Loan”) from the California School Finance Authority (“CSFA”) in an aggregate par amount not to exceed \$14,000,000 pursuant to a Loan Agreement (the “Loan Agreement”) between CSFA and GNLA and acknowledged and agreed to by the Landlords, which loan will be funded from the proceeds of the issuance of CSFA’s Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2023A (Social Bonds) and Charter School Revenue Bonds (Camino Nuevo Charter Academy) Series 2022B (Taxable) (collectively, the “Bonds”) issued pursuant to an Indenture (the “Indenture”) between CSFA and U.S. Bank Trust Company, National Association, as Trustee (the “Bond Trustee”), provided that the true interest cost of the Bonds does not exceed 6.25% (the “Maximum Interest Rate”);

WHEREAS, CNCA and GNLA propose that GNLA and/or the Landlords will use the proceeds of the Loan to, among other things, (i) refinance the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the Facilities by refinancing the Prior Loans, (2) fund a debt service reserve fund with respect to the Bonds, and (3) pay certain expenses incurred in connection with the issuance of the Bonds (collectively, the “Project”);

WHEREAS, CNCA and GNLA propose that, in connection with and to support GNLA’s obligations under the Loan Agreement, GNLA and the Authority will enter into one or more Program Agreements (each, a “CSFA Program Agreement”) relating to the Authority’s Project Acceleration Notes and Credit Enhancement Alternatives Program [(CFDA #84.354A)] or to the Authority’s Charter Access to Bank Loan Enhancement Program (Program) [(CFDA #84.354A)] (collectively, the “Credit Enhancement Program”), that, pursuant to the CSFA Program Agreements, the Authority will reserve funds from the Authority’s Credit Enhancement Program for the Project on the terms and conditions contained in the CSFA Program Agreements, and that the Authority will apply or cause to be applied all funds designated thereunder toward the primary debt service reserve for the Bonds;

WHEREAS, CNCA and GNLA propose that, in connection with and to support GNLA’s obligations under the Loan Agreement, GNLA, as Obligated Group Representative, the Landlords, as the initial Members of an Obligated Group, and U.S. Bank Trust Company, National

Association, as Master Trustee (the “Master Trustee”), will enter into a Master Indenture of Trust (the “Master Indenture”), GNLA, as Obligated Group Representative, and the Master Trustee will enter into a Supplemental Master Indenture for Obligation No. 1 (“Supplemental MTI No. 1”), and GNLA will issue its Obligation No. 1 in the principal amount of the Bonds in favor of the Bond Trustee;

WHEREAS, CNCA and GNLA propose that, in connection with the issuance of the Bonds, (i) the School Landlords and CNCA will enter into amended and restated leases and/or replacement leases (collectively, the “School Leases”) providing for CNCA’s use of the School Facilities, (ii) 3435 Temple LLC and PN-EDG will enter into one or more amended and restated leases and/or replacement leases (collectively, the “Head Office Lease” and, together with the School Leases, the “Leases”) providing for PN-EDG’s use of the Head Office Facility, and (iii) the Leases will provide for payment of base rent payable to the respective Landlords sufficient to enable the respective Landlords to pay or satisfy their allocated share of the debt service on the Bonds and other obligations under the Master Indenture and Obligation No. 1;

WHEREAS, CNCA and GNLA propose that the obligations of GNLA and the Landlords under the Loan Agreement and Obligation No. 1 and/or the obligations of CNCA and PN-EDG under the Leases will be secured or supported by, among other things, (i) pledges of the gross revenues of the Landlords, (ii) deeds of trust and assignments of rents (“Deeds of Trust”) encumbering the Facilities (including CNCA’s fee interest in the Dalzell School Site), (iii) pledges of the gross revenues of the Schools, and (iv) intercepts of portions of the Schools’ general purpose apportionments by the State Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California;

WHEREAS, CNCA and GNLA propose that, in connection with the issuance of the Bonds, 3500 Temple LLC and CNCA will amend or amend and restate the Ground Lease to extend the date of expiration of the term of the lease to a date no earlier than the maturity of the amended and restated lease(s) and/or replacement lease(s) for the Dalzell Campus and Athletic Fields and to make other changes to facilitate the proposed transactions described above;

WHEREAS, CNCA and PN-EDG propose that, in connection with the issuance of the Bonds, CNCA and PN-EDG will amend the Limited Services Agreement to provide for the pledge of the gross revenues of the Schools and intercepts of portions of the Schools’ general purpose apportionments to secure PN-EDG’s obligation to pay rent under the Head Office Lease, to provide for the Schools’ compliance with certain financial and reporting covenants set forth in the Head Office Lease, to provide for the subordination of the Schools’ obligations to pay administrative services fees to PN-EDG in excess of the rent payable under the Head Office Lease to the payment of rent under the Leases, and to make other changes to facilitate the proposed transactions described above;

WHEREAS, RBC Capital Markets, LLC (the “Underwriter”) proposes to underwrite the Bonds pursuant to a bond purchase agreement (the “Bond Purchase Agreement”) by and among the Underwriter, CSFA, the Treasurer of the State of California (as agent of sale for CSFA), GNLA, and CNCA;

WHEREAS, CNCA and GNLA propose that CNCA will make such loans, lease payments, grants, or capital contributions to GNLA and/or the Landlords as may be necessary or desirable to enable GNLA and the Landlords to carry out the foregoing transactions;

WHEREAS, CNCA and GNLA propose that CNCA will adopt procedures for post-issuance compliance and remedial action applicable to the tax-exempt Bonds;

WHEREAS, the Board finds that the terms of the foregoing transactions and proposed transactions (collectively, the “Transactions”), including the Leases, are fair and reasonable as to CNCA, the Schools, GNLA, the Landlords, and PN-EDG (collectively, the “CNCA Entities”) under the circumstances, in the best interests of the CNCA Entities, and in furtherance of the charitable purposes of the Corporation;

WHEREAS, the Board desires that the CNCA Entities take all actions necessary or advisable to facilitate the Transactions;

WHEREAS, the individuals listed on Schedule 1 attached hereto have been elected or appointed to the offices of the Corporation set forth after their names on Schedule 1, and such individuals are currently serving as such officers of the Corporation;

WHEREAS, GNLA is a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the Board; and

WHEREAS, each of the officers, directors or employees of the Corporation listed on Schedule 2 attached hereto also serves as a non-compensated officer, director, or other official of GNLA or PN-EDG, and the interests of such persons in GNLA and its subsidiaries or PN-EDG have been disclosed to the Corporation and are hereby noted in the official records of the Corporation;

NOW, THEREFORE, BE IT RESOLVED, that the Board ratifies and confirms the election or appointment, as applicable, of the officers of the Corporation listed on Schedule 1;

RESOLVED, FURTHER, that the Board authorizes and approves the creation of 3435 Temple LLC and the appointment of GLNA as the manager of 3435 Temple LLC;

RESOLVED, FURTHER, that the Board ratifies and approves the Transactions and authorizes the execution, delivery and performance by the CNCA Entities of the documents and agreements listed on Schedule 3 attached hereto (collectively, the “Primary Transaction Documents”) to which the CNCA Entities may be a party and all such other documents, instruments and agreements as may be necessary or advisable to facilitate the Transactions (together with the Primary Transaction Documents, the “Transaction Documents”), provided that, notwithstanding any other provision of these Resolutions, without further approval of the Board the Corporation shall not proceed with any Transactions related to the issuance of the Bonds if the true interest cost of the Bonds would exceed the Maximum Interest Rate;

RESOLVED FURTHER, that the Board ratifies and confirms the application of CNCA and/or GNLA for an award under the Credit Enhancement Program or similar programs administered by CSFA, in connection with the issuance of the Bonds;

RESOLVED FURTHER, that the Board requests GNLA, the Landlords, and PN-EDG to take all actions necessary or advisable to consummate the Transactions;

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an “Authorized Signatory”), as authorized signatories of the Corporation for purposes of executing the Transaction Documents on behalf of the Corporation;

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to open such deposit accounts or other bank accounts and to contract for such banking services for the Corporation as such Authorized Signatories may deem necessary or advisable to consummate the Transactions and to execute, on behalf of the Corporation, all related standard-form resolutions required by any banks, trust companies, or financial institutions;

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to execute, deliver, approve, and, as appropriate, declare final the Transaction Documents, together with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable to consummate the Transactions, and all such other bond purchase agreements, private placement agreements, disclosure agreements, offering statements, offering memoranda, master indentures, supplements to master indentures, indentures, loan agreements, promissory notes, obligations, leases, subleases, deeds of trust, security agreements, account control agreements, subordination, non-disturbance and attornment agreements, tax certificates, tax and regulatory compliance agreements, assignments, indemnification agreements, guaranties, subordination agreements, escrow agreements, agreements with project managers, contractors, architects, surveyors, engineers, consultants, or other persons, letters of representation, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to consummate the Transactions, each with such additions, deletions or changes therein as the Authorized Signatory executing the same may approve (the execution and delivery thereof by any such Authorized Signatory to be conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to Section 17199.4(a) of the Education Code of the State of California, the Corporation hereby elects to participate in the Intercept to secure payment of the principal of and interest on the Bonds and that, on behalf of the Board, the Board authorizes the Authorized Signatories, and each of them individually, for and in the name and on behalf of the Corporation and the Schools, to provide notices (the “Intercept Notices”) to the State Controller of the State of California or other applicable state agency of the State of California of such election of the Board;

RESOLVED FURTHER, that the Board hereby ratifies and confirms the acts of the officers, agents or employees of the Corporation taken on behalf of the Corporation in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of these resolutions, the Board hereby reconfirms, ratifies and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any or all of the foregoing resolutions are hereby repealed to the extent of such conflict;

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board; and

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of the Corporation and that the foregoing is a true and correct copy of Resolutions that were duly adopted on February 21, 2023, by the majority vote of the members of the Board at a meeting of the Board duly held on such date in compliance with the bylaws of the Corporation, in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this 21st day of February 2023.

Elena Lopez
Secretary

Schedule 1

Officers of the Corporation

Adriana Abich

Chief Executive Officer

Elena Lopez

Secretary

Gil Flores

Treasurer

Schedule 2

Certain Officers, Directors, or Officials of GNLA or PN-EDG

Adriana Abich

Fiscal Agent for GNLA

Cynthia Smet

Secretary of GNLA

Schedule 3

Primary Transaction Documents

1. Operating Agreement for 3534 Temple LLC.
2. Bond Purchase Agreement.
3. Master Indenture.
4. Supplemental MTI for Obligation No. 1.
5. Obligation No. 1 (as such term is defined in the Supplemental MTI for Obligation No. 1).
6. Indenture.
7. Bonds.
8. Loan Agreement.
9. Leases.
10. Deeds of Trust.
11. Intercept Notices.
12. Addendum to Seventh Amended Agreement for Limited Services by and between PN-EDG and CNCA.
13. Continuing Disclosure Agreement.
14. Tax Regulatory Agreement.
15. Subordination, Non-Disturbance and Attornment Agreements.
16. Preliminary Limited Offering Memorandum.
17. Limited Offering Memorandum.
18. CSFA Program Agreements.
19. Post-Issuance Compliance and Remedial Action Procedures.