



# Camino Nuevo Charter Academy

## CNCA Regular Board Meeting

Published on October 3, 2024 at 7:39 AM PDT

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### Date and Time

Tuesday October 8, 2024 at 4:30 PM PDT

### Location

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

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

The board meeting is also accessible at every CNCA Campus via teleconference connection:

CNCA Burlington 697 S. Burlington Ave., Los Angeles, CA 90057

CNCA Kayne Siart 3400 W. 3rd Street., Los Angeles, CA 90020

CNCA Jose A. Castellanos 1723 W. Cordova St., Los Angeles, CA 90007

CNCA Jane B. Eisner 2755 W 15th St., Los Angeles, CA 90006

CNCA Sandra Cisneros 1018 Mohawk St., Los Angeles, CA 90026

One board member will log in virtually from 115 W Allen Ave, San Dimas, CA 91773.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to Sandra Herrera by email at [Sandra.Herrera@CaminoNuevo.org](mailto:Sandra.Herrera@CaminoNuevo.org) or by telephone at 818-429-2514.

Members of the public who wish to address the Board may make public comment at any of the meeting locations. Public comments are limited to 2 minutes each. The Board Chair has the discretion to modify the amount of time allotted for public comment if they deem it necessary. Brown Act regulations restrict the Board from discussing or taking action on any subject presented that is not on the agenda. Procedures for public comment can be found at <https://bit.ly/cncapubliccomment>.

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The CNCA Board can also be contacted via email at [cnca.board@caminonuevo.org](mailto:cnca.board@caminonuevo.org).

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A.</b> Record Attendance	Discuss	Gil Flores	1 m
<b>B.</b> Call the Meeting to Order	Discuss	David Gidlow	1 m
<b>II. Approve Minutes</b>			<b>4:32 PM</b>
<b>A.</b> Approve 8-13-2024 CNCA Special Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
<b>III. Public Comment</b>			<b>4:33 PM</b>
<b>A.</b> 2-Minute Limit per Speaker			5 m
<b>IV. Consent Items</b>			<b>4:38 PM</b>
<b>A.</b> Williams Resolution	Vote	Rachel Hazlehurst	1 m
CNCA is requesting that the Board adopt a resolution, as part of an annual Williams Act requirement, related to the availability of textbooks and instructional materials for all pupils.			
<b>V. Math Placement Act Report</b>			<b>4:39 PM</b>
<b>A.</b> Math Placement Act Report	FYI	Rachel Hazlehurst	10 m
CNCA will report on aggregate student placement data to ensure that students are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.			
<b>VI. School and Academic Updates</b>			<b>4:49 PM</b>
<b>A.</b> Attendance & Enrollment Updates	Discuss	Jeannette Sandoval and Jessica Cuellar	15 m

	Purpose	Presenter	Time	
Jeannette Sandoval will share Quarter 1 ADA data for the 24-25 School Year. Jessica Cuellar will share Quarter 1 enrollment data for the 24-25 School Year.				
<b>B.</b>	VP of Schools Update	FYI	Charles Miller	10 m
The VP of Schools will share progress toward aligned implementation of an 8-Week Vision, or strong start, to the school year.				
<b>VII.</b>	<b>Financials</b>		<b>5:14 PM</b>	
<b>A.</b>	Finance Committee Update	FYI	Jazmin Ortega	5 m
The Finance Committee Chair will give an update from the Finance Committee.				
<b>B.</b>	June 2024 Financials - Unaudited	FYI	Nancy Cabrel	13 m
The Board will review the current unaudited June 2024 Financials.				
<b>C.</b>	August 2024 Financials	FYI	Nancy Cabrel	12 m
The Board will review the current unaudited August 2024 Financials.				
<b>VIII.</b>	<b>Updated Success Equation</b>		<b>5:44 PM</b>	
<b>A.</b>	Updated Success Equation	Vote	David Gidlow and Adriana Abich	10 m
The Board will vote on adoption of a new Success Equation				
<b>IX.</b>	<b>CEO Update</b>		<b>5:54 PM</b>	
<b>A.</b>	CEO Update	FYI	Adriana Abich	15 m
The CEO will share updates about charter renewal, the Castellanos lease, and the BUR Conexión project.				
<b>X.</b>	<b>Closed Session</b>		<b>6:09 PM</b>	
<b>A.</b>	Public Employee Performance Evaluation CEO G.C. 54957(b)(1)	Discuss	David Gidlow	20 m
<b>XI.</b>	<b>Closing Items</b>		<b>6:29 PM</b>	
<b>A.</b>	Adjourn Meeting	Vote	David Gidlow	1 m

# Coversheet

## Approve 8-13-2024 CNCA Special Board Meeting Minutes

**Section:** II. Approve Minutes  
**Item:** A. Approve 8-13-2024 CNCA Special Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for CNCA Regular Board Meeting on August 13, 2024

APPROVED



# Camino Nuevo Charter Academy

## Minutes

### CNCA Regular Board Meeting

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#### Date and Time

Tuesday August 13, 2024 at 4:30 PM

#### Location

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

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**Directors Present**

D. Gidlow, G. Flores, J. Hernandez (remote), L. Jennings, R. Arenas (remote), T. Powers

**Directors Absent**

C. Garcia Alvarado, F. Jimenez, J. Ortega

**Directors who left before the meeting adjourned**

L. Jennings

**Guests Present**

A. Abich, A. Skrumbis, N. Barriga, N. Cabrel, Rachel Hazlehurst, S. Herrera

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**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 Aug 13, 2024 at 4:38 PM.

**II. Approve Minutes**

**A. Approve 7-11-2024 CNCA Special Board Meeting Minutes**

T. Powers made a motion to approve the minutes from CNCA Special Board Meeting on 07-11-24.

D. Gidlow seconded the motion.

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

**Roll Call**

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

**III. Public Comment**

**A.**

## 2-Minute Limit per Speaker

There was no public comment.

### IV. Consent Items

#### A. CNCA Handbook Updates

G. Flores made a motion to Approve consent agenda items A-C.

L. Jennings seconded the motion.

A. CNCA Handbook Updates

B. Everybody Dance Memorandum of Understanding

C. Executive Assistant Credit Card

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

#### Roll Call

C. Garcia Alvarado Absent

J. Ortega Absent

J. Hernandez Aye

D. Gidlow Aye

F. Jimenez Absent

L. Jennings Aye

G. Flores Aye

T. Powers Aye

R. Arenas Aye

#### B. Everybody Dance Memorandum of Understanding

#### C. Executive Assistant Credit Card

### V. School and Academic Updates

#### A. Attendance & Enrollment Updates

Jeannette Sandoval and Crystal Day provided first week updates on Attendance & Enrollment

### VI. TAMO Local Indicator Priority 1

#### A. TAMO Local Indicator Priority 1

L. Jennings made a motion to Approve Teaching Assignment Monitoring Outcomes Indicator Priority 1.

T. Powers seconded the motion.

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

#### Roll Call

F. Jimenez Absent

T. Powers Aye

**Roll Call**

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

**VII. LAUSD Oversight Performance Review**

**A. LAUSD Oversight Performance Review**

LAUSD Oversight Performance Review details were provided by Natasha Barriga

**VIII. CNCA CyberSecurity Update**

**A. CNCA CyberSecurity Update**

The Board was provided with CNCA's Cyber Security measures taken during 2024-2025 school year.

**IX. J-13A Application**

**A. J-13A Application**

Natasha Barriga provided the board an update of J-13A Application progress.

**X. CAO Update**

**A. CAO Update**

Rachel Hazlehurst provide the board an update on CNCA's SY 23-24 academic outcomes and strategy for SY 24-25.

**XI. Financials**

**A. FY24-25 Budget Update**

Nancy Cabrel provided an update of the FY 24-25 Budget.

**B. May 2024 Financials**

Sonia Oliva of ExED provided the board with an update of May Financials.  
L. Jennings left at 6:00 PM.

**XII. CEO Update**

**A.**



### **CEO Update**

Adriana Abich provide the board with the CEO update.

### **XIII. Closed Session**

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

The board was in close session from 6:20pm to 6:40pm. No items were voted on during closed session.

### **XIV. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:41 PM.

Respectfully Submitted,  
G. Flores

# Coversheet

## Williams Resolution

**Section:** IV. Consent Items  
**Item:** A. Williams Resolution  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Williams\_Resolution\_2024-25.pdf

## **RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS:**

Whereas, the governing board of the Camino Nuevo Charter Academy (CNCA) network of schools, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on October 8, 2024, at 4:30 PM, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

## **FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:**

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the CNCA network of schools and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2024-25 school year, the Camino Nuevo Charter Academy network of schools has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

© California Department of Education, February, 22, 2005

Revised October, 2008

# Coversheet

## Math Placement Act Report

**Section:** V. Math Placement Act Report  
**Item:** A. Math Placement Act Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Math Placement Act Update 24-25.pdf



# Math Placement at CNCA

# California Mathematics Placement Act (2015)

**“Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on their performance on objective academic measures... are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The local education agency shall report the aggregate results of this examination to the governing board or body of the local educational agency.”**

# Our 9th Grade Placement

- **99.3% of ninth graders are enrolled in Algebra 1**
- **The remaining student is enrolled in Geometry**
- **Based on the fact that all but one student are in the typical Algebra 1 ninth grade course, there exists no mathematics misplacement**
  - **No students were “held back”**



# How do we place students?

Multiple metrics allow us to assess incoming 9th graders' mathematics skills and needs to inform placement:

- iReady data from 23-24 (BOY, MOY, and EOY)
- SBAC data from 23-24
- Teacher recommendations

If we are missing data, we confirm placement with their BOY iReady in the current year.

# Coversheet

## Attendance & Enrollment Updates

**Section:** VI. School and Academic Updates  
**Item:** A. Attendance & Enrollment Updates  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
10-8-24 Board Meeting Presentation (Attendance and Chronic Absenteeism).pdf  
October 24 Board Enrollment Update.pdf



# Attendance Initiative for the 24-25 School Year

Priority Focus on Chronic Absenteeism



Camino  
Nuevo  
Charter  
Academy

Jeannette Sandoval  
Director of Student Experience

October 8, 2024





# Vision

*Strengthen family partnerships* in support of all of our students attending school on a consistent basis.

Provide a comprehensive blueprint to include a *community call to action* as we tackle this pressing need for increased attendance across the network.

*We all own our students' success.*





# Average Daily Attendance (ADA)

MONTH	BUR	CAS	CIS	DAL	EIS	KAY	TOTAL
August	96.74%	93.95%	93.71%	95.76%	95.78%	93.99%	94.99%
September	96.36%	94.43%	92.69%	94.84%	94.84%	93.29%	94.41%
Total	96.52%	94.21%	93.14%	95.24%	95.25%	93.60%	94.66%

Current Org-Wide Average:

**94.66%**



# Org-Wide Historical ADA Data for August/September

2021-2022	2022-2023	2023-2024	2024-2025
84.46%	91.39%	93.16%	94.66%

2024-2025

94% ADA Goal for our CNCA  
Organization

# Chronic Absenteeism Across Our Network

(Data pulled from 8/12/24-9/20/24)

School Site	24-25 Budget Target	Number of Students Enrolled	Number of Students Chronically Absent	Percentage of Students Chronically Absent
<b>BUR</b>	603	511.76	86	17%
<b>DAL</b>	505	434.06	88	20%
<b>EIS</b>	273	233.35	52	22%
<b>CAS</b>	451	394.15	116	29%
<b>KAY</b>	709	607.74	196	32%
<b>CIS</b>	515	411.03	150	36%



# Quarter 1 Reflection

- Attendance Banners
- Attendance Success Checklist
- Attendance Ambassador Program
- Org-Wide Attendance Team Huddle
- Chronic Absenteeism Tiered Support

## Next Steps:

- Increasing Teacher and Staff Involvement





# Questions





# Our Goal for Chronic Absenteeism Across CNCA

28-29SY

Our Community Schools Grants Goal for the 28-29 SY is to have *less than 15%* Overall Chronic Absenteeism

24-25SY

This year, our goal is to decrease Chronic Absenteeism by 3.25% to ensure we have *less than 20%* Overall Chronic Absenteeism across our network.

23-24SY

Last year, we had an *average of 23.25%* Overall Chronic Absenteeism across our network.





# Enrollment Update

## *October Board Meeting*

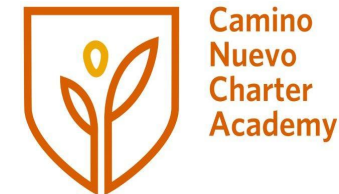
**20**  
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Camino  
Nuevo  
Charter  
Academy



**HSD Enrollment Team**

**Data Pull: 9/29/24**



# School Site | Enrollment Target/Budget Comparison (24/25 & 23/24)

	Budget 24/25	Budget 23/24	Budget Difference
<b>BUR</b>	603	602	1
<b>KAY</b>	709	704	5
<b>CAS</b>	451	467	-16
<b>EIS</b>	273	270	3
<b>CIS</b>	515	510	5
<b>DAL</b>	505	508	-3
	3056	3061	-5

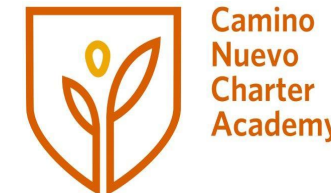
## Notes

Budget target considerations: School capacity, former budget targets, historical attrition/yield rates, and recruitment trends for application

Increased budget targets this year: BUR, KAY, EIS, and CIS

Reduced budget targets: DAL and CAS

CNCA Network: Targets were set at 5 less students than last year.



# School Site | Estimated Enrollment Before Day 1 (24/25 & 23/24)

	Est Enrollment (SM) before day #1- 24	Est Enrollment (SM) before day #1- 2	Estimated Enrollment Difference
BUR	606	614	-8
KAY	741	732	9
CAS	479	459	20
EIS	283	288	-5
CIS	524	522	2
DAL	541	502	39
	3174	3117	57

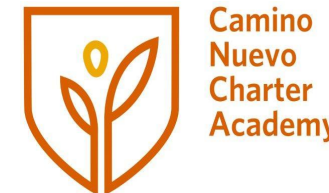
## Notes

Estimated enrollment shows our pipeline. These figures include students who re-enrolled, newly enrolled students in SM, and newly accepted in SM.

Compared to last year, estimated enrollment

- Increased at KAY, CAS, CIS, and DAL
- Decreased at BUR and EIS

CNCA Network: 57 more students are in our pipeline compared to last year. We over enroll as a strategy to combat attrition.



## School Site | PowerSchool Enrollment Before Day 1 and Budget Difference

	Enrollment in PS before day #1- 24	Enrollment in PS before day #1- 23	24/25 - 23/24 Enrollment Difference	24/25 Actual Budget Difference
BUR	604	612	-8	1
KAY	739	724	15	30
CAS	468	453	15	17
EIS	289	286	3	16
CIS	497	500	-3	-18
DAL	517	524	-7	12
	3114	3099	15	58

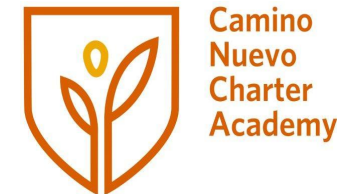
### Notes

PowerSchool enrollment reflects re-enrolled students and new students who completed the enrollment process. Some of these students still do not end up attending our schools, so we over enroll based on historical trends.

Compared to last year, **PS enrollment** increased significantly at KAY and CAS.

Compared to the **budget**, PS enrollment this year increased significantly at KAY, CAS, EIS, and DAL, and decreased significantly at CIS.

CIS' enrollment target was set 5 students higher based on trends, and estimated enrollment was 2 students higher than last year, but actual enrollment in PS was 3 students lower. Budget target was set too high based on my forecast on anticipated applications and attrition.



# School Site | Current Enrollment

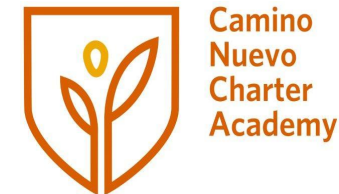
	Budget	Current Enrollment	Difference
BUR	603	603	0
KAY	709	711	2
CAS	451	466	15
EIS	273	278	5
CIS	515	477	-38
DAL	505	511	6

## Notes

Enrollment is higher than budget at **KAY, CAS, EIS, and DAL**.

Enrollment is significantly lower at **CIS**.

- **BUR**- Enrollment is stable, attrition was a little higher, but interest is high.
- **KAY**- Overall, enrollment is higher, serving more students than we did since **before 2019**. This was due to high interest, over enrolling, and attrition being lower (big win). Some grades are over, but TK is lower than expected.
- **CAS** – We had an increase in summer applications and strong yield. Enrollment is higher than expected and 29 higher than last year.
- **EIS**- Enrollment is stable. We lost more 7<sup>th</sup> grade students but our retention strategy has worked in our favor.
- **CIS**- Enrollment is -38 students. We were tracking higher but did not see as many summer applicants, attrition increased and we didn't have as strong of a yield as I would have hoped. We are currently 15 lower than last year or 2.93%. CIS is the only school that mirrors the LAUSD's enrollment prediction of seeing the expected 3% enrollment decrease in this market.
- **DAL**- Enrollment is stable. DAL is serving the most students that it ever has. Attrition significantly reduced this year.



# School Site | Attrition: Estimates, Day # 1 Actual and Total (2yr Comp)

	Est Attrition	Only Day #1 Exits 24/25	Only Day #1 Exits 23/24	Difference in Students	All Exits 9.22.24	All Exits 9.28.23	Difference in Students
BUR	10	19	19	0	19	23	-4
KAY	55	44	56	-12	54	79	-25
CAS	28	32	25	7	40	43	-3
EIS	17	22	10	12	23	13	10
CIS	27	33	25	8	48	44	4
DAL	36	19	44	-25	26	60	-34
	173	169	179	-10	210	262	-52

## Notes

We know that day #1 attrition has resulted in a loss of 160-200 students across CNCA. We over enroll to combat the natural variation in attrition with no-shows, student mobility, and families moving.

*Attrition was much significantly lower at KAY and DAL.*

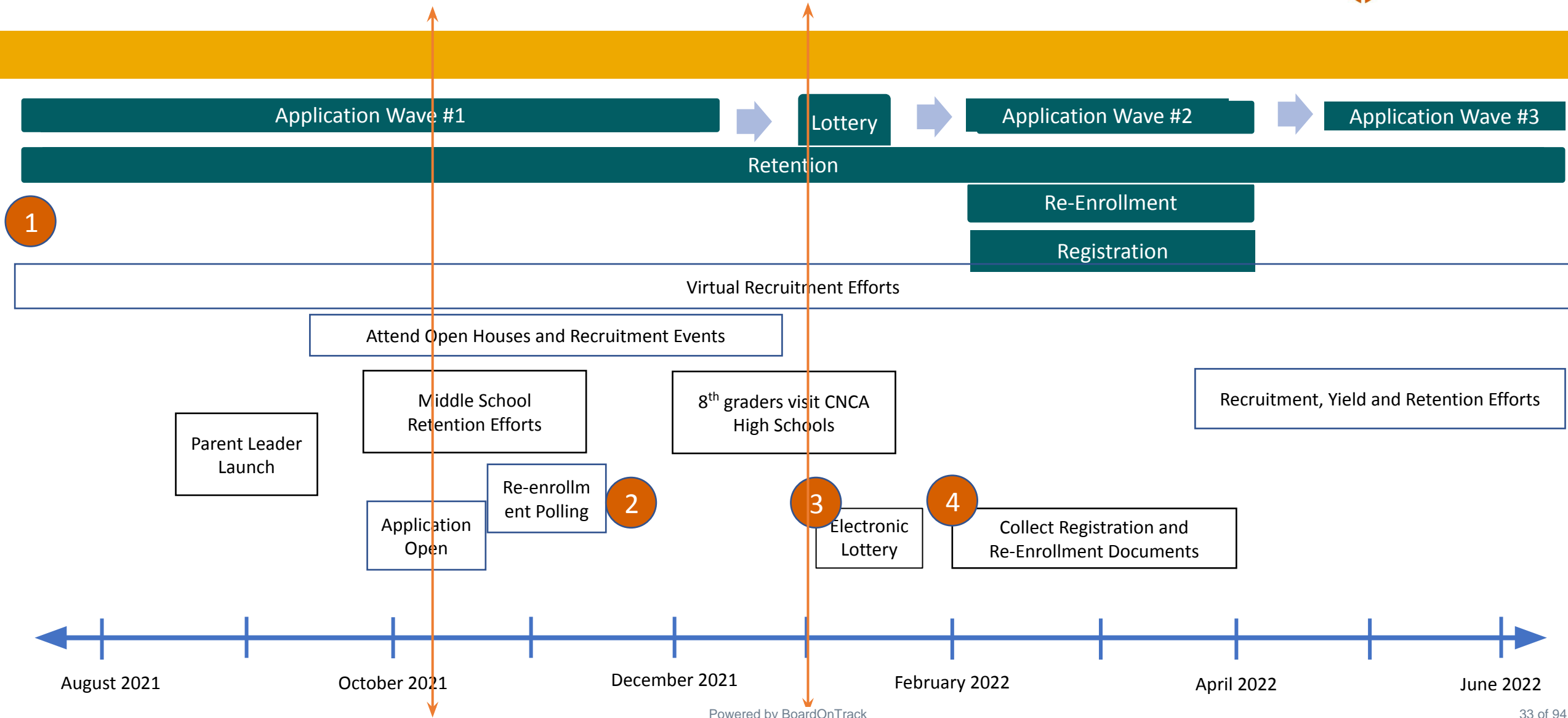
*Attrition was higher at BUR and EIS, but they have high interest, so enrollment is stable.*

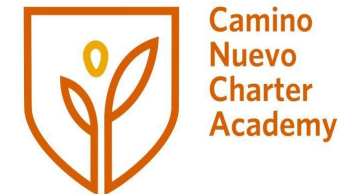
*Attrition was higher at CAS and CIS. They schools always see variation. CAS had higher interest this year, so tracked higher than target. CIS had lower interest and tracked lower than target.*





# Enrollment Timeline and Phases: **Application Launches Oct. 1**





# Current Tactics

## Removing Barriers and Creating Access Points

- Application confirmation mailer
- Enrollment Office Hours weekly
- Dedicated HSO Enrollment phone and text
- Online lead generation
- Regular grassroots community canvassing – door hangers and tear off flyers in the community
- TikTok videos for enrollment

## Community Partnerships

- Parent Community Leaders
- Charter School Collaborative
- Feeder Schools, community and youth centers, businesses, and neighborhood councils

## TK and Kinder Pipeline

- Preschool Outreach – deepening current relationships and expanding connections
- TK and Kinder Workshops
- Preschool Presentations
- Bilingual Storytime Series in the community

## Event Opportunities

- Virtual Info. Sessions, TK-12
- Campus Tours
- HS Open House
- TK and Kinder Workshops
- Community Event Tabling

## Middle School Retention

- Student Panel event to differentiate the middle school from elementary
- 3 Part Middle School Parent Workshop Series to launch in December
- Open House or “Experience the Grades” in Winter/Spring

## High School Matriculation

- 8<sup>th</sup> grade advisory lesson on Dalzell
- Meeting with 8<sup>th</sup> grade faculty
- Dalzell Leadership in 8<sup>th</sup> grade meetings
- Field trip to Dalzell - Student Leadership presentations
- Individual messages to Camino 8<sup>th</sup> graders
- Non-Camino community outreach– high school fair presentation

# Questions



**Camino  
Nuevo  
Charter  
Academy**

# Coversheet

## VP of Schools Update

**Section:** VI. School and Academic Updates  
**Item:** B. VP of Schools Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** VP of Schools Board Presentation October 2024.pdf



# 2024 - 2025 CNCA 8 Week Vision



Camino  
Nuevo  
Charter  
Academy





# What is the CNCA 8 Week Vision?



Camino  
Nuevo  
Charter  
Academy



## We Get To Know Our Students.

As educators we are community leaders. We prioritize building genuine, trusting relationships with students & families and we deeply understand that identity, race, & language are inherent disrupting the status quo. We courageously talk about these issues with respect, curiosity and candor.

- We **connect** with all students and families individually.
- We plan to **inspire & motivate** students.
- We bring **joy** into our classroom.
- We critically reflect on our positionality & identity while **seeking to listen to our students'** stories.

## We Intentionally Create Cultures of Inclusion & Connection

As teacher we create the weather in our classrooms and thus we take ownership for how students show up inside and outside of the classroom.

- We articulate a **clear vision for our classroom** and communicate that vision regularly with our students and families. When our classroom does not meet that vision, we address it directly and re-align.
- We **address anti-black, hateful, or disrespectful language** directly
- We consistently use **trauma-informed approaches and language**
- We are proactive in creating culture by doing **regular bridging activities, community circles, and relationship building activities**

## We Set Clear, High & Consistent Expectations

We set ourselves up to be blown away by students because we have built a routine of raising our student expectations from high to higher. We know that students will rise to the expectations that we set.

- We embrace a persona of “warm demander” as we exude **love through high expectations**
- We demonstrate to students that we are their champions and **will not give up on them.**
- We “**sweat the small stuff**” as we know that a culture of learning and care is the sum of many small mindsets and habits

## We Create & Maintain Clear Systems & Routines

School systems can be difficult and stressful for many students. Yet, we know that young people thrive in consistent and predictable environments. As educators, we have a responsibility to create clear, consistent systems and routines that allow students and teachers to spend their energy on: student learning and fostering transformational relationships.

- We align around **school-wide systems** that create predictability for students
- We create **clear and consistent system and routines** in our own classrooms

## We design our classrooms from the margins.

Design From the Margins (DFM) is a design process that calls for centering the most impacted and vulnerable individuals in our society. Ultimately a design for the most impacted is a design beneficial for all. The classroom is a microcosm of our larger societal structures and is no different. We require a constant focus and lens on those most vulnerable and impacted:

- We genuinely believe that **all students are our students** and our actions align to that belief
- We design **classroom structures & routines to be deeply inclusive** - in a way that sets our students with IEPs and language learners up for success

## Staff Collective Efficacy

We understand that the single greatest factor to creating an excellent support with our students and families is our ability to develop a collective of educators who support and push each other to be the best possible team we can be.

- **We take responsibility** for our schools' successes and failures
- We establish norms of **openness, collaboration and cooperation.**
- **We seek feedback** from all members of our team.
- We are **eager to grapple with data** as we know it provides us insight into our students progress

## We Get To Know Our Students.

As educators we are community leaders. We prioritize building genuine, trusting relationships with students & families and we deeply understand that identity, race, & language are inherent disrupting the status quo. We courageously talk about these issues with respect, curiosity and candor.

- We **connect** with all students and families individually.
- We plan to **inspire & motivate** students.
- We bring **joy** into our classroom.
- We critically reflect on our positionality & identity while **seeking to listen to our students'** stories.





## We Set Clear, High & Consistent Expectations

We set ourselves up to be blown away by students because we have built a routine of raising our student expectations from high to higher. We know that students will rise to the expectations that we set.

- We embrace a persona of “warm demander” as we exude **love through high expectations**
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**We Create &  
Maintain Clear  
Systems &  
Routines**



We  
Intentionally  
Create Cultures  
of Inclusion &  
Connection

As teacher we create the weather in our classrooms and thus we take ownership for how students show up inside and outside of the classroom.

- We articulate a **clear vision for our classroom** and communicate that vision regularly with our students and families. When our classroom does not meet that vision, we address it directly and re-align.
- We **address anti-black, hateful, or disrespectful language** directly
- We consistently use **trauma-informed approaches and language**
- We are proactive in creating culture by doing **regular bridging activities, community circles, and relationship building activities**



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Intentionally  
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We Design  
our  
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Margins

# 8 Week Vision, 2024-25

Teacher  
Engagement  
Strategies

School Wide  
Systems

Class  
Bridging  
Activities

School  
Culture  
Calendar

Learning  
Objectives &  
Success  
Criteria

School-Wide  
Student  
Expectations

School Wide  
Classroom  
Routines

Proactive  
Family  
Communication

Social  
Emotional  
Lessons

Co-Teaching  
Structures

2024 *First 8 Weeks*

We Set Clear,  
High &  
Consistent  
Expectations

We Create  
and Maintain  
Clear  
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We Design  
our  
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We  
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We Get To  
Know Our  
Students.

## Actions

- ★ **8 Week Vision Strategies:** Teachers continue to practice, reflect on, and refine 8 Week Vision strategies
  - What to Do
  - Strong Voice
  - 100%
  - Precise Praise
  - Positive Redirections
- ★ **Students 1:1s:** Teachers ensure all students have had at least one opportunity to connect individually with their teacher
- ★ **Family Communication:** Teachers ensure to proactively connect with at least 1 guardian of each student in their class
- ★ **Seamless Classroom Routines & Procedures:** Teacher communicate, practice, and consistently reinforce the vision for all routines & procedures in their classrooms
- ★ **Learning Intentions & Success Criteria:** Teacher plan for and share learning intentions and success criteria daily
- ★ **Intellectual Preparation and Daily Preparedness:** Teachers deeply prepare for their units and lessons

## Mindsets

- ★ We are all owners of the school.
- ★ All students are our students
- ★ We have a plan and we stick to it...and then we adjust if necessary.
- ★ Students will rise to the expectations we set.
- ★ We “sweat the small stuff” as we know that strong culture is the sum of many small mindsets and habits
- ★ We embrace a persona of “warm demander” as we exude love through high expectations
- ★ We model the behavior, language, mindsets, and habits that we expect from all students
- ★ We acknowledge that facing conflict and engaging in courageous conversations is a foundation to an excellent team, therefore we expect it, practice it, and do not take it personally



Camino  
Nuevo  
Charter  
Academy

24-25  
Teacher  
Strategy

## Actions

- ★ **School Leader Calendar Reflects School Priorities and Needs:** Leaders consistently create a thoughtful and strategic calendar for the following week aiming to maximize high-leverage balcony activities (coaching, walkthroughs, team meetings, salt shaker communication, difficult conversations, etc.). Each leader aims to spend 40% of their time each week on high-leverage balcony activities.
- ★ **Effective Teacher Development:** Leaders backwards map teacher PD and PLCs and ensure consistent and effective observations and coaching. Leaders direct their resources, time and attention in a way that drives toward their 8 Week Vision.
- ★ **Laser-Focus on School-Wide Systems:** All leaders approach an “all hands on deck” mentality when rolling out school-wide systems. We are constantly out of our offices observing, providing feedback, and adjusting as necessary.
- ★ **Aligning Adult Culture:** We address mindset or culture misalignments immediately and face-to-face
- ★ **Clear, Frequent Communication:** The school’s center is crystal clear through regular communication about vision and progress
- ★ **Student Culture Calendar:** We design a calendar with events and activities that teach the values of the school while having students engage with the values, question them, reflect on how they live the values, and build a sense of school connectedness.

## Mindsets

- ★ We will be one of the highest quality school networks in all of Los Angeles
- ★ We collectively own the development of our teams
- ★ Every school function has a codified system, a plan for practice, and an owner to monitor progress and provide feedback
- ★ The visions for school-wide expectations and systems must be not only be clearly and consistently communicated by all leaders, but they must be observed and maintained through walkthroughs, feedback, and resets
- ★ All leaders are responsible for school culture and thus we all address comments, behavior, etc. that do not align with our culture.
- ★ As leaders, we are masters of crucial conversations
- ★ The effectiveness of our systems, facilities, and operations is a reflection of the effectiveness of our school and our leadership
- ★ School improvement requires us to manage our energy, time, and attention with critical precision.

We Set Clear,  
High &  
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We Get To  
Know Our  
Students.



Camino  
Nuevo  
Charter  
Academy

24-25  
Leader  
Strategy





# What should be true by the end of the 8 Weeks?



Camino  
Nuevo  
Charter  
Academy



We Set Clear, High & Consistent Expectations

90% of classrooms regularly demonstrate 90%+ engagement

≥75% of teachers demonstrate mastery of teacher engagement strategies

We Create and Maintain Clear Systems & Routines

80% of classrooms have met school-wide expectations for Group 1 Routines & Procedures

School-wide transitions (arrival, hallways, dismissal) are consistently organized, efficient, and joyous

School ADA is ≥ 94% in the first 8 weeks

We Design our Classrooms from the Margins

All teachers have written and shared Learning Objectives with students for each lesson

All teachers have written and shared Success Criteria with students for each lesson

All concentrated co-teaching classes have met at least four times with their co-teacher

We Intentionally Create Cultures of Inclusion & Connection

All teachers have a regular cadence of circle, advisory, or SEL space to cultivate students' social-emotional development

All teachers have set classroom expectations and norms, communicating with students how we address exclusionary language

We Get To Know Our Students.

All teachers have communicated individually with at least one guardian of 100% of the students in their homeroom

All elementary teachers have had individual touchpoints with 100% of students



By October 4 2024...

2024 First 8 Weeks



# What have we been doing to get there?



Camino  
Nuevo  
Charter  
Academy



# 2024 CNCA School-Wide 8 Week Vision Rubric

Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday October 8, 2024 at 4:30 PM

	1	2	3	4
	Vision Ineffectively Communicated, Internalized and Executed	Vision Partly Communicated and Rarely Internalized and Executed	Vision Communicated but Partly Internalized and Executed	Vision Communicated, Internalized, and Executed
<p><b>We Get To Know Our Students</b></p> <p>As educators we are community leaders. We prioritize building genuine, trusting relationships with students &amp; families and we deeply understand that identity, race, &amp; language are inherently disrupting the status quo. We courageously talk about these issues with respect, curiosity and candor.</p>	<ul style="list-style-type: none"> <li>★ Very few teachers (&lt;25%) have internalized and continue to reference student academic strengths and areas of need. Teachers have not had the opportunity to look at student academic data or only did so briefly</li> <li>★ Very few teachers (&lt;25%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy, and most teachers are not reflecting on progress and knowledge other students each week in PLC</li> <li>★ Families in a very few classes (&lt;25%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.)</li> <li>★ Very few teachers (&lt;25%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) Most teachers rely more on passive, indirect communication (Rely solely on ParentSquare, quick communication during dismissal, etc.)</li> <li>★ Very few teachers (&lt;25%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3.</li> </ul>	<ul style="list-style-type: none"> <li>★ Few teachers (26%-49%) have internalized and continue to reference student academic strengths and areas of need. Teachers may have analyzed academic data but there is limited evidence of this knowledge in teacher decisions and reflections</li> <li>★ Some teachers (50-79%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy, but only a few reflect on progress and knowledge of students each week in PLC</li> <li>★ Families in a few classes (26-49%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.)</li> <li>★ Few teachers (26-49%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) The rest rely more on passive, indirect communication (Rely solely on ParentSquare, quick communication during dismissal, etc.)</li> <li>★ Few teachers (26-49%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3.</li> </ul>	<ul style="list-style-type: none"> <li>★ Some teachers (50-79%) have internalized and continue to reference student academic strengths and areas of need. Teachers may have analyzed academic data but there is not widespread evidence of this knowledge in teacher decisions and reflections</li> <li>★ Most teachers (80-100%) have had time to plan for student 1:1s, classroom relationship-building, and opportunities to incorporate joy, but they may not reflect on progress and knowledge of students each week in PLC</li> <li>★ Families in some classes (50-79%) have had multiple opportunities to meet their child's teacher (open house, orientation, welcome letter, welcome video, in-person intro, phone call intro, etc.)</li> <li>★ Some teachers (50-79%) reach out to each student's family individually in a proactive and direct manner during the first 8 weeks (i.e. phone calls, in-person meetings, home visits, etc.) The rest rely more on passive, indirect communication (i.e. only ParentSquare, quick communication during dismissal, etc.)</li> <li>★ Some teachers (50-79%) have collaborated with leaders to proactively meet (success meeting, SST, etc.) with students who previously struggled with attendance, behavior, or engagement within weeks 0-3.</li> </ul>	<ul style="list-style-type: none"> <li>★ Most teachers (80-100%) have internalized and continue to reference student academic strengths and areas of need. 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<p><b>We Intentionally Create Cultures of Inclusion &amp; Connection</b></p> <p>As teachers we create the weather in our classrooms and thus we take ownership for how students show up inside and outside of the classroom.</p>	<ul style="list-style-type: none"> <li>★ Leaders do not have a school-wide culture calendar. They may plan school-wide events and activities but not in any systematic way aligned to school values</li> <li>★ Very few teachers (&lt;25%) have had time to plan for classroom expectations/norms lessons, communicate with students how we address exclusionary behaviors as a school, and socio-emotional lessons. Very few teachers (&lt;25%) review these expectations/lessons daily for the first 3 weeks and address students immediately when these expectations are not met</li> <li>★ Very few staff (&lt;25%) have aligned to approach to addressing exclusionary practices and few remind students of these expectations and address students immediately when these expectations are</li> </ul>	<ul style="list-style-type: none"> <li>★ Leaders have started to design a school-wide culture calendar and do not review weekly or implementation of events is inconsistent or not consistently aligned to school's values</li> <li>★ Few teachers (26-49%) have had time to plan for classroom expectations/norms lessons, communicate with students how we address exclusionary behaviors as a school, and socio-emotional lessons. Few teachers (26-49%) review these expectations/lessons daily for the first 3 weeks and address students immediately when these expectations are not met</li> <li>★ Few staff (26-49%) have aligned to approach to addressing exclusionary practices and few remind students of these expectations and address students immediately when these</li> </ul>	<ul style="list-style-type: none"> <li>★ Leaders have designed a school-wide culture calendar but may not review weekly or implementation of events is inconsistent or not consistently aligned to school's values</li> <li>★ Some teachers (50-79%) have had time to plan for classroom expectations and norms lessons, communicating with students who we address exclusionary language and behaviors as a school, and socio-emotional lessons. Some teachers (50-79%) review these expectations and engage in these lessons daily for the first 3 weeks and address students immediately when these expectations are not met</li> <li>★ Some staff (50-79%) have aligned and practiced our school-wide approach to tracking exclusionary practices and regularly remind students of these expectations and address students immediately when these</li> </ul>	<ul style="list-style-type: none"> <li>★ Leaders have designed a school-wide culture calendar that they review weekly to ensure relevant &amp; dynamic school-wide events &amp; rewards aligned to school's value</li> <li>★ Most teachers (80-100%) have had time to plan for classroom expectations and norms lessons, communicating with students who we address exclusionary language and behaviors as a school, and socio-emotional lessons. Most teachers (80-100%) review these expectations and engage in these lessons daily for the first 3 weeks and address students immediately when these expectations are not met</li> <li>★ Most staff (80-100%) have aligned and practiced our school-wide approach to addressing exclusionary practices and regularly remind students of these expectations and address students immediately when these</li> </ul>



- Collaboration for bringing learning to school-site structures

**Principal PLC**  
Excellent CNCA schools visionary and responsive Principal leadership.



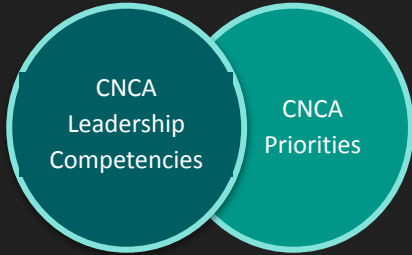
**Learning Leaders Schools**  
Excellent CNCA schools require ongoing development of how we lead people and communities.

- Leadership learning applicable to all areas of school leadership



**Learning Leaders Role Team**  
Excellent CNCA schools require a honing of our expertise and role-specific knowledge.

- Learning through role lens
- Responsive to specific role



**Learning Leaders Lab**  
Excellent CNCA schools require an "all-hands on deck" mindset with opportunities to learn in practice.

- Application of leadership learning in the day-to-day



Program	Why?	What?	Leadership Competencies	Who?
<b>Learning Leaders Collective</b>	Excellent CNCA schools require an aligned, connected organization of schools.	We focus on alignment connection and collective efficacy of our HSO ↔ School-Site Teams.	Visionary Leadership Adaptive Leadership	All School-Site Leaders All HSO Leaders
<b>Learning Leaders Schools (Adaptive)</b>	Excellent CNCA schools require ongoing development of how we lead people and communities.	We align around common leadership practices that support us in leading, aligning, and motivating people and communities.	Visionary Leadership Adaptive Leadership Systems Leadership	All School-Site Leaders
<b>Learning Leaders Schools (Technical)</b>	Excellent CNCA schools require ongoing attention to detail, compliance, and oversight.	We receive important compliance information that allows for sound oversight and timely follow-through in our schools.	Systems Leadership Strategic Prioritization	All School-Site Leaders
<b>Learning Leaders Role Team</b>	Excellent CNCA schools require a honing of our expertise and role-specific knowledge.	We zoom in to the specific knowledge, skills, and preparation most relevant to our specific leadership roles.	Instructional Leadership Systems Leadership Cultural Leadership Strategic Prioritization	All School-Site Leaders by role
<b>Learning Leaders Lab</b>	Excellent CNCA schools require an “all-hands on deck” mindset with opportunities to learn in practice.	We shoulder-up alongside HSO teammates to apply our leadership learning in our day-to-day practice.	Instructional Leadership Systems Leadership Cultural Leadership	Depends on topic
<b>Principal PLC</b>	Excellent CNCA schools visionary and responsive Principal leadership.	We collaborate alongside other Principals to ensure effective and coherent leadership systems and supports at the school-site level.	Visionary Leadership Adaptive Leadership Talent Leadership Strategic Prioritization	Principals

Program	Sessions Held	Focus	Leadership Competencies
<b>Learning Leaders Schools (Adaptive)</b>	2	<ul style="list-style-type: none"> <li>● Oversight &amp; Accountability Toward Vision</li> <li>● Courageous Conversations</li> <li>● 8 Week Vision Progress Monitoring &amp; Reflection</li> </ul>	Visionary Leadership Adaptive Leadership Systems Leadership
<b>Learning Leaders Role Team</b>	2	<ul style="list-style-type: none"> <li>● School-Wide Systems Refinement</li> <li>● Learning Objectives &amp; Success Criteria</li> <li>● School Culture Systems &amp; Initiatives</li> </ul>	Instructional Leadership Systems Leadership Cultural Leadership Strategic Prioritization
<b>Learning Leaders Lab</b>	2	<ul style="list-style-type: none"> <li>● 8 Week Vision Progress Monitoring &amp; Reflection</li> </ul>	Instructional Leadership Systems Leadership Cultural Leadership
<b>Principal PLC</b>	3	<ul style="list-style-type: none"> <li>● Leadership Team Management and Capacity Building</li> </ul>	Visionary Leadership Adaptive Leadership Talent Leadership Strategic Prioritization



# What is our current progress?



Camino  
Nuevo  
Charter  
Academy







## 8 Week Vision Data: Day 32

School	Student Engagement & Teacher Support			LOSC	
	Average Engagement	Average # Observations per Teacher	Percentage of <u>Teachers</u> with at Least 1 Observation	% Evident Learning Objectives	% Evident Success Criteria
<b>DAL</b>	86%	5.1	100%	56%	51%
<b>EIS</b>	88%	3.5	79%	75%	63%
<b>BUR</b>	87%	3.3	97%	51%	35%
<b>CIS</b>	86%	2.9	100%	81%	57%
<b>CAS</b>	78%	2.3	82%	65%	48%
<b>KAY</b>	81%	1.9	92%	56%	33%

We Set Clear,  
High &  
Consistent  
Expectations



90% of classrooms regularly  
demonstrate 90%+ engagement



≥75% of teachers demonstrate  
mastery of teacher engagement  
strategies

Student Engagement & Teacher Support Snapshot as of 9/19			
	% of Classrooms with >90% engagement	% of Classrooms with >85% engagement	% of Classrooms with >80% engagement
CNCA	50%	59%	68%

# Coversheet

## June 2024 Financials - Unaudited

**Section:** VII. Financials  
**Item:** B. June 2024 Financials - Unaudited  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 06.24 - CNCA Consolidated - Financial Packet.pdf

## CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (June 2024)

**1 Key Performance Indicators**

ADA vs. Budget ● Cash on Hand ●

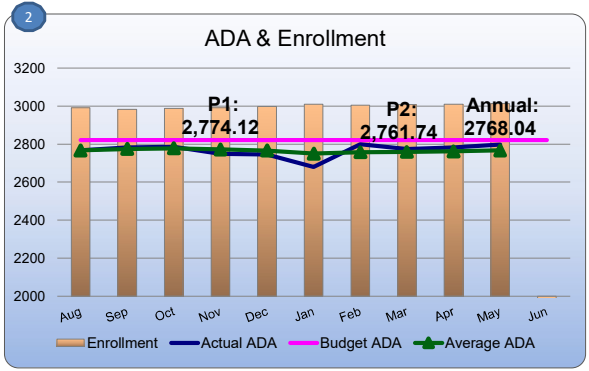
Net Income / (Loss) ● Year-End Cash ●

**KEY POINTS**

ADA ended 11.58 lower than budget resulting in a \$194K decrease in LCFF Revenue.

Forecast includes \$4.32M of restricted one-time funds. An additional \$8.52M remains available to spend through FY27/28.

FY23-24 net Income was \$1.96M and unrestricted cash ended at \$16.9M with an additional \$12.8M of restricted cash.



**3 Average Daily Attendance Analysis**

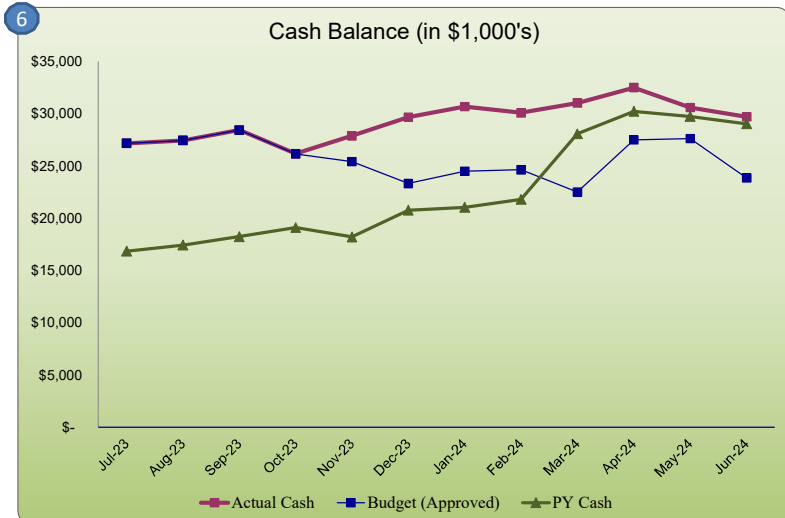
Category	Actual through Month 10	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	3,013	3,009	3,001	8	3,011	2,972
ADA %	92.4%	92.2%	92.2%	0.0%	92.2%	89.6%
Average ADA	2,768.05	2,759.79	2,771.37	(11.58)	2,761.75	2,680.25

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.73%	97.42%	1.68%	95.67%
3-Year Average %	94.97%	95.53%	0.56%	94.63%
District UPP C. Grant Cap	85.97%	85.65%	-0.32%	85.97%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 06/30/24	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	41,788,985	41,982,924	(193,939)	41,786,536	2,450	41,788,985	37,496,211	4,292,775	37,363,062	35,808,573
Federal Revenue	7,349,295	7,459,415	(110,121)	7,591,559	(242,264)	7,349,295	5,793,941	1,555,354	8,208,140	10,868,693
State Revenue	10,836,844	13,907,995	(3,071,152)	12,255,544	(1,418,700)	10,836,844	23,883,391	(13,046,547)	8,077,643	4,097,827
Other Local Revenue	4,488,943	2,968,841	1,520,101	4,048,561	440,381	4,488,943	2,962,237	1,526,705	4,198,910	2,971,632
Grants/Fundraising	771,296	516,693	254,603	642,055	129,241	771,296	387,101	384,196	850,526	390,444
<b>TOTAL REVENUE</b>	<b>65,235,363</b>	<b>66,835,869</b>	<b>(1,600,506)</b>	<b>66,324,255</b>	<b>(1,088,892)</b>	<b>65,235,363</b>	<b>70,522,880</b>	<b>(5,287,517)</b>	<b>58,698,282</b>	<b>54,137,169</b>
<i>Total per ADA</i>	23,638	24,117	(479)	24,032	(395)				21,900	20,473
<i>w/o Grants/Fundraising</i>	23,358	23,930	(572)	23,800	(441)				21,583	20,325
Certificated Salaries	16,025,826	16,833,279	807,453	15,953,404	(72,422)	16,025,826	16,830,671	804,845	16,042,300	16,070,067
Classified Salaries	7,210,319	7,982,003	771,683	7,155,207	(55,112)	7,210,319	7,941,542	731,223	6,976,915	6,291,816
Benefits	7,534,808	8,625,489	1,090,681	7,428,763	(106,045)	7,534,808	8,380,403	845,595	7,568,205	6,650,987
Student Supplies	5,023,528	5,548,839	525,311	5,811,354	787,826	5,023,528	5,288,507	264,979	4,159,277	4,615,770
Operating Expenses	25,850,708	25,767,881	(82,827)	26,535,260	684,552	25,850,708	25,186,498	(664,210)	22,079,760	19,409,944
Other	1,630,219	1,661,755	31,536	1,611,452	(18,767)	1,630,219	1,661,755	31,536	1,530,010	1,420,923
<b>TOTAL EXPENSES</b>	<b>63,275,409</b>	<b>66,419,245</b>	<b>3,143,837</b>	<b>64,495,440</b>	<b>1,220,031</b>	<b>63,275,409</b>	<b>65,289,376</b>	<b>2,013,968</b>	<b>58,356,467</b>	<b>54,459,506</b>
<i>Total per ADA</i>	22,928	23,966	1,039	23,370	(442)				21,773	20,595
<b>NET INCOME / (LOSS)</b>	<b>1,959,954</b>	<b>416,624</b>	<b>1,543,330</b>	<b>1,828,816</b>	<b>131,139</b>	<b>1,959,954</b>	<b>5,233,504</b>	<b>(3,273,549)</b>	<b>341,814</b>	<b>(322,337)</b>
<b>OPERATING INCOME</b>	<b>3,395,378</b>	<b>1,883,584</b>	<b>1,511,794</b>	<b>3,245,472</b>	<b>149,906</b>	<b>3,395,378</b>	<b>8,167,423</b>	<b>(4,772,045)</b>	<b>1,669,057</b>	<b>888,003</b>



**Year-End Cash Balance**

Actual	Budget	Variance
29,698,364	23,856,228	5,842,135

**7 Balance Sheet**

Balance Sheet	6/30/2023	5/31/2024	6/30/2024	6/30/2024 Actual
<b>Assets</b>				
Cash, Operating	29,037,719	29,508,972	16,875,319	16,875,319
Cash, Restricted	0	1,080,404	12,823,043	12,823,043
Accounts Receivable	5,629,420	493,121	5,988,252	5,988,252
Due From Others	286,926	508,321	202,055	202,055
Other Assets	24,615,268	24,187,936	24,311,029	24,311,029
Net Fixed Assets	39,642,835	39,587,517	39,239,733	39,239,733
<b>Total Assets</b>	<b>99,212,167</b>	<b>95,366,270</b>	<b>99,439,430</b>	<b>99,439,430</b>
<b>Liabilities</b>				
A/P & Payroll	4,132,432	2,012,580	4,019,535	4,019,535
Due to Others	2,277,644	72,768	2,094,580	2,094,580
Deferred Revenue	13,246,188	1,080,404	12,823,043	12,823,043
Other Liabilities	23,874,308	23,874,308	23,265,319	23,265,319
Total Debt	9,840,445	9,435,848	9,435,848	9,435,848
<b>Total Liabilities</b>	<b>53,371,017</b>	<b>36,475,908</b>	<b>51,638,326</b>	<b>51,638,326</b>
<b>Equity</b>				
Beginning Fund Bal.	45,499,335	45,841,150	45,841,150	45,841,150
Net Income/(Loss)	341,814	13,049,213	1,959,954	1,959,954
<b>Total Equity</b>	<b>45,841,150</b>	<b>58,890,362</b>	<b>47,801,104</b>	<b>47,801,104</b>
<b>Total Liabilities &amp; Equity</b>	<b>99,212,167</b>	<b>95,366,270</b>	<b>99,439,430</b>	<b>99,439,430</b>
Available Line of Credit				
Days Cash on Hand	186	171	100	100
Cash Reserve %	50.9%	46.8%	27.3%	27.3%











## CAMINO NUEVO CHARTER ACADEMY

### Financial Analysis

### June 2024

#### Net Income

Camino Nuevo Charter Academy achieved a net income of \$1.96M in FY23-24 compared to \$417K in the revised board approved budget. Reasons for this positive \$1.54M variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of June 30, 2024, the school's cash balance was \$16.88M, which represents a 27% reserve. In addition to this, CNCA had \$12.8M of restricted cash.

As of June 30, 2024, the Accounts Receivable balance was \$5.99M, down from \$493K in the previous month, due to the recording of revenue earned in FY23-24 but not yet received.

As of June 30, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$4.02M, compared to \$2.01M in the prior month.

As of June 30, 2024, CNCA had a debt balance of \$9.44M. This debt is related to Prop 55/Kayne Siart construction loan.

#### Income Statement

##### *Revenue*

Total revenue for FY23-24 is \$65.24M, which is \$1.60M or 2.4% under budgeted revenue of \$66.84M.

**Lottery Revenue (8560) \$185K increase** based on final apportionment estimates from the state.

**SB740 (8591) \$615K increase** on the facilities reimbursement program. Confirmation was received in July that the CSFA would accept the full amount being paid to GNLA as reimbursable rent. In addition, in late June, the CSFA confirmed that there would be funds available to reimburse maintenance costs in all eligible sites. The state does project that there will be a shortfall in these funds, but those final figures are unknown, so a 10% reduction is estimated in this forecast.

**Expanded Learning Opportunity Program (8595) \$2.2M decrease** due to reduced spending in the program throughout the year. These funds will be reallocated to future years.

**Prop 28 Arts & Music (8596) \$218K decrease** based on reduced spending toward this fund. Funds will be expended in future years.

**State Revenue - Other (8599) \$1.5M decrease** due to sites pushing off spending of Learning Recovery, Arts & Music Grant and other one-time funds to future years.

**Interest & Dividend Income (8660) \$1.2M increase** in interest revenue based on the most recent LACOE interest distributions. This includes a \$243K adjustment to FY22-23 and a FY23-24 fourth quarter estimate provided by LACOE in the amount of \$283K.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.*





**Grants (8692) \$202K increase** due to final spending on CTC and other reimbursable grants.

**E-Rate (8697) \$130K increase** due to a \$73K networking contribution in Kayne Siart site.

**SELPA Grants (8698) \$131K increase** based on round one special education assistance awarded to each charter.

**Other Prior Year Adjustment (8999) \$253K increase** in Prior Year Revenues largely due to final FY22-23 Lottery rates, SMAA funds received and FY22-23 final SB740 allocations.

### *Expenses*

Total expenses for FY23-24 are \$63.28M, which is \$3.14M or 4.7% under budgeted expenditures of \$66.42M.

**Certificated Pupil Support - Psychologist (1215) \$196K under** budget due to vacant positions.

**Certificated Pupil Support - Other (1299) \$124K under** budget due to vacant positions.

**Instructional Aide & Other Salaries (2111) \$401K under** budget due to vacant positions.

**Classified Teacher Salaries (2131) \$315K under** budget due to vacant positions and changes in the ELOP staffing needs. This is offset by reduced ELOP funds.

**H&W - Health & Welfare (3401) \$531K under** budget based on employee elections during open enrollment.

**Core Curricula Materials (4111) \$119K over** budget due to additional supply purchases being done.

**Books & Other Reference Materials (4211) \$207K under** budget due ELOP libraries not being implemented across all sites. This is offset by reduced ELOP funds which will be used in the outyears.

**Custodial Supplies (4371) \$97K over** budget largely due to additional supplies being purchased for the new maintenance company.

**Other Supplies (4390) \$377K under** budget largely due to supplies being purchased for the after-school program.

**Non Capitalized Equipment (4411) \$277K over** budget largely due to a budgeted furniture purchase at the Dalzell Lance campus which did not meet the capitalization threshold as well as a large furniture purchase at the Burlington site.

**Nutrition Program Food & Supplies (4711) \$474K under** budget based on meal credits received and efforts to reduce meal overages at sites.

**School Rent - Private Facility (5611) \$145K under** budget due to amortization of the lease liability based on ASC 842. Burlington, Eisner, and Dalzell Lance schools are reflecting a savings in the financials compared to the payments being made due to reduced rents projected in the last four years of the lease.

**Vendor Repairs (5631) \$397K over** budget mostly due to increased HVAC repair needs at sites.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.*



**Field Trips & Pupil Transportation (5812) \$831K under** budget largely due to reduced field trips and transportation costs in the ELO Program.

**Contracted Substitute Teachers (5841) \$692K over** budget because of teacher vacancies and absenteeism.

**Special Education Services (5842) \$955K under** budget. This reduction is partly due to utilizing in-house staff for certain services, resulting in decreased overall service requirements. However, savings from consultants are offset by the need to hire SPED substitute staff to fill vacancies or cover absences among regular staff. Furthermore, consultant costs at the Cisneros site are exceeding the budgeted amount.

**Other Student Instructional Services (5849) \$286K over** budget due to additional tutoring services obtained across the sites. In addition, there were some ELOP overages in this line item.

**PD Consultants & Tuition (5852) \$110K over** budget largely due to additional PD added with one-time funding.

**All Other Consultants & Services (5859) \$111K over** budget due to classified staff support being obtained from consultants to cover vacancies or staff being absent.

**Non Instructional Software (5861) \$88K under** budget.

## ADA

Budgeted P2 ADA is 2,771.37 based on enrollment of 3,001 and a 92.2% attendance rate.

Final P2 ADA is 2,759.79 based on enrollment of 3,009 and a 92.2% attendance rate. This includes an adjustment to CNCA#3's P2 ADA which will be submitted via P2 revision.

Actual ADA through Month 10 is 2,768.05 with ending enrollment of 3,013 and a 92.4% attendance rate.

In Month 10, ADA was 2,798.28 with a 92.9% 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**

2023-24 Cash Flow Forecast

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	2023-24		Actuals as of												6/30/2024	FORECAST	Budget Variance		
	Budget	Trend	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL		ACTUAL	Better / (Worse)	% Better / (Worse)
			Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual		Jul-23 - Jun-24		
Change in Deferred Revenue	(7,055,408)	(423,144)	(12,539,284)	-	-	-	-	130,500	-	-	-	243,000	-	11,742,639	-	(423,144)	6,632,263		
Change in Other Long Term Assets	145,078	441,257	36,083	36,207	36,332	36,456	36,581	36,707	36,832	36,958	37,085	37,211	37,338	37,466	-	441,257			
Change in Other Long Term Liabilities	-	(608,989)	-	-	-	-	-	-	-	-	-	-	-	(608,989)	-	(608,989)			
Depreciation Expense	1,466,959	(3,181,754)	114,596	113,925	114,840	114,098	132,034	117,254	117,600	127,943	120,272	118,854	118,643	(4,491,813)	-	(3,181,754)	(4,648,713)		
<b>Cash Flow from Investing Activities</b>																			
Capital Expenditures	(1,431,172)	3,584,856	(14,800)	(47,196)	(65,512)	(79,773)	(264,543)	(107,981)	(97,707)	(19,484)	(161,246)	(61,398)	(335,101)	4,839,598	-	3,584,856	5,016,027		
<b>Cash Flow from Financing Activities</b>																			
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Loans	(404,597)	(404,597)	-	-	(201,292)	-	-	-	-	-	(203,305)	-	-	-	-	(404,597)	-	-	
<b>Ending Cash Balance</b>	<b>23,856,228</b>	<b>26,222,602</b>	<b>27,168,442</b>	<b>27,439,638</b>	<b>28,441,870</b>	<b>26,169,346</b>	<b>27,877,647</b>	<b>29,673,010</b>	<b>30,684,588</b>	<b>30,091,981</b>	<b>31,026,272</b>	<b>32,505,240</b>	<b>30,589,377</b>	<b>29,698,364</b>	<b>29,698,364</b>	<b>29,698,364</b>	<b>5,842,135</b>		

# Coversheet

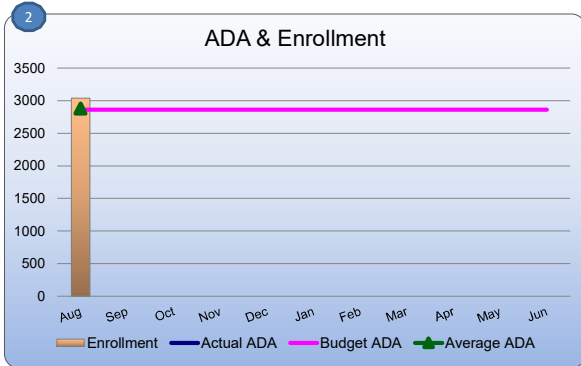
## August 2024 Financials

**Section:** VII. Financials  
**Item:** C. August 2024 Financials  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 08.24 - CNCA Consolidated - Financial Packet.pdf

## CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (August 2024)

**1 Key Performance Indicators**

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



**KEY POINTS**

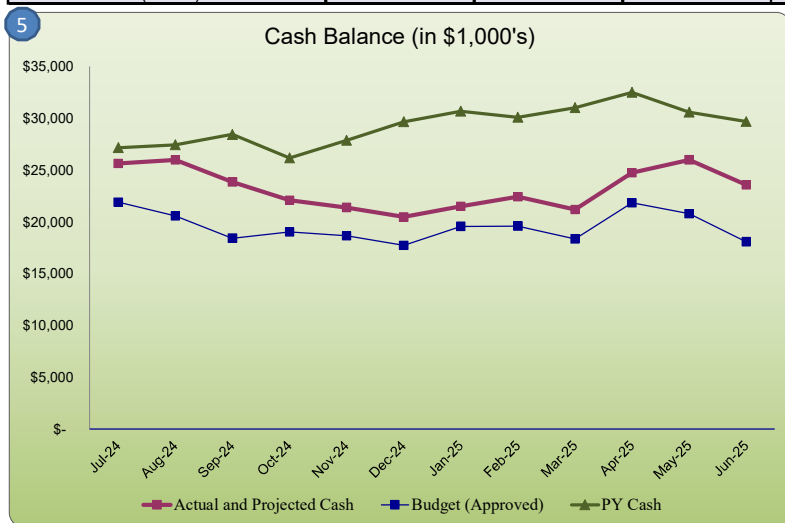
Enrollment is currently 14 students below budget, resulting in a \$172K decrease in LCFF Revenue.

Forecast includes \$4.16M of restricted one-time funds. An additional \$4.94M remains available to spend through FY27/28.

ADA % was slightly higher than budget for Month 1 attendance.

Attendance Analysis	Actual through Month 1	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24 P2	FY 22-23 P2
Enrollment	3,040	3,042	3,056	(14)	3,042	0	3,011	2,972
ADA %	94.8%	93.9%	93.7%	0.1%	93.7%	0.1%	92.2%	89.6%
Average ADA	2,879.47	2,855.07	2,864.50	(9.43)	2,851.37	3.70	2,761.67	2,680.25

Income Statement	Actual through 08/31/24	Forecast as of 08/31/24	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	4,638,112	43,847,544	44,019,783	(172,239)	43,789,874	57,670	41,788,985	37,363,062
Federal Revenue	305,868	5,688,435	5,340,206	348,229	5,681,143	7,292	7,349,295	8,208,140
State Revenue	12,343,970	12,238,977	12,203,291	35,686	12,392,162	(153,185)	10,836,844	8,077,643
Other Local Revenue	487,415	2,773,263	2,941,483	(168,220)	2,743,799	29,464	4,488,943	4,198,910
Grants/Fundraising	80,890	927,001	731,449	195,552	733,622	193,379	771,296	850,526
<b>TOTAL REVENUE</b>	<b>17,856,255</b>	<b>65,475,221</b>	<b>65,236,212</b>	<b>239,008</b>	<b>65,340,599</b>	<b>134,621</b>	<b>65,235,363</b>	<b>58,698,282</b>
<i>Total per ADA</i>		22,933	22,774	159	22,886	47	23,622	21,900
<i>w/o Grants/Fundraising</i>		22,608	22,519	90	22,629	(21)	23,342	21,583
Certificated Salaries	2,089,497	18,081,469	18,159,128	77,659	18,272,149	190,680	16,025,826	16,042,300
Classified Salaries	999,158	7,702,551	7,646,969	(55,582)	7,594,093	(108,458)	7,210,319	6,976,915
Benefits	1,346,891	8,875,824	8,805,505	(70,319)	8,872,440	(3,384)	7,534,808	7,568,205
Student Supplies	286,984	4,741,808	4,774,432	32,624	4,782,126	40,319	5,023,528	4,159,277
Operating Expenses	3,431,811	23,354,245	23,446,425	92,179	23,275,285	(78,960)	25,850,708	22,079,760
Other	235,430	1,735,648	1,789,825	54,177	1,803,783	68,134	1,630,219	1,530,010
<b>TOTAL EXPENSES</b>	<b>8,389,772</b>	<b>64,491,546</b>	<b>64,622,283</b>	<b>130,737</b>	<b>64,599,877</b>	<b>108,331</b>	<b>63,275,409</b>	<b>58,356,467</b>
<i>Total per ADA</i>		22,588	22,560	(29)	22,626	(38)	22,912	21,773
<b>NET INCOME / (LOSS)</b>	<b>9,466,483</b>	<b>983,675</b>	<b>613,929</b>	<b>369,746</b>	<b>740,722</b>	<b>242,953</b>	<b>1,959,954</b>	<b>341,814</b>



Year-End Cash Balance		
Projected	Budget	Variance
23,561,850	18,073,352	5,488,498

Balance Sheet	6/30/2024	7/31/2024	8/31/2024	6/30/2025 FC
<b>Assets</b>				
Cash, Operating	16,875,319	24,776,158	25,093,541	16,261,598
Cash, Restricted	12,823,043	875,987	875,987	7,300,252
Accounts Receivable	5,988,252	5,885,099	4,730,341	6,272,496
Due From Others	202,055	160,423	270,419	270,419
Other Assets	24,311,029	24,049,197	24,017,411	24,347,908
Net Fixed Assets	39,239,733	39,209,005	39,658,574	40,473,511
<b>Total Assets</b>	<b>99,439,430</b>	<b>94,955,869</b>	<b>94,646,273</b>	<b>94,926,183</b>
<b>Liabilities</b>				
A/P & Payroll	4,019,535	1,855,136	2,012,561	3,087,059
Due to Others	2,071,596	2,021,556	1,868,400	3,654,670
Deferred Revenue	12,823,043	773,572	773,572	7,088,252
Other Liabilities	23,288,304	23,288,304	23,288,304	23,288,304
Total Debt	9,435,848	9,435,848	9,435,848	9,023,118
<b>Total Liabilities</b>	<b>51,638,326</b>	<b>37,374,416</b>	<b>37,378,684</b>	<b>46,141,403</b>
<b>Equity</b>				
Beginning Fund Bal.	45,841,150	47,801,104	47,801,104	47,801,104
Net Income/(Loss)	1,959,954	9,780,348	9,466,483	983,675
<b>Total Equity</b>	<b>47,801,104</b>	<b>57,581,452</b>	<b>57,267,587</b>	<b>48,784,779</b>
<b>Total Liabilities &amp; Equity</b>	<b>99,439,430</b>	<b>94,955,868</b>	<b>94,646,272</b>	<b>94,926,182</b>
Available Line of Credit				
Days Cash on Hand	100	144	146	94
Cash Reserve %	27.3%	39.3%	39.9%	25.8%















**CAMINO NUEVO CHARTER ACADEMY**  
**Financial Analysis**  
**August 2024**

### Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of \$984K in FY24-25 compared to \$614K in the board approved budget. Reasons for this positive \$370K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of August 31, 2024, the school's cash balance was \$25.09M. By June 30, 2025, the school's cash balance is projected to be \$16.26M, which represents a 26% reserve. In addition to this, CNCA is projected to have \$7.3M of restricted cash.

As of August 31, 2024, the Accounts Receivable balance was \$4.73M, down from \$5.89M in the previous month, due to the receipt of revenue earned in FY23-24.

As of August 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$2.01M, compared to \$1.86M in the prior month.

As of August 31, 2024, CNCA had a debt balance of \$9.44M. Camino is projected to pay \$413K this fiscal year. This debt is related to Prop 55/Kayne Siart construction loan.

### Income Statement

#### Revenue

Total revenue for FY24-25 is projected to be \$65.48M, which is \$239K or 0.4% over budgeted revenue of \$65.24M.

**All Other Federal Revenue (8299) \$258K increase** due to additional ESSER funds being spent in current year. ESSER funds released in FY23-24 planned to be spent by grant deadline of September 30, 2024.

**Grants (8692) \$196K increase** largely due to projected PNEDG Grant for Cisneros site. This is partially offset by reduced grant projections for reimbursable grants.

#### Expenses

Total expenses for FY24-25 are projected to be \$64.49M, which is \$131K or 0.2% under budgeted expenditures of \$64.62M. No material differences noted as of August 2024 close.

### ADA

Budgeted P2 ADA is 2,864.50 based on enrollment of 3,056 and a 93.7% attendance rate.

Forecast P2 ADA is 2,855.07 based on enrollment of 3,042 and a 93.9% attendance rate.

Actual ADA through Month 1 is 2,879.47 with ending enrollment of 3,040 and a 94.8% attendance rate.

In Month 1, ADA was 2,879.47 with a 94.8% attendance rate.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$75,000 and 10%.*









**CAMINO NUEVO CHARTER ACADEMY**  
 2024-25 Cash Flow Forecast  
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	2024-25		Actuals as of 8/31/2024												FORECAST		Budget Variance	
	Budget	Trend	ACTUAL Jul-24	ACTUAL Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)	% Better / (Worse)
	<b>Beginning Cash Balance</b>	21,308,096	29,698,364	29,698,364	25,652,144	25,969,528	23,865,740	22,092,163	21,384,978	20,476,185	21,497,587	22,417,355	21,189,934	24,747,058	25,985,724	23,561,850	29,698,364	8,390,267
<b>Cash Flow from Operating Activities</b>																		
Net Income	613,929	803,038	9,780,348	(313,865)	(1,185,785)	(555,166)	(557,638)	(996,785)	888,072	59,248	(1,152,106)	2,177,716	(934,155)	(3,363,295)	(2,862,915)	983,675	369,746	
Change in Accounts Receivable																		
Prior Year Accounts Receivable	9,675,543	-	103,152	1,154,759	265,770	104,684	81,393	218,333	-	727,514	-	1,292,617	2,040,029	-	-	5,988,252	(3,687,292)	
Current Year Accounts Receivable	(7,692,272)	(6,272,496)	-	-	-	-	-	-	-	-	-	-	-	-	(6,272,496)	(6,272,496)	1,419,777	
Change in Due from	-	-	41,632	(109,995)	-	-	-	-	-	-	-	-	-	-	-	(68,364)	(68,364)	
Change in Accounts Payable	(121,249)	(732,900)	(1,727,013)	(80,385)	(1,097,260)	-	-	-	-	-	-	-	-	-	1,137,298	1,034,460	(732,900)	(611,650)
Change in Due to	(1,185,010)	1,583,075	(50,039)	(153,156)	-	-	-	-	-	-	-	-	-	-	1,786,270	1,583,075	2,768,085	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	-	(199,577)	(437,386)	237,809	-	-	-	-	-	-	-	-	-	-	-	(199,577)	(199,577)	
Change in Prepaid Expenditures	(259,812)	(112,194)	224,238	(5,935)	-	-	-	-	-	-	-	-	-	-	(330,497)	-	(112,194)	147,618
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	(3,046,744)	(5,734,791)	(12,049,472)	-	-	-	-	-	-	-	-	-	-	-	6,314,680	(5,734,791)	(2,688,047)	
Change in Other Long Term Assets	-	-	37,593	37,721	-	-	-	-	-	-	-	-	-	-	-	-	75,315	
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Depreciation Expense	1,603,161	1,548,985	117,533	117,897	118,825	131,896	132,559	133,659	133,330	133,006	132,077	132,791	132,791	132,620	-	1,548,985	(54,177)	
<b>Cash Flow from Investing Activities</b>																		
Capital Expenditures	(2,409,560)	(2,782,763)	(86,805)	(567,467)	-	(1,454,991)	(363,500)	(264,000)	-	-	-	(46,000)	-	-	-	(2,782,763)	(373,203)	
<b>Cash Flow from Financing Activities</b>																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Loans	(412,730)	(412,730)	-	-	(205,338)	-	-	-	-	-	(207,392)	-	-	-	-	(412,730)	-	
<b>Ending Cash Balance</b>		<b>17,386,011</b>	<b>25,652,144</b>	<b>25,969,528</b>	<b>23,865,740</b>	<b>22,092,163</b>	<b>21,384,978</b>	<b>20,476,185</b>	<b>21,497,587</b>	<b>22,417,355</b>	<b>21,189,934</b>	<b>24,747,058</b>	<b>25,985,724</b>	<b>23,561,850</b>	<b>23,561,850</b>	<b>23,561,850</b>		

# Coversheet

## Updated Success Equation

**Section:** VIII. Updated Success Equation  
**Item:** A. Updated Success Equation  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Final Success Equation.pdf

# SUCCESS EQUATION

October, 2024

# Our Proposed New Success Equation 9-12

When Camino Nuevo High School students step into the dynamic world beyond our walls, they carry with them not just academic prowess, but the mindsets, behaviors, and emotional well being necessary for success in their chosen paths. Our vision for their postsecondary journey is clear:

- 98% of CNCA graduates will secure acceptance to a 4-year college.
- 80% of these bright minds will choose the 4-year college route.
- Camino graduates, relative to college-bound BIPOC students nationwide, will achieve a college graduation rate triple the national average within 6 years of graduating from high school.
- For those whose ambitions include attending vocational school, certification programs, or community college, 90% of these bright minds will earn their diplomas or certificates within 3 years.

Grounded in our anchor values, we will prepare our students for their futures one child, one classroom, and one community at a time.

# Nuestra nueva ecuación del éxito 9-12

Cuando los estudiantes de Camino Nuevo High School entran al mundo dinámico más allá de nuestros muros, llevan consigo no solo destreza académica, sino también la mentalidad, el comportamiento y el bienestar emocional necesarios para tener éxito en los caminos elegidos. Nuestra visión para su trayectoria postsecundaria es clara:

- El 98% de los graduados de CNCA obtendrán la aceptación en una universidad de 4 años.
- El 80% de estas mentes brillantes elegirán la ruta universitaria de 4 años.
- Los graduados de Camino, en comparación con los estudiantes BIPOC que van a la universidad en todo el país, lograrán una tasa de graduación universitaria que triplicará el promedio nacional dentro de los 6 años posteriores a graduarse de la escuela secundaria.
- Para aquellos cuyas ambiciones incluyen asistir a una escuela vocacional, programas de certificación o un colegio comunitario, el 90% de estas mentes brillantes obtendrán sus diplomas o certificados dentro de 3 años.

Basados en nuestros valores fundamentales, prepararemos a nuestros estudiantes para su futuro, un niño, un salón de clases y una comunidad a la vez.

# Proposed TK-8 Success Equation

Together with our students' families, Camino Nuevo Charter Academy prepares students for the future by building a foundation for success that includes both rigorous college preparatory academics and the mindsets, behaviors and emotional well being necessary for success in their chosen paths. We create a nurturing environment where every member of our community feels that they belong and can authentically explore their identity. In our inclusive community, we create the conditions for students to have a life filled with choices and the bright future that they deserve.

We will see our success in this work through:

- Average Daily Attendance rates
- Belonging survey data for students and families
- Internal Spanish Language Assessment Results for grades TK-2
- Smarter Balanced Assessment outcomes for grades 3-8 (measured by Distance from Standard)
- Bilingual pathways (as defined through the CA State Seal of Biliteracy benchmarks for 5th grade)
- English Language Proficiency Assessment California growth for Multilingual Learners

# TK-8 Success Equation

Junto con las familias de nuestros estudiantes, Camino Nuevo Charter Academy prepara a los estudiantes para el futuro construyendo una base para el éxito que incluye tanto una preparación académica rigurosa para la universidad como la mentalidad, el comportamiento y el bienestar emocional necesarios para tener éxito en los caminos elegidos. Creamos un ambiente enriquecedor donde cada miembro de nuestra comunidad siente que pertenece y puede explorar auténticamente su identidad. En nuestra comunidad inclusiva, creamos las condiciones para que los estudiantes tengan una vida llena de opciones y el futuro brillante que merecen.

Veremos nuestro éxito en este trabajo a través de:

- Tarifas promedio de asistencia diaria
- Datos de la encuesta de pertenencia para estudiantes y familias.
- Resultados de la evaluación interna del idioma español para los grados TK-2
- Resultados de la evaluación Smarter Balanced para los grados 3 a 8 (medidos por la distancia desde el estándar)
- Rutas bilingües (según se definen a través de los puntos de referencia del Sello Estatal de Alfabetización Bilingüe de California para 5° grado)
- Evaluación del dominio del idioma inglés Crecimiento de California para estudiantes multilingües

# Coversheet

## CEO Update

**Section:** IX. CEO Update  
**Item:** A. CEO Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 241008 CEO Update.pdf





**Camino  
Nuevo  
Charter  
Academy**

# CEO Update



**October 8, 2024**

# Dalzell Lance HS Charter Renewal

Our renewal process is well underway! So far, we have:

- Held our first Parent Advocacy Meeting - shoutout to Kim Plaza and Amber Skrumbis for taking the lead on this!
- Produced a first draft of Element 1, the part of the charter petition that describes our educational program
- We will have drafted all other elements by October 30th

# Dalzell Lance HS Charter Renewal

In addition, we are using our resources:

- Meeting with the California Charter School Association (CCSA)
- Attending Renewal learning spaces with the LA Coalition for Excellent Public Schools (LACEPS)
- Attending LAUSD Board of Directors Meetings to gather information and see how the first round of renewals in 2024-2025 shakes out

# Castellanos Lease

- Our CAS lease is set to expire June 2025
- We have reached out to our contact at LAUSD to begin working on the Public School Choice (PSC) renewal
- We believe this will be a fairly standard process, but we will share more information as we have it

# BUR Conexión Construction Update

- The playground portion of the project is complete and students are loving it!
  - It includes a play apparatus, custom sports court, and modernized seating options.
- New sidewalk fencing is completed along the Burlington sidewalk
  - The new fencing allowed a new configuration of student traffic flow and curb appeal with ADA entry compliance



# BUR Conexión Construction Update

- Entry into “Burlington Central aka the Conexion entry” is more than 75% complete, including door and structural framing and fire egress door
- Pending completion of our ADA Ramp at the rear portion of the playground and our parking lot walkway paving with new wall separating the school parking lot with the Conexion walkway.
  - Status : LADBS currently reviewing plans for new playground wall that was determined hazardous in July
- On track to meeting ESSER II Funding expenditure deadline of Sept. 30th and accounting

