



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on February 6, 2025 at 1:50 PM PST

Date and Time

Tuesday February 11, 2025 at 4:30 PM PST

Location

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

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

The board meeting is also accessible at the board member virtual location below via teleconference connection:

656 18th St, Manhattan Beach, CA 90266

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 or by telephone at 818-429-2514.

Members of the public who wish to address the Board may make public comment at any of the meeting locations. Public comments are limited to 2 minutes each. The Board Chair has the discretion to modify the

amount of time allotted for public comment if they deem it necessary. Brown Act regulations restrict the Board from discussing or taking action on any subject presented that is not on the agenda. Procedures for public comment can be found at {<https://bit.ly/cncapubliccomment>}.

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance	Discuss	Gil Flores	1 m
B. Call the Meeting to Order	Discuss	David Gidlow	1 m
II. Approve Minutes			4:32 PM
A. Approve 12-03-2024 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:33 PM
A. 2-Minute Limit per Speaker			5 m
IV. Consent Items			4:38 PM
A. Revised Extended Learning Opportunities Program (ELOP) Plans ELOP plans must be revised every 3 years and approved by the Board.	Vote	Lindsey Rojas	1 m
B. Furniture Approval CNCA #3 - Eisner Campus Furniture approval for Esser funded expenses for CNCA #3 - Eisner Campus.	Vote	Nancy Cabrel	1 m
C. Arts and Music School Site Spending Plans The Board is being asked to approve revised budgets that maintain the total funding amount but reallocate expenses across budget lines to better align with schools' priorities.	Vote	Nancy Cabrel	1 m
D. 2025-2026 Calendar	Vote	Natasha Barriga	1 m

	Purpose	Presenter	Time
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The Board will vote to approve the 2025-26 academic calendar for Camino Nuevo Schools, which reflects no material changes from the 2024-25 academic calendar.

V. Burlington College Field Trip 4:42 PM

A.	Burlington College Field Trip	Vote	Lindsey Rojas	5 m
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The Board will be voting to approve the Burlington College field trip to visit East Coast colleges.

VI. J-13A Application 4:47 PM

A.	J-13A Application	FYI	Natasha Barriga	3 m
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The Board will hear an update on the process for applying for a J-13A to help make whole the attendance that was lost as a result of the fires that occurred in Los Angeles in January of 2025.

VII. LCAP Mid-Year Update 4:50 PM

A.	LCAP Mid-Year Update	Vote	Natasha Barriga	5 m
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The Board will hear the LCAP Mid-Year Update and will vote to approve.

VIII. SARC - School Accountability Report Cards 4:55 PM

A.	SARC - School Accountability Report Cards	Vote	Natasha Barriga	5 m
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The Board will review the annual School Accountability Report Cards for CNCA, CNCA 2, CNCA 3, CNCA 4, CNCA HS 2 and will vote to approve them.

IX. High School Graduation Requirements 5:00 PM

A.	High School Graduation Requirements	FYI	Rachel Hazlehurst	5 m
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The CAO will provide an update on proposed changes to the CNHS #2 graduation requirements.

X. Committee Updates 5:05 PM

A.	Finance Committee Update	FYI	Jazmin Ortega	5 m
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The Committee Chair will provide a Finance Committee update.

	Purpose	Presenter	Time
XI. Financials			5:10 PM
A. New Banking Partner Approval	Vote	Adriana Abich	5 m
B. December 2024 Financials	FYI	Nancy Cabrel	7 m
The Board will review the current unaudited December 2024 Financials.			
C. First Interim (October Financials) submitted to LAUSD	Vote	Nancy Cabrel	7 m
The Board will review the First Interim Reports (October Financials) submitted to LAUSD for CNCA, CNCA 2, CNCA 3, CNCA 4, CNHS 2 and will vote to approve them.			
XII. School and Academic Updates			5:29 PM
A. Attendance & Enrollment Updates	FYI	SFS Team	14 m
The SFS team will share updated ADA and Enrollment data for the 24-25SY.			
XIII. VP of Schools Update			5:43 PM
A. VP of Schools Update	FYI	Charles Miller	10 m
The Board will learn about the development foci, structures, and approach for CNCA School Leaders.			
XIV. CEO Update			5:53 PM
A. CEO Update	FYI	Adriana Abich	10 m
The CEO will share updates from the organization, including supports for immigrant families and belonging survey data.			
XV. AB 699: Resolution			6:03 PM
A. AB 699: Resolution for Camino Nuevo Charter Academy Schools: Commitment to Immigrant Students, Families and Staff	Vote	Adriana Abich	5 m
The Board will be asked to approve a resolution reaffirming CNCA's Commitment to Immigrant Students, Families and Staff.			

	Purpose	Presenter	Time
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XVI. Suspension and Expulsion Procedures**6:08 PM****A. Suspension and Expulsion Procedures**

Vote

Jessica Cuellar

5 m

The Board will be asked to approve updated expulsion procedures.

XVII. Closed Session**6:13 PM****A. Anticipated Litigation § 54956.9**

Discuss

Adriana Abich

8 m

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

Discuss

David Gidlow

8 m

XVIII. Closing Items**6:29 PM****A. Adjourn Meeting**

Vote

David Gidlow

1 m

Coversheet

Approve 12-03-2024 CNCA Regular Board Meeting Minutes

Section:	II. Approve Minutes
Item:	A. Approve 12-03-2024 CNCA Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for CNCA Regular Board Meeting on December 3, 2024



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday December 3, 2024 at 4:30 PM

Location

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

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Directors Present

C. Garcia Alvarado, D. Gidlow, F. Jimenez, G. Flores, R. Arenas

Directors Absent

J. Hernandez, J. Ortega, L. Jennings, T. Powers

Guests Present

A. Abich, N. Cabrel, S. Herrera

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Gidlow called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Dec 3, 2024 at 4:35 PM.

II. Approve Minutes

A. Approve 10-8-2024 CNCA Regular Board Meeting Minutes

G. Flores made a motion to approve the minutes from CNCA Regular Board Meeting on 10-08-24.

D. Gidlow seconded the motion.

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

Roll Call

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

B. Approve 10-1-2024 CNCA, PNEDG, and GNLA Board Retreat Minutes

R. Arenas made a motion to approve the minutes from CNCA, PNEDG, & GNLA Board Retreat on 10-01-24.

G. Flores seconded the motion.

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

Roll Call

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

III. Public Comment

A. 2-Minute Limit per Speaker

Laura Farrel of the Dalzell-Lance campus addressed the board.

IV. Consent Items

A. Fiscal Policies Updates

G. Flores made a motion to Approved Consent items A through C.

D. Gidlow seconded the motion.

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

Roll Call

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

B. Addendum to the CNCA Student and Family Handbook

G. Flores made a motion to Approve Consent items A through C.

D. Gidlow seconded the motion.

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

C. Woodcraft Rangers Expanded Learning Contract

G. Flores made a motion to Approve Consent items A through C.

D. Gidlow seconded the motion.

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

V. Committee Updates

A. Finance Committee Update

David Gidlow provided a Finance Committee update to the board. No notable items were pending.

B. Audit Committee Update

Gil Flores provide an audit Committee update to the board. No notable items were pending.

VI. Accept 23-24 Audit

A. Accept 23-24 Audit

G. Flores made a motion to Accept the FYE 23-24 CPA audit as presented.

F. Jimenez seconded the motion.

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

Roll Call

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

VII. Accept Audit Firm Selection Fiscal Year 2024-2025

A. Accept Audit Firm Selection Fiscal Year 2024-2025.

F. Jimenez made a motion to Accept the Audit Firm selection for fiscal year 224-2025.

D. Gidlow seconded the motion.

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

Roll Call

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

Roll Call

T. Powers Absent

VIII. Financials

A. September 2024 Financials

Nancy Cabrel provided the board an update of the September 2024 financials.

IX. School and Academic Updates

A. Attendance & Enrollment Updates

Members of of the SFS team provided updates on ADA and enrollment for the 24-25 SY

X. Development Update

A. Development Update

The Director of Development provided an update of development progress.

XI. LAUSD Compliance Monitoring Certification

A. LAUSD Compliance Monitoring Certification

R. Arenas made a motion to Accept the LAUSD Compliance Monitoring.

F. Jimenez seconded the motion.

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

Roll Call

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

XII. Chiefs Update

A. Chiefs Update

Adrian Abich, Rachel Hazlehurst and Joni Angel provided the board with updates and an overview of the charter renewal landscape, as well as culture and belonging at Camino Nuevo.

XIII. Closed Session

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

The Board entered closed session at 6:07pm and ended closed session at 7:45pm. No items were voted on during closed session.

XIV. CEO Compensation

A. CEO Compensation

D. Gidlow made a motion to Approve the CEO's Compensation as presented.

R. Arenas seconded the motion.

The CEO's compensation was amended as follows:

- CEO's salary was increased by 6%, from \$244,761 to \$259,447, retroactive to July 1, 2024.
- CEO was granted a one-time bonus of \$15,000.
- CEO's term was extended by 2 years, now ending June 30, 2029.
- CEO's annual personal development stipend of \$2,500 was renewed.

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

Roll Call

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

XV. 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 7:47 PM.

Respectfully Submitted,
G. Flores

Coversheet

Revised Extended Learning Opportunities Program (ELOP) Plans

Section:	IV. Consent Items
Item:	A. Revised Extended Learning Opportunities Program (ELOP) Plans
Purpose:	Vote
Submitted by:	
Related Material:	CNCA 1 ELOP Program Plan Template - CNCA.pdf CNCA 2 ELOP Program Plan Template - CNCA.pdf CNCA 3 ELOP Program Plan Template - CNCA.pdf CNCA 4 ELOP Program Plan Template - CNCA.pdf

**Expanded Learning Opportunities
Program Plan Guide**



**Camino
Nuevo
Charter
Academy**

Prepared by:

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

**Expanded Learning Opportunities
Program Plan**

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

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4

Contact Name: Juliana Santos, Principal

Contact Email: juliana.santos@caminonuevo.org

Contact Phone: (213) 413-4245

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

1. Camino Nuevo Charter Academy

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports

achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

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

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

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

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

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

enrichment groups targeting interests and needs as determined in these surveys.

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

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

5—Healthy Choices and Behaviors

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

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

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.
- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent

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

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

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

6—Diversity, Access, and Equity

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

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

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family

meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

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

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

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

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

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

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	• Small group instruction/tutoring • Homework clubs • Explicit language development instruction • Data-based grouping
<i>Educational Enrichment</i>	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	• Student interest clubs • Leadership clubs • Visual Arts • Dance • Cultural celebrations • Nutrition • STEM • Robotics • Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	• Soccer • Basketball • Volleyball • Cross-Country • Flag Football • Cheer • Outdoor fitness activities • Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

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

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

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

Budget

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

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

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

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

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

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

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single

program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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

Transitional Kindergarten and Kindergarten

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

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

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

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

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well,

TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

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

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1 st –3 rd grade			
Regular Dismissal: <u>Monday, Tuesday, Wednesday, Friday</u>		Early Dismissal: <u>Thursdays</u>	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 – 1:45	Homework
4:00 – 4:15 4:15 – 4:30	Snack: 1st – 2nd Indoor Fitness	1:45- 2:15 2:15 – 2:45	Snack Fitness
4:00 – 4:15 4:15- 4:30	Indoor Fitness Snack: 3rd – 5th	2:10 – 2:40	Snack: 3rd – 5th Fitness: 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

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

5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

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

3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming
9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming

4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.
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**Expanded Learning Opportunities
Program Plan Guide**



**Camino
Nuevo
Charter
Academy**

Prepared by:

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

**Expanded Learning Opportunities
Program Plan**

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

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4

Contact Name: Maria Duarte, Principal

Contact Email: maria.duarte@caminonuevo.org

Contact Phone: 213-736-5542

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

1. Camino Nuevo Charter Academy #2

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports

achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

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

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

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

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

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

enrichment groups targeting interests and needs as determined in these surveys.

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

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

5—Healthy Choices and Behaviors

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

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

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.
- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent

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

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

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

6—Diversity, Access, and Equity

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

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

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family

meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

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

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

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

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

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

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	• Small group instruction/tutoring • Homework clubs • Explicit language development instruction • Data-based grouping
<i>Educational Enrichment</i>	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	• Student interest clubs • Leadership clubs • Visual Arts • Dance • Cultural celebrations • Nutrition • STEM • Robotics • Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	• Soccer • Basketball • Volleyball • Cross-Country • Flag Football • Cheer • Outdoor fitness activities • Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

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

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

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

Budget

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

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

FY23-24 Carryover	\$402,050.11
FY24-25 Award	\$1,186,797.00
Staffing	\$408,934.05
Supplies	\$173,000.00
Operating Services	\$846,403.00
Total Costs	\$1,428,337.05

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

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

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

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single

program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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

Transitional Kindergarten and Kindergarten

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

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

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

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

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well,

TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

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

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1 st –3 rd grade			
Regular Dismissal: <u>Monday, Tuesday, Wednesday, Friday</u>		Early Dismissal: <u>Thursdays</u>	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 – 1:45	Homework
4:00 – 4:15 4:15 – 4:30	Snack: 1st – 2nd Indoor Fitness	1:45- 2:15 2:15 – 2:45	Snack Fitness
4:00 – 4:15 4:15- 4:30	Indoor Fitness Snack: 3rd – 5th	2:10 – 2:40	Snack: 3rd – 5th Fitness: 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

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

5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

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

3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming
9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming

4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.
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**Expanded Learning Opportunities
Program Plan Guide**



**Camino
Nuevo
Charter
Academy**

Prepared by:

Camino Nuevo Elementary School #3
1723 W Cordova St.
Los Angeles, CA 90007
323-730-7160

**Expanded Learning Opportunities
Program Plan**

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

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4

Contact Name: John Laughlin, Principal

Contact Email: jay.laughling@caminonuevo.org

Contact Phone: 323-730-7160

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

1. Camino Nuevo Elementary School #3

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports

achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

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

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

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

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

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

enrichment groups targeting interests and needs as determined in these surveys.

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

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

5—Healthy Choices and Behaviors

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

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

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.
- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent

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

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

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

6—Diversity, Access, and Equity

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

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

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family

meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

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

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

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

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

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

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	• Small group instruction/tutoring • Homework clubs • Explicit language development instruction • Data-based grouping
<i>Educational Enrichment</i>	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	• Student interest clubs • Leadership clubs • Visual Arts • Dance • Cultural celebrations • Nutrition • STEM • Robotics • Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	• Soccer • Basketball • Volleyball • Cross-Country • Flag Football • Cheer • Outdoor fitness activities • Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

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

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

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

Budget

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

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

FY23-24 Carryover	\$918,152.42
FY24-25 Award	\$1,308,856.52
Staffing	\$521,264.33
Supplies	\$179,703.45
Operating Services	\$961,137.00
Total Costs	\$1,662,104.78

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

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

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

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single

program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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

Transitional Kindergarten and Kindergarten

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

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

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

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

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well,

TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

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

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1 st –3 rd grade			
Regular Dismissal: <u>Monday, Tuesday, Wednesday, Friday</u>		Early Dismissal: <u>Thursdays</u>	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 – 1:45	Homework
4:00 – 4:15 4:15 – 4:30	Snack: 1st – 2nd Indoor Fitness	1:45- 2:15 2:15 – 2:45	Snack Fitness
4:00 – 4:15 4:15- 4:30	Indoor Fitness Snack: 3rd – 5th	2:10 – 2:40	Snack: 3rd – 5th Fitness: 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

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

5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5: 30– 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intersession Schedule

TK-K

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

3:30pm-4:00pm	Mindful Minutes	Math Manipulatives, music and movement, reading
4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming
9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming

4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.
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**Expanded Learning Opportunities
Program Plan Guide**



**Camino
Nuevo
Charter
Academy**

Prepared by:

Camino Nuevo Charter Academy #4
1018 Mohawk St..
Los Angeles, CA 900026
213-353-5300

**Expanded Learning Opportunities
Program Plan**

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

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #4
Contact Name: Shannon Leonard, Principal
Contact Email: shannon.leonard@caminonuevo.org
Contact Phone: 213-353-5300

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

1. Camino Nuevo Charter Academy #4

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports

achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group tutoring.

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

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

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

In addition, Camino Nuevo conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the nationally standardized Panorama Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

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

enrichment groups targeting interests and needs as determined in these surveys.

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

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

5—Healthy Choices and Behaviors

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

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

- **Physical Activity:** Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities include a focus on high student interest activities such as dance, aerobics, weight lifting, yoga, Zumba, and interactive games and sports.
- **Nutrition Education:** Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent

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

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

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

6—Diversity, Access, and Equity

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

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

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for high school success and postsecondary opportunities. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the physical environment and online. Program staff and partners will actively reach out to members of the community (such as

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

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

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. Camino Nuevo also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family

meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

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

Camino Nuevo will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. Camino Nuevo will hire a Director of Expanded Learning to oversee the management of our program. This position will require a BA degree, demonstrated leadership experience and experience in school programming/teaching. In addition, CNCA will also hire district-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include a BA degree, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

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

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

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

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify.	• Small group instruction/tutoring • Homework clubs • Explicit language development instruction • Data-based grouping
<i>Educational Enrichment</i>	1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school.	• Student interest clubs • Leadership clubs • Visual Arts • Dance • Cultural celebrations • Nutrition • STEM • Robotics • Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to.	• Soccer • Basketball • Volleyball • Cross-Country • Flag Football • Cheer • Outdoor fitness activities • Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Camino Nuevo will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

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

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

The Director of Expanded Learning and the Expanded Learning Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and Expanded Learning Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and Expanded Learning coordinators monthly about areas where support is needed. Teachers will be hired for teaching roles in the program to further strengthen links.

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

Budget

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

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

FY23-24 Carryover	\$149,231.62
FY24-25 Award	\$879,896.56
Staffing	\$353,435.30
Supplies	\$106,000.00
Operating Services	\$564,050.00
Total Costs	\$1,023,485.30

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

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

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

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single

program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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

Transitional Kindergarten and Kindergarten

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

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

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

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

At Camino Nuevo Charter Academy, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well,

TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

Offer and provide access

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

In order to ensure that all students and families have access to our expanded learning programming, we utilize a variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times. Our enrollment process includes families filling out an application. Once their application has been submitted, families are notified via phone call and parent square message of their completed enrollment. Physical forms are centrally stored and digital records are maintained of all enrolled students as well as a log of communication with families throughout the enrollment process. Enrollment and recruitment materials are available in both English and Spanish and our family communication platform, ParentSquare, will translate family communication and school communication into the family's preferred language.

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

5:50- 6:00	Sign outs	4: 15 – 4:45 4:45 – 5:00 5:00 – 5:30	Enrichment #2 Music and Movement Circle Time
		5:30 – 5:50	Story Time
		5:50-6:00	Sign Outs

After School Schedule: 1 st – 3 rd grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:00 – 3:15	Sign In	12:30 – 12:45	Sign- In
3:15 – 4:00	Homework/Scholar hour	12:45 – 1:45	Homework
4:00 – 4:15 4:15 – 4:30	Snack: 1st – 2nd Indoor Fitness	1:45- 2:15 2:15 – 2:45	Snack Fitness
4:00 – 4:15 4:15- 4:30	Indoor Fitness Snack: 3rd – 5th	2:10 – 2:40	Snack: 3rd – 5th Fitness: 1st – 2nd
4:30 – 5:30	Enrichment	2:40- 3:40	Enrichment
5:30-5:50	Team building/Homework	3:40 – 4:40	Team Building
5:50- 6:00	Sign-outs	4:40 – 5:40	Reading and Reflection
		5:40 – 6:00	Sign Outs

After School Schedule: 6 th – 8 th grade			
Regular Dismissal: Monday, Tuesday, Wednesday, Friday		Early Dismissal: Thursdays	
3:15 – 3:30	Sign – In and snack	12:45 – 1:00	Sign-in
3:30 – 4:30	Enrichment	1:00 – 1:45	Fitness
4:30 – 5:25	Homework	1:45- 2:00	Snack

5:25 – 5:30	Transition to LC	2:00 – 3:00	Enrichment #1
5:30 - 5:50	Fitness	3:10 – 4:10	Homework
5:50 – 6:00	Sign - Outs	4:10 – 5:00	Enrichment #2
		5:00 – 5:30	Independent Studies/ Reading
		5:30 – 5:50 5:50 – 6:00	Team Building Sign Outs

Sample Summer/Intercession Schedule

TK-K

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

4:00pm – 4:30pm	Tinker Time #3	Tinker Station (Child initiated, club leader guided stations) allowing time for clean-up and transition
4:30pm- 5:00pm	Camp Fire	Guided Conversations, stories, or songs for younger kids.

Grades 1-8

Time	Activity	Description
8:00am – 9:00am	Breakfast + Camp Mingle	Morning Meal and Camp activity centers
9:00am – 9:45am	Enrichment # 1	Arts and Crafts, Sports, Cooking, STEM, and Gaming
9:45am- 10:15am	Mindful Minutes	Literacy and Language enrichment activities.
10:15am – 10:45am	Team Building	Team Building games
10:45am – 11:30am	Enrichment # 2	Arts and Crafts, Sports, Cooking, STEM, and Gaming
11:30pm-11:45pm	Restroom/Hygiene	Water, and restroom break. Also happens through out program time as students need.
11:45pm-12:45pm	Lunch + Camp Mingle	Lunchtime and a variation of recreational activities available for students
12:45pm-1:30pm	Enrichment # 3	Arts and Crafts, Sports, Cooking, STEM, and Gaming
1:30pm-2:00pm	Mindful Minutes	Literacy and Language enrichment activities.
2:00pm – 2:30pm	Snack	Snack Distribution
2:30pm – 3:15pm	Enrichment # 4	Arts and Crafts, Sports, Cooking, STEM, Gaming and Jr Rangers
3:15pm- 3:30pm	Restroom/Hygiene	Water, and restroom break. Also happens throughout program time as students need
3:30pm – 4:15pm	Enrichment # 5	Arts and Crafts, Sports, Cooking, STEM, and Gaming

4:15pm- 5:00pm	Camp Fire/ Camp Mingle	Intentional reflection time with campers and staff which include guided conversation, stories, or songs for younger kids.
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Coversheet

Furniture Approval CNCA #3 - Eisner Campus

Section:	IV. Consent Items
Item:	B. Furniture Approval CNCA #3 - Eisner Campus
Purpose:	Vote
Submitted by:	
Related Material:	PO_2755_5220 School Outfitters ESSER.pdf



**Camino
Nuevo
Charter
Academy**

PURCHASE ORDER #: 2755-5220

Reference/Conf. #: _____

Invoice #: _____

VENDOR INFORMATION:

NAME: School Outfitters

ADDRESS: _____

TEL: _____

FAX: _____

SHIP TO INFORMATION:

Attn: Jenifer Gutierrez

Address: 2755 W. 15th St

LA CA 90006

Tel: _____

Fax: _____

BILLING ADDRESS

CNCA , Jane B. Eisner

2755 W. 15th Street.

Los Angeles, CA 90006

(323) 358-2030 Tel

(323) 732-1439 Fax

NOT FOR VENDOR USE

Requestor Information:

Name: Jenifer Gutierrez

Location: EIS

Object Code: 4411-All other supplies

Program/ Fund: ESSER III

ITEM #	QTY	DESCRIPTION OF ITEM	Unit Price	Total Price
①	NOR-66349-PK	Single-Pedestal Teacher Desk  Options: • Desk Top – Gray Nebula (+ \$0.00) Estimated Delivery: • We'll provide you with an estimated date when you call PLEASE NOTE: BUNDLED ITEMS MAY SHIP SEPARATELY	15 \$1,697.04 50% \$848.52	\$12,727.80
②	INT-118-CSW-SO	Structure Series School Chair (18" Seat Height)  Options: • Chair – Black (+ \$0.00) Estimated Delivery: • We'll provide you with an estimated date when you call	360 \$139.76 50% \$69.88	\$25,156.80
③	NOR-MOF2448UT-SO	Heavy-Duty Utility Table w/ Scratch-Resistant Paint (24" W x 48" L)  Options: • Table – Gray (+ \$0.00) Estimated Delivery: • We'll provide you with an estimated date when you call	160 \$461.76 50% \$230.88	\$36,940.80
④	OSP-85640-A	ProGrid Back Visitors Chair w/ Casters  Options: • Fabric – Default Black Fabric (+ \$0.00) Estimated Delivery: • 16 business days after order confirmation	8 \$395.00 49% \$201.88	\$1,615.04
⑤	INT-1601	Shapes Series II Common Area Chair w/ Tablet Arm (Price Group 1 Material)  Options: • Chair Vinyl – Black Smooth Grain (+ \$0.00) • Chair Tablet – Graphite (+ \$0.00) Estimated Delivery: • 23 business days after order confirmation	2 \$1,249.76 50% \$624.88	\$1,249.76
⑥	INT-NOR3001-SO	Shapes Series 30-Device Charging Cart w/ Electronic Lock & Pull-Out Shelves – Assembled  Options: • Combination – Black Cart/Dark Charcoal Doors (+ \$0.00) Estimated Delivery: • We'll provide you with an estimated date when you call	2 \$1,973.76 50% \$986.88	\$1,973.76

Date Ordered: _____
Purchased On: _____

Date Received: _____
Packing Slip Included _____

Invoice Received: _____

Coversheet

Arts and Music School Site Spending Plans

Section: IV. Consent Items
Item: C. Arts and Music School Site Spending Plans
Purpose: Vote

Submitted by:

Related Material:

- Arts and Music Block Grant Spending Plan - CNCA Burlington Updated 2.5.2025.pdf
- Arts and Music Block Grant Spending Plan - CNCA CIS Updated 2.5.2025.pdf
- Arts and Music Block Grant Spending Plan - CNCA CAS Updated 2.5.2025.pdf
- Arts and Music Block Grant Spending Plan - CNCA Eisner 2.5.2025.pdf
- Arts and Music Block Grant Spending Plan - CNCA Kayne Updated 2.5.2025.pdf
- Arts and Music Block Grant Spending Plan - CNCA Dalzell Lance Updated 2.5.2025.pdf

Arts and Music Block Grant Spending Plan



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #1
697 S. Burlington Ave.
Los Angeles, CA 90057

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #1 Allocated Amount: \$324,308

Allowable Use	CNCA Plan	Budgeted Amount
Obtain standards-aligned professional development and instructional materials, in the following subject areas: 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science	• Computer science curriculum: Project Lead the Way • Arts and Music Supplies • English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) • Replacement math books and consumables from Bridges, RCM, and CPM • World Languages textbooks - Spanish • Standards-based grading PD	
Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on	• Restorative practices PD • PD Learning Through Play, Physical Education, asset-based pedagogies,	\$10,711

de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.	transformative social-emotional learning, media literacy, digital literacy	
Operational costs, including but not limited, to retirement and health care cost increases. 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure)	• Custodial staff • Staff Benefits-Retirement & Health • Recycling bins • Computers • SMART Boards • HVAC: Air filters • Buses for field trips	\$260,573 \$53,024
As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.	• PPE & cleaning supplies	

Arts and Music Block Grant Spending Plan



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #4
1018 Mohawk St..
Los Angeles, CA 900026

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #4 Allocated Amount: \$335,814

Allowable Use	CNCA Plan	Budgeted Amount
Obtain standards-aligned professional development and instructional materials, in the following subject areas: 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science	• Computer science curriculum: Project Lead the Way • Arts and Music Supplies • English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) • Replacement math books and consumables from Bridges, RCM, and CPM • World Languages textbooks - Spanish • Standards-based grading PD	
Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on	• Restorative practices PD • PD Learning Through Play, Physical Education, asset-based pedagogies,	\$20,000

de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.	transformative social-emotional learning, media literacy, digital literacy	
Operational costs, including but not limited, to retirement and health care cost increases. 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure)	• Custodial staff • Staff Benefits-Retirement & Healthcare • Recycling bins • Computers • SMART Boards • HVAC: Air filters • Buses for field trips	\$315,814
As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.	• PPE & cleaning supplies	

Arts and Music Block Grant Spending Plan



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #3
1723 W. Cordova St.
Los Angeles, CA 90007

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$243,434

Allowable Use	CNCA Plan	Budgeted Amount
Obtain standards-aligned professional development and instructional materials, in the following subject areas: 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science	• Computer science curriculum: Project Lead the Way • Arts and Music Supplies • English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) • Replacement math books and consumables from Bridges, RCM, and CPM • World Languages textbooks - Spanish • Standards-based grading PD	
Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on	• Restorative practices PD • PD Learning Through Play, Physical Education, asset-based pedagogies,	

de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.	transformative social-emotional learning, media literacy, digital literacy	
Operational costs, including but not limited, to retirement and health care cost increases. 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure)	• Custodial staff (CIS) • Staff Benefits-Retirement & Health • Recycling bins • Computers • SMART Boards • HVAC: Air filters • Buses for field trips	\$223,434 \$20,000
As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.	• PPE & cleaning supplies	

Arts and Music Block Grant Spending Plan



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #3
2755 W 15th St.
Los Angeles, CA 90006

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$136,931

Allowable Use	CNCA Plan	Budgeted Amount
Obtain standards-aligned professional development and instructional materials, in the following subject areas: 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science	• Computer science curriculum: Project Lead the Way • Arts and Music Supplies • English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) • Replacement math books and consumables from Bridges, RCM, and CPM • World Languages textbooks - Spanish • Standards-based grading PD	
Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on	• Restorative practices PD • PD Learning Through Play, Physical Education, asset-based pedagogies,	

de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.	transformative social-emotional learning, media literacy, digital literacy	
Operational costs, including but not limited, to retirement and health care cost increases. 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure)	• Custodial staff • Staff Benefits-Retirement & Health • Recycling bins • Computers • SMART Boards • HVAC: Air filters • Buses for field trips	\$136,931
As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.	• PPE & cleaning supplies	

Arts and Music Block Grant Spending Plan



**Camino
Nuevo
Charter
Academy**

Prepared by:
Camino Nuevo Charter Academy #2
3400 W. 3rd Street.
Los Angeles, CA 90020

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #2 Allocated Amount: \$378,079

Allowable Use	CNCA Plan	Budgeted Amount
Obtain standards-aligned professional development and instructional materials, in the following subject areas: 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science	• Computer science curriculum: Project Lead the Way • Arts and Music Supplies • English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) • Replacement math books and consumables from Bridges, RCM, and CPM • World Languages textbooks - Spanish • Standards-based grading PD	
Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on	• Restorative practices PD • PD Learning Through Play, Physical Education, asset-based pedagogies,	\$20,079

de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.	transformative social-emotional learning, media literacy, digital literacy	
Operational costs, including but not limited, to retirement and health care cost increases. 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure)	• Custodial staff • Staff Benefits-Retirement & Health • Recycling bins • Computers • SMART Boards • HVAC: Air filters • Buses for field trips	\$348,000
As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.	• PPE & cleaning supplies	\$10,000

Arts and Music Block Grant Spending Plan



**Camino
Nuevo
Charter
Academy**

Prepared by:

Camino Nuevo High School Charter Academy #2
3500 W Temple St.
Los Angeles, CA 90004

Arts and Music Block Grant Spending Plan

Camino Nuevo Charter Academy plans to spend its Arts and Music Block Grant pursuant to the allowable uses as defined by Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022).

CNCA #3 Allocated Amount: \$278,304

Allowable Use	CNCA Plan	Budgeted Amount
Obtain standards-aligned professional development and instructional materials, in the following subject areas: 1. Visual and performing arts 2. World languages 3. Mathematics 4. Science, including environmental literacy 5. English language arts, including early literacy 6. Ethnic studies 7. Financial literacy, including the content specified in Section 51284.5 of the California <i>Education Code</i> 8. Media Literacy 9. Computer Science 10. History-social science	• Computer science curriculum: Project Lead the Way • Arts and Music Supplies • English Language Arts texts, including core novels and curricular materials from American Reading Company Core (ARC Core) • Replacement math books and consumables from Bridges, RCM, and CPM • World Languages textbooks - Spanish • Standards-based grading PD	\$37,356 \$48,823
Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on	• Restorative practices PD • PD Learning Through Play, Physical Education, asset-based pedagogies,	

de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.	transformative social-emotional learning, media literacy, digital literacy	
Operational costs, including but not limited, to retirement and health care cost increases. 1. Custodial and maintenance personnel costs 2. Increased utility costs 3. Supplies 4. Transportation 5. Technology (devices and/or infrastructure)	• Custodial staff • Staff Benefits-Retirement & Health • Recycling bins • Computers • SMART Boards • HVAC: Air filters • Buses for field trips	\$192,125
As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.	• PPE & cleaning supplies	

Coversheet

2025-2026 Calendar

Section:	IV. Consent Items
Item:	D. 2025-2026 Calendar
Purpose:	Vote
Submitted by:	
Related Material:	25-26 CNCA Calendar - TK - 8 Calendar.pdf 25-26 CNCA Calendar - HS Calendar.pdf

Camino Nuevo Charter Academy
2025-2026 TK - 8 (DRAFT)

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	H	5
6	LIT	LIT	LIT	LIT	LIT	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	NT	NT	NT	NT		

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			X	ER	X	4
5	X	X	X	ER	X	11
12	H	X	X	ER	X	18
19	X	X	X	ER	MW	25
26	SD	SD	M	M	M	

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				H	PTF	3
4	SD	SD	SD	ER	X	10
11	X	X	X	ER	X	17
18	H	X	M	M	M	24
25	X	X	X	ER	X	31

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			H	H	H	4
5	X	X	X	ER	X	11
12	X	X	M	M	M	18
19	X	X	X	ER	X	25
26	X	X	X	ER		

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					NT	2
3	SD	SD	SD	SD	SD	9
10	M	M	M	M	M	16
17	X	X	X	ER	X	23
24	X	X	X	ER	MW	30
31						

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	X	X	X	ER	X	8
9	X	H	X	ER	X	15
16	X	X	X	ER	X	22
23	X	MW	PTF	H	H	29
30						

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	X	X	ER	X	7
8	X	X	X	X	MW	14
15	H	X	X	ER	X	21
22	X	X	X	ER	X	28

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	X	X	X	ER	X	9
10	X	X	X	ER	X	16
17	X	X	X	ER	MW	23
24	H	X	X	ER	X	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	H	X	X	ER	X	6
7	X	X	X	ER	X	13
14	X	X	X	ER	X	20
21	X	X	X	ER	X	27
28	X	X				

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	ER	X	6
7	X	X	X	ER	X	13
14	X	X	M	M	PTF	20
21	PTF	PTF	H	H	H	27
28	H	H	H			

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	X	X	ER	X	7
8	X	X	X	ER	X	14
15	X	X	X	ER	X	21
22	X	X	X	SD	SD	28
29	H	H				

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	M	M	6
7	8	9	10	11	12	13
14	15	16	17	18	H	20
21	22	23	24	25	26	27
28	29	30				

Quarters									
S1	08.11 - 12.18 (86 days)		S2	12.19 - 06.05 (97 days)					
Quarter 1	08.11 - 10.10 44 days		Quarter 3	12.19 - 03.20 50 Days					
Quarter 2	10.11 - 12.18 42 Days		Quarter 4	03.21 - 06.05 47 Days					
KEY									
X	Regular Instructional Day		Month	Regular	Early	Minimum	MW	SD	Instr. Days
ER	Early Release Day		July						
M	Minimum Day		August	7	2	5	1	5	15
H	Holiday		September	17	4	0	0	0	21
NT	New Teacher		October	12	4	3	1	2	20
SD	Staff Development (In-service, pupil free day)		November	12	3	0	1	0	16
PTF	Pupil/Teacher Free Day (All 11 and 12 month school leader and HSO Staff work this day.)		December	10	2	2	0	0	14
MW	Wellness Day		January	10	3	3	0	3	16
			February	15	3	0	1	0	19
			March	15	3	0	0	2	18
			April	13	3	3	0	0	19
			May	15	4	0	1	0	20
			June	3	0	2	0	0	5
				129	31	18	5	12	183
									195
HOLIDAYS									
7/4/2025	4th of July		8/11/2025	First Day of School					
9/1/2025	Labor Day		6/5/2026	Last Day of School					
10/13/2025	Indigenous Peoples' Day		03/27/2026	Success Conference					
11/11/2025	Veteran's Day		10/29/2025 - 10/31/2025	Parent/Teacher Conferences					
11/27/25 - 11/28/25	Fall Break		02/21/2026 - 02/23/2026	Parent/Teacher Conferences					
12/19/25 - 01/02/26	Winter Break		04/15/2026 - 04/17/2026	Parent/Teacher Conferences					
1/19/2026	Martin Luther King Jr. Day								
2/16/2026	Presidents Day								
3/30/2026-4/03/2026	Spring Break								
05/04/2026-05/08/2026	Teacher and Staff Appreciation								
5/25/2026	Memorial Day								
6/19/2026	Juneteenth								

Camino Nuevo Charter Academy 2025-2026 9 - 12 (DRAFT)

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	H	5
6	LIT	LIT	LIT	LIT	LIT	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	NT	NT	NT	NT		

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			X	ER	X	4
5	X	X	X	ER	X	11
12	H	X	X	ER	X	18
19	X	X	X	ER	MW	25
26	SD	SD	M	M	M	

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				H	PTF	3
4	SD	SD	SD	ER	X	10
11	X	X	X	ER	X	17
18	H	X	X	ER	X	24
25	X	X	X	ER	X	31

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			H	H	H	4
5	X	X	X	ER	X	11
12	X	X	M	M	M	18
19	X	X	X	ER	X	25
26	X	X	X	ER		

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					NT	2
3	SD	SD	SD	SD	SD	9
10	M	M	M	M	M	16
17	X	X	X	ER	X	23
24	X	X	X	ER	MW	30
31						

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	X	X	X	ER	X	8
9	X	H	X	ER	X	15
16	X	X	X	ER	X	22
23	X	MW	PTF	H	H	29
30						

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	X	X	ER	X	7
8	X	X	X	X	MW	14
15	H	X	X	ER	X	21
22	X	X	X	ER	X	28

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					X	2
3	X	X	X	ER	X	9
10	X	X	X	ER	X	16
17	X	X	X	ER	MW	23
24	H	X	X	ER	X	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	H	X	X	ER	X	6
7	X	X	X	ER	X	13
14	X	X	X	ER	X	20
21	X	X	X	ER	X	27
28	X	X				

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	ER	X	6
7	X	X	X	ER	X	13
14	X	X	M	M	PTF	20
21	PTF	PTF	H	H	H	27
28	H	H	H			

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	X	X	X	ER	X	7
8	X	X	X	ER	X	14
15	X	X	X	ER	X	21
22	X	X	X	SD	SD	28
29	H	H				

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	M	M	6
7	8	9	10	11	12	13
14	15	16	17	18	H	20
21	22	23	24	25	26	27
28	29	30				

Quarters

S1	08.11 - 12.18 (86 days)	S2	12.19 - 06.05 (97 days)
Quarter 1	08.11 - 10.10 44 days	Quarter 3	12.19 - 03.20 50 Days
Quarter 2	10.11 - 12.18 42 Days	Quarter 4	03.21 - 06.05 47 Days

KEY		Month	Regular	Early	Minimum	MW	SD	Instr. Days	Work Days	HOLIDAYS		OTHER	
X	Regular Instructional Day	July								7/4/2025	4th of July	8/11/2025	First Day of School
ER	Early Release Day	August	7	2	5	1	5	15	20	9/1/2025	Labor Day	6/5/2026	Last Day of School
M	Minimum Day	September	17	4	0	0	0	21	21	10/13/2025	Indigenous Peoples' Day	03/27/2026	Success Conference
H	Holiday	October	12	4	3	1	2	20	22	11/11/2025	Veteran's Day	10/29/2025 - 10/31/2025	Parent/Teacher Conferences
NT	New Teacher	November	12	3	0	1	0	16	16	11/27/25 - 11/28/25	Fall Break	04/15/2026 - 04/17/2026	Parent/Teacher Conferences
		December	10	2	2	0	0	14	14	12/19/25 - 01/02/26	Winter Break		
SD	Staff Development (In-service, pupil free day)	January	12	4	0	0	3	16	19	1/1/2026	New Year's Day		
		February	15	3	0	1	0	19	19	1/19/2026	Martin Luther King Jr. Day		
PTF	Pupil/Teacher Free Day (All 11 and 12 month school leader and HSO Staff work this day.)	March	15	3	0	0	2	18	20	2/16/2026	Presidents Day		
MW	Wellness Day	April	13	3	3	0	0	19	19	3/30/2026-4/03/2026	Spring Break		
		May	15	4	0	1	0	20	20	05/04/2026-05/08/2026	Teacher and Staff Appreciation		
		June	3	0	2	0	0	5	5	5/25/2026	Memorial Day		
			131	32	15	5	12	183	195	6/19/2026	Juneteenth		

Coversheet

Burlington College Field Trip

Section:	V. Burlington College Field Trip
Item:	A. Burlington College Field Trip
Purpose:	Vote
Submitted by:	
Related Material:	Camino Nuevo Charter Academy GF Contract 12-17 (1).pdf Feb 2025 ELOP Board Presentation.pdf



EDUCATIONAL GROUP TRAVEL AGREEMENT

This agreement is made as of 12/17/2024 (the "Effective Date") by and between Camino Nuevo Charter having its address at 3435 West Temple Street, Los Angeles 90026, (the "School"), and EF Explore America, Inc., a company, incorporated and existing under the laws of California, having its registered address at Two Education Street, Cambridge, MA 02141 ("EF").

Group Leader Name: **Juliana Santos**
Program Name: **Custom Tour - Washinton, D.C., New York, Boston**
Tour Number: **2859546AW**
Requested Departure Date: **June 16th, 2025**
Estimated Number of Participants: **40 students, 6 adults**

RECITALS

WHEREAS, the School desires to conduct domestic travel programs for students in connection with courses of instruction or School related educational and cultural; and

WHEREAS, EF arranges and operates educational tours that include transportation, accommodations, and other travel logistics;

WHEREAS, the Parties desire for EF to be a provider of professionally guided educational tours to School teachers and/or personnel and student or travelers (the "Programs") to the School; and

NOW, THEREFORE, the parties agree as follows:

AGREEMENT

1. **TERM OF AGREEMENT.** This agreement shall be effective from the Effective Date to **06/23/2025** unless sooner terminated as provided for herein.
2. **DUTIES OF EF.** EF shall:
 - a. Arrange for all travel components, including transportation, accommodations and other travel logistics for the participating students and adults and School personnel.
 - b. Collect fees for travelers from the School related to the services provided by EF.
 - c. Require all travelers to complete the EF Application, which includes the Programs' Booking Conditions that contain a Release and Agreement found at <https://www.efexploreamerica.com/help-center/policies/booking-conditions>. The Release and Agreement shall include a release of liability in favor of the Group Leader, the School and the School board.
 - d. Assist the School in the orientation of interested travelers and cooperate with the School in fulfilling the educational objectives of the Programs.
 - e. Contract with an independent Tour Director to assist with logistics and local guidance during the Program.
 - f. Provide Group Leader with appropriate materials designed to promote said Tour.



3. DUTIES OF SCHOOL. In providing the educational component of the Programs, , the School shall:

- a. Designate an individual to act as the Group Leader for the tour. That individual shall be responsible for recruiting Program travelers and shall act as the liaison between EF and Program travelers.
- b. The Group Leader shall enter into the Group Leader Agreement as part of the online registration process.
- c. The School acknowledges that the Group Leader shall be solely responsible for the supervision and discipline of all participating students.
- d. Cooperate with EF in making travel arrangements; and guide each traveler to register for the Program using the online enrollment system.

The School agrees to collect all program fees and other costs/fees (including the non-refundable enrollment fee, rooming upgrades, Travel Protection plan fees, and any personal travel options) from all program participants. The School shall also be solely responsible for making any refunds, if applicable, to the participants.

- e. Agree that all funds allocated to the account, regardless of source, including but not limited to fundraised money, are subject to EF's cancellation policies and Payment Plan stated in EF Booking Conditions as referenced in section 2.c.
- f. Submit payments to EF as outlined in the "payment schedule" via check or card payment. .

4. INSURANCE. EF shall obtain general liability insurance that will cover the Group Leader and the School as Additional Insureds for the duration of the Programs. The general liability insurance provided will be underwritten by nationally recognized insurance companies with A.M. Best Ratings of A-. Coverage is up to \$15 million per occurrence and in the annual aggregate for covered claims of Bodily/Personal Injury and Property Damage related to the Programs.

5. RELATIONSHIP OF PARTIES. With regard to this agreement, EF, the School and any School Personnel are independent and distinct contracting parties and are not officers, agents, partners, joint ventures, or employees of each other. Neither EF nor the School shall, at any time, or in any manner represent that it or any of its agents or employees are in any manner agents or employees of the other.

6. TERMINATION. This agreement may be terminated by either party by providing 90 days' prior written notice to the other party. In the event that the School terminates this Agreement, any tour currently scheduled shall proceed pursuant to the terms of this agreement.

7. AMENDMENTS. This agreement is the entire agreement between the parties as to its subject matter and supersedes all prior or contemporaneous understandings, negotiations, or agreements between the parties, whether written or oral, with respect thereto. This agreement may be amended only in a writing signed by both parties.

8. ASSIGNMENT. This agreement may not be assigned or otherwise transferred, in whole or in part, by either the School or EF without prior written consent of the other, except that EF may assign this agreement to an affiliate in the event of a merger, consolidation, change in control or similar transaction. Any permitted assignee shall assume all obligations of the assignor under this agreement.



9. **GOVERNING LAW.** The parties agree that this agreement shall be governed in all respects, and performance hereunder shall be judged, by the laws of the Commonwealth of Massachusetts. In the event of any claim, dispute or proceeding arising out of this agreement, or any claim which is in contract, tort, or otherwise at law or in equity arises between the Parties, whether or not related to this agreement, the parties submit and consent to the exclusive jurisdiction and venue of the courts of the Commonwealth of Massachusetts and of the United States District Court for the District of Massachusetts.

10. **ATTORNEYS' FEES AND COSTS.** If either party shall bring any action or proceeding against the other party arising from or relating to this agreement, each party shall bear its own attorneys' fees and costs, regardless of which party prevails.

11. **SEVERABILITY.** EF and the School agree that if any part, term, or provision of this agreement is found to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect other parts, terms, or provisions of this agreement, which shall be given effect without the portion held invalid, illegal, or unenforceable, and to that extent the parts, terms, and provisions of this agreement are severable.

12. **NOTICE.** Any notice required to be given pursuant to the terms of this agreement shall be in writing and served personally or by deposit in the United States mail, certified mail return receipt, postage and fees fully prepaid, addressed to the applicable address set forth above. Service of any such notice if given personally shall be deemed complete upon delivery, and if made by mail shall be deemed complete on the day of actual receipt or at the expiration of 5 business days after the date of mailing, whichever is earlier.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the date set forth above.

EF EXPLORE AMERICA, INC.

By:

Name:

Title:

Camino Nuevo Charter Academy

By:

Name:

Title:



Payment Schedule

The School agrees to make all payments to EF for the Program within these Terms according to the following schedule. Initial invoices will be calculated based on the estimated number of paying participants as provided by the School. All payment due dates refer to the dates by which each payment must be received at EF.

Invoice Date	Payment Date	Amount Due
December 17th, 2025	Januray 31st, 2025	\$62,400
March 31st, 2025	April 30th, 2025	\$62,400

Payments may be made via check or by card via phone.

Please indicate the School's name and Tour Number on all check payments.

Checks should be made payable to: **EF Explore America**

Checks should be mailed to:

EF Explore America
Two Education Circle
Cambridge, MA 02141

Please contact EF for more information on how to make payments by card.

PAYMENT CONTACT INFORMATION – TO BE FILLED OUT BY SCHOOL

Name:

Title:

Office:

Phone number:

Ext:

Email Address:



ELOP College Trips



Camino
Nuevo
Charter
Academy

February 11, 2025



Last Year's College Trips



- Burlington, Kayne Siart and Cisneros all took 8th grade students on college trips to the Bay Area
- Our students visited the following colleges:
 - UC Merced
 - CSU Sacramento
 - UC Davis
 - UC Berkely
 - Stanford University
 - San Jose State University
 - UC Santa Cruz
 - UC Santa Barbara
 - San Francisco State
 - CSUMB























This Year's College Field Trips

- Expanding to include 7th grade cohorts at some sites
- Burlington (7th) and Cisneros will return to the Bay Area
- Exploring new locations
 - Kayne Siart - Seattle, WA
 - Burlington (8th) - East Coast



This Year's College Field Trips

- Kayne Siart is going to Seattle
 - Tour the University of Washington
 - Visit the Space Needle
 - Harbor Cruise
 - Gas Works park
 - Chihuly Garden and Glass
 - Amazon Seattle Headquarters
 - Fly in an airplane



This Year's College Field Trips

- Burlington wants to take students to the East Coast
 - Washington D.C., New York, Boston
 - Visit colleges like MIT and Harvard
 - Visit the Smithsonian
 - See a Broadway show
 - See Times Square
 - Ride the Subway
 - Walk around Central Park
 - Fly in an airplane



This Year’s College Field Trips

Bay Area Field Trips 4 days	Seattle Field Trip 3 days	East Coast Field Trip 6 days
Cost per student: \$1079	Cost per student: \$1053	Cost per student: \$2950
Total Cost: \$44,059	Total Cost: \$42,120	Total Cost: \$124,800



Coversheet

J-13A Application

Section:	VI. J-13A Application
Item:	A. J-13A Application
Purpose:	FYI
Submitted by:	
Related Material:	J-13A _ CNCA Board Meeting.pdf



Camino Nuevo Charter Academy

February 11, 2025

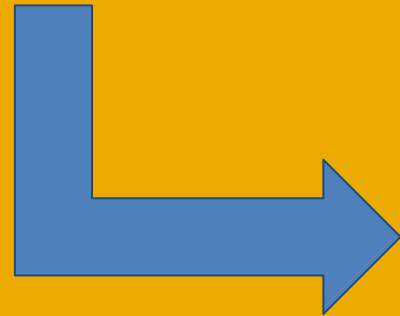


Camino
Nuevo
Charter
Academy



What is the J-13A?

EC Section 46392 provides for the crediting of ADA when “[ADA] of a school district, county office of education, or charter school during a fiscal year has been materially decreased during a fiscal year” due to a qualifying event. Although the wording of the two code sections differs in detail, the effect is the same. LEAs are to be held harmless from revenue loss that might otherwise result from the loss of ADA or instructional time in emergencies. LEAs obtain credit for days and minutes lost to emergency closure and material decreases in attendance due to emergency events by submitting a Request for Allowance of Attendance Due to Emergency Conditions (Form J-13A). A Form J-13A approval, combined with other LEA’s records, serve to document the LEA’s compliance with instructional time laws, show why different divisors may be used in the computation of ADA, and document approval for ADA credit.



J-13A Waiver—School Closures and/or Material Decreases in ADA

Qualifying Events	School Closure	Material Decrease in ADA
Unforeseen emergency events like earthquakes, fires, floods, and inclement weather can cause LEAs to close a school(s) for safety reasons or cause a significant number of pupils to miss school	LEAs that closed a school(s) may not be able to satisfy annual instructional day and minutes calculations	LEAs that remained open but experienced a “material decrease” in attendance are subject to decreased attendance rates which impacts multiple funding streams including the LCFF

- Completion of the J-13A is the vehicle to apply for waivers for attendance and instructional time penalties which can carry significant financial consequences
- There is no specific deadline to submit J-13A waivers and submittal should occur after the event is over and information needed for the request is known



J-13A Application Process

LEA Prepares Submittal

- Complete all sections of the J-13A
- Attach:
 - IS Policy
 - Certification form for IS
- Supporting documentation
 - Calendar
 - ADA

LAUSD Reviews Submission

- J-13A signed by a majority of the BOard
- LEA submits to LAUSD
- LAUSD completes affidavit section with wet signatures

COE Submits to CDE

- County Office of Education submits completed original hard copy J-13A with required documents to the state





Why is Camino applying for a J-13A?

- To recoup lost ADA and Instructional Minutes from the wildfires
 - **January 8th:** Applying for Material Decrease
 - **January 9th:** School Closure
 - **January 10th:** School Closure

When is the earliest we can expect funding?

- When will we recoup lost ADA from the wildfires
 - **Material Revision:** "...restored in the future if a Form J-13A waiver is approved by the CDE."
 - **School Closure:** February of the next fiscal year



What about our school calendar and our instructional minutes?

- LEAs must operate a minimum number of instructional days between July 1 and June 30 each FY to receive full apportionment:
 - School District/COE SDC: 180 days
 - Charter School: 175 days
- **School District:** In order for a day to count as a day of instruction towards their annual instructional day requirement, school must be scheduled for at least the minimum schoolday per grade span or instructional setting.
- **Charter School:** Charter schools do not have a minimum day requirement but are required to offer enough minutes in a schoolday to meet the annual minute requirement.
- **COE:** There are different minimum school day requirements for county programs.

Camino Nuevo Instructional Days:

- Pre-Wildfire: 183
- Post-Wildfire: 181

Grade	Minutes Required	Camino Compliance
Kindergarten	36,000	Yes
1 - 3	50,400	Yes
4 - 8	54,000	Yes
9 - 12	68,400	No

Note: Compliance indicates post-wildfires



Supporting Materials for the J-13A

- 2024-2025 Board Approved Calendar
- J-13A
- Declaration of State of Emergency
- Independent Study Policy
- Independent Study Certification Form



Coversheet

LCAP Mid-Year Update

Section:	VII. LCAP Mid-Year Update
Item:	A. LCAP Mid-Year Update
Purpose:	Vote
Submitted by:	
Related Material:	24-25 Camino LCAP Mid-Year Update Slides.pdf

Camino Nuevo LCAP Mid-Year Update

...

2024-25 LCAP

What is the LCAP Mid-Year Update?

- A new state requirement now in its second year.
- Each year, prior to February 28, we will report on our progress on our current LCAP in three areas:
 - **Metrics:** What data do we have on our progress towards our LCAP goals?
 - **Actions:** Are we taking the actions we planned to take as written in our LCAP?
 - **Spending:** Are we on-track to spend as much as we planned to spend in our LCAP?
- Because data is reported on a lag, we are comparing our recent 23-24 results against our prior 22-23 results.

How to Evaluate the Data

- For each item, you will see one of three symbols to indicate progress:
 -  : Performance has **improved** since the previous year or maintained at target
 -  : Performance is **mixed**; it has increased/decreased by less than 10% and/or there has been improvement for some subgroups, but decline for others
 -  : Performance has **declined** since the previous year
 - Note that these icons measure CHANGE rather than ACHIEVEMENT; thus, BUR has a red arrow for absenteeism despite having the lowest absenteeism rate in CNCA, because it is worse than the prior year's rate.
 - In addition, for metrics given a color on the CA Dashboard, that color rating is provided.
- A full data set of 22-23 data compared to 23-24 data has also been provided for more detailed review and analysis.

Updates on LCAP Spending and Actions

- In general, LCAP spending towards planned actions is proceeding as planned in the 2024-25 LCAP.
- As LCFF funding declines for schools that are under-enrolled and/or under their attendance target (CNCA4 & CNCA 2), LCAP spending also declines proportionally.
- Thus far, there have not been any material changes to planned LCAP actions and spending beyond proportional decreases due to fewer students.

Goal 1: Bridging Towards Belonging - Engaged School Community

Goal 1 Metrics	CNCA	CNCA2	CNES3	CNCA4	CNHS2
School Attendance Rate	✓	✓	✓	✓	✓
Chronic Absenteeism	▼	✓	✓	✓	✓
Dropout Rate	✓	✓	✓	✓	✓
Suspension Rate	✓	▼	▼	✓	▼
Expulsion Rate	✓	✓	✓	✓	✓
FIT Score	✓	✓	✓	✓	✓
Student Sense of Safety	▼	▼	✗	✓	▼
Student Sense of Belonging	✗	✗	✗	▼	▼
Family Sense of Safety	pending	pending	pending	pending	pending
Family Sense of Connectedness	pending	pending	pending	pending	pending
Parental Engagement	✓	✓	✓	✓	✓

Spending and implementation of planned **actions** for Goal 1 are generally **on track** for all five schools with no material differences beyond previous notes.

Goal 2: High-Quality Teachers and Curriculum

Goal 2 Metrics	CNCA	CNCA2	CNES3	CNCA4	CNHS2
Teacher Credentialing					
Access to Instructional Materials	✓	✓	✓	✓	✓
Standards Implementation	✓	✓	✓	✓	✓
ELD Implementation	✓	✓	✓	✓	✓
Teacher Sense of Safety & Connectedness	✗	▼	▼	✓	✗
Broad Course of Study	✓	✓	✓	✓	✓

Spending and implementation of planned actions for Goal 2 are generally on track for all five schools with no material differences beyond previous notes.

Goal 3: Intellectual Engagement & Academic Achievement

Goal 3 Metrics	CNCA	CNCA2	CNES3	CNCA4	CNHS2
CAASPP ELA DFS	▼	▼	✓	✗	✓
CAASPP ELA %	✗	▼	✓	✓	✗
CAASPP Math DFS	✗	✗	✓	✓	▼
CAASPP Math %	✓	✓	✓	✗	▼
CAST %	▼	✗	✓	▼	✓
ELPI	✗	✗	✗	▼	▼
EL Reclassification	✓	▼	✗	✗	▼
i-Ready Reading Meeting Growth	✗	✓	✗	✓	✓
i-Ready Math Meeting Growth	✗	✗	▼	✓	▼
% of students passing AP exams	n/a	n/a	n/a	n/a	✗
College Career Readiness	n/a	n/a	n/a	n/a	✓

Spending and implementation of planned actions for Goal 3 are generally **on track** for all five schools with no material differences beyond previous notes.

Coversheet

SARC - School Accountability Report Cards

Section:	VIII. SARC - School Accountability Report Cards
Item:	A. SARC - School Accountability Report Cards
Purpose:	Vote
Submitted by:	
Related Material:	2023-2024 SARC_CNCA BURLINGTON.pdf 2023-2024 SARC_CNCA CAS-EIS.pdf 2023-2024 SARC_CNCA CISNEROS.pdf 2023-2024 SARC_CNCA Kayne Siart.pdf 2023-2024 SARC_CNCA DALZELL LANCE.pdf

Camino Nuevo Charter Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically

served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Juliana Santos, Principal

📍 Principal, Camino Nuevo Charter Academy

About Our School



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

Today, 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](tel:2134134245)

Email: juliana.santos@caminonuevo.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

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, Principal
Email Address	juliana.santos@caminonuevo.org
Website	www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2397841&totaly=true
Grade Span	K-8
County-District-School (CDS) Code	19647336117667

School Description and Mission Statement (School Year 2024–25)

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

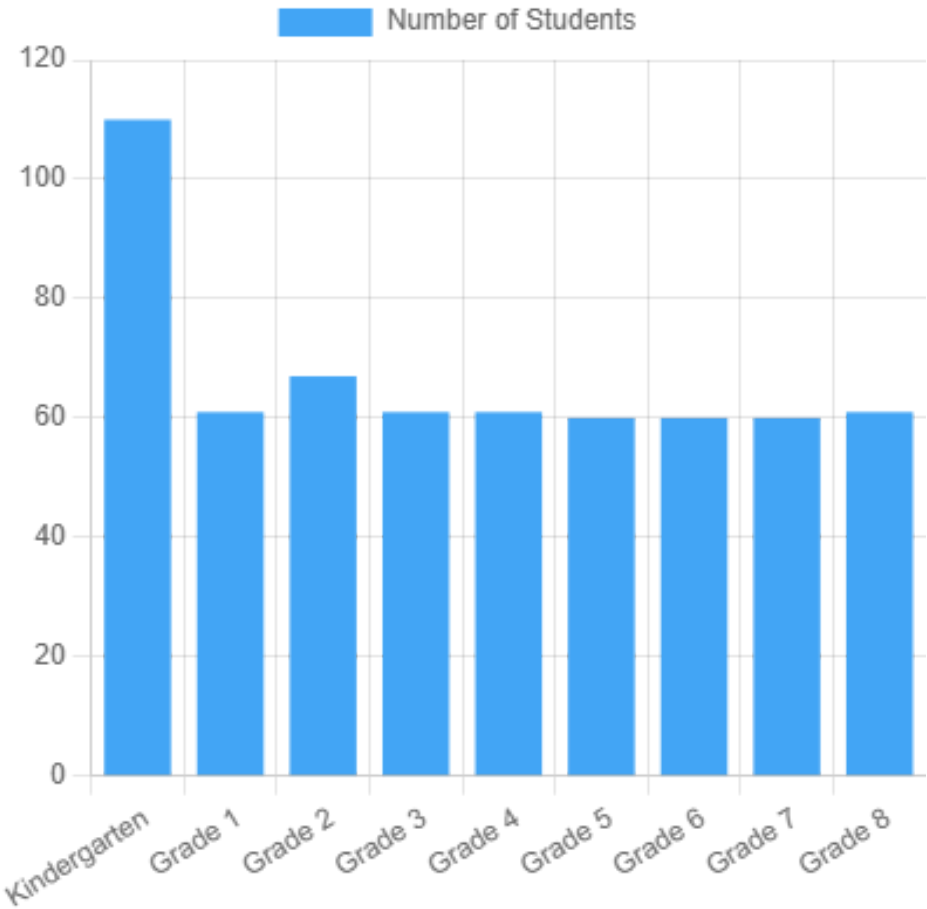
Our K-8 school serves the children and families of the greater MacArthur Park area in Los Angeles and was recently ranked a top school for raising student achievement and closing the opportunity gap for Latino students. Our

comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world. [Learn more about our approach.](#)

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	110
Grade 1	61
Grade 2	67
Grade 3	61
Grade 4	61
Grade 5	60
Grade 6	60
Grade 7	60
Grade 8	61
Total Enrollment	601



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	50.90%
Male	49.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	99.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	67.90%
Foster Youth	0.00%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disadvantaged	99.50%
Students with Disabilities	13.30%

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/Incomplete/NA	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.

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)	21.80	74.63%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	3.41%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	18.44%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.44%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.90	3.07%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	29.20	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	12.90	47.95%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	3.69%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.30	34.33%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.70	13.99%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	27.00	100.00%	27077.80	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	4.20	8
Misassignments	2.30	1.10	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.30	5.40	9.3

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10	3.7
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.10	3.7

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.30%	4.5%	7.8%
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%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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 (K-8 English and Spanish Language Arts)
- i-Ready Classroom Mathematics (K-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)
- Creative Curriculum (TK)

Year and month in which the data were collected: June 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC) Core	0
Mathematics	i-Ready Classroom Mathematics	0
Science	STEMScopes	0
History-Social Science	Self-Created	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

School campus, three buildings, are in good and safe condition, this includes buildings for the 2023-2024 school year. School buildings were acquired in 2000, renovated for school use, with appropriate permits. The campus is comprised of 25 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.

Playground renovation

Upgraded play equipment

Installed sidewalk to connect buildings inside the campus property to improve safety for students

More secure fencing using perforated metal and CMU

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: October 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	35%	37%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	31%	33%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	364	363	99.73%	0.27%	37.19%
Female	176	176	100.00%	0.00%	50.00%
Male	188	187	99.47%	0.53%	25.13%
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	363	99.73%	0.27%	37.19%
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	184	184	100.00%	0.00%	16.30%
Foster Youth	0	0	0%	0%	0%
Homeless	13	13	100.00%	0.00%	53.85%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	364	363	99.73%	0.32%	37.19%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	59	100.00%	0.00%	10.16%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	364	363	99.73%	0.27%	33.33%
Female	176	176	100.00%	0.00%	40.91%
Male	188	187	99.47%	0.53%	26.20%
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	363	99.73%	0.27%	33.33%
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	184	184	100.00%	0.00%	14.67%
Foster Youth	0	0	0%	0%	0%
Homeless	13	13	100.00%	0.00%	46.15%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	364	363	99.73%	0.27%	33.33%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	59	100.00%	0.00%	11.86%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	19.84%	14.17%	22.17%	23.96%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	120	99.17%	0.83%	14.17%
Female	59	59	100.00%	0.00%	20.34%
Male	62	61	98.39%	1.61%	8.20%
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	121	120	99.17%	0.83%	14.17%
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	41	41	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	121	120	99.17%	0.83%	14.17%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	5.26%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)
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%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

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 and at the school level. Families are also able 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.

- Committees - 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 language learners has this committee. This committee is responsible for advising the principal and staff on programs and services for English language 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) is another committee that families can join. It serves as an advisory council to the school site principals. This 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 Families 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. Student and Family Services Coordinators and/or other school leaders facilitate a variety of workshops throughout the year. Topics like SBAC, ELPAC, Mental Health, and college and career readiness, as well as how to successfully transition to middle and high school are covered. Schools also host workshops on how to have successful parent conferences, as student academic progress is monitored during these conferences three times per year (in October, January, and April) and report cards are distributed at this time. At these workshops, 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, our parent communication app, if any questions arise regarding their child's academic achievement. Translators are always available to support with any language barriers that may exist.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from families and make edits accordingly. The final version is made available in English and Spanish by Student and Family Services Coordinators and can be found at the main office. 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 – The 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 students 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 enrolling in other community-based education programs counts 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 Student and Family Services Coordinators host sessions during Professional Development about how to engage families in the classroom and gather feedback to plan activities. Each school has a full-time and bilingual Student and Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, social media (Facebook/Instagram), and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Student and Family Coordinators have an open-door policy to ensure 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 community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"). 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 and parents get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered. Other events include Open House, Math/Literacy Night, Back to School Night, and an organization-wide Parent Book Club. The annual book club is a unique opportunity for parents to model reading at home, build community with other families across the network, and spend quality time with families from other school sites.

State Priority: Pupil Engagement

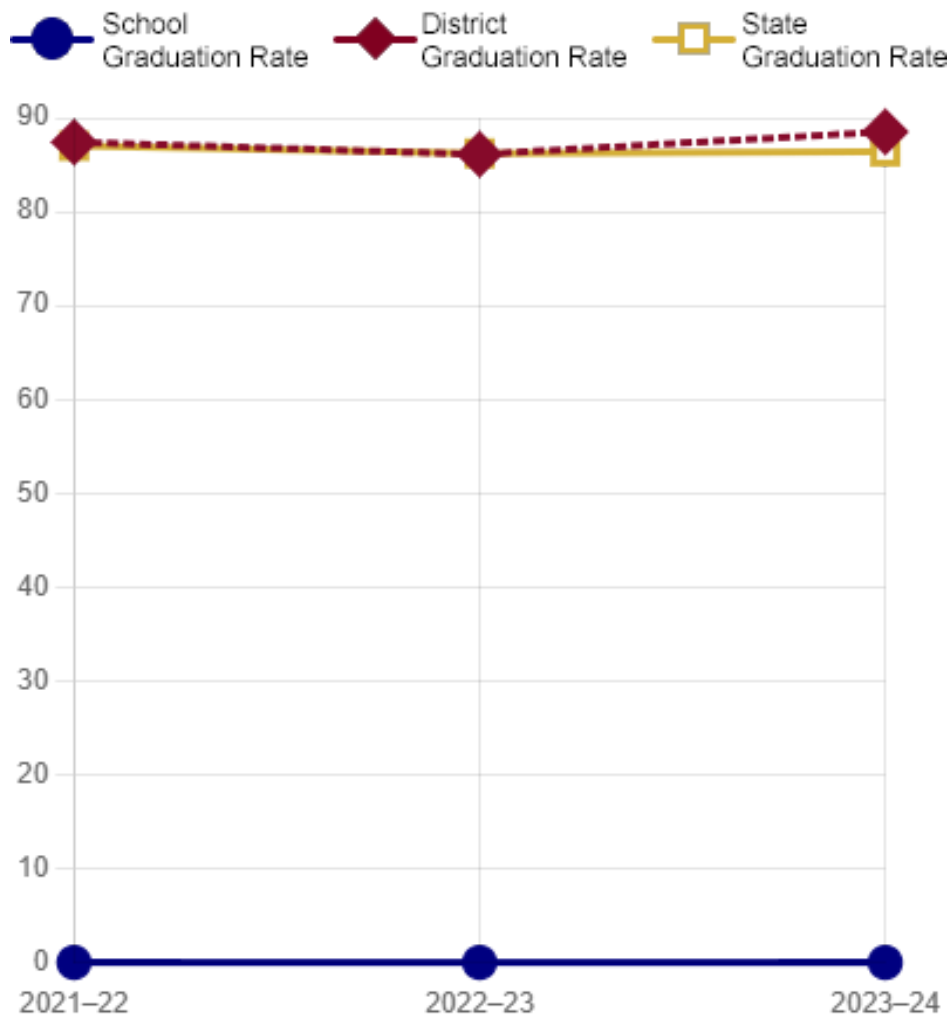
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

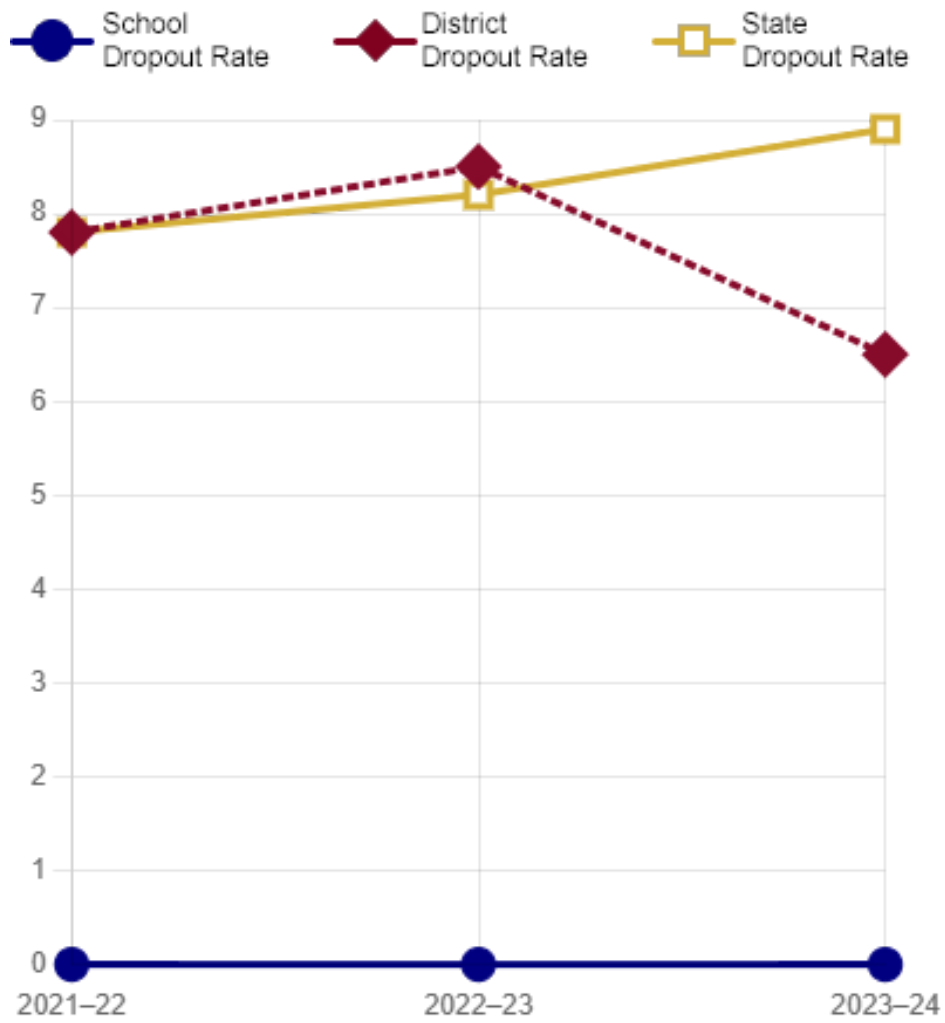
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	607	87	14.3%
Female	309	305	44	14.4%
Male	303	302	43	14.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	611	606	87	14.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	1	1	0	0.0%
English Learners	412	410	60	14.6%
Foster Youth	--	--	--	--
Homeless	18	18	0	0.0%
Socioeconomically Disadvantaged	609	604	86	14.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	87	12	13.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.69%	0.99%	1.31%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.31%	0%
Female	0.65%	0%
Male	1.98%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.31%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0.73%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.31%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.12%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

?[Burlington Safety Plan 24-25?](#)

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	2	3	0
1	23.00	0	3	0
2	21.00	1	2	0
3	20.00	1	2	0
4	32.00	0	2	0
5	30.00	0	3	0
6	15.00	10	4	0
Other**	25.00	0	2	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		5	
1	20.00	2	1	
2	22.00		3	
3	20.00	2	1	
4	31.00		2	
5	30.00		2	
6	30.00		8	
Other**	23.00	6	5	

* 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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	3	4	0
Mathematics	28.00	1	4	0
Science	30.00	0	4	0
Social Science	30.00	0	4	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

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	1.40
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19811.39	\$7283.01	\$12528.38	\$64062.73
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

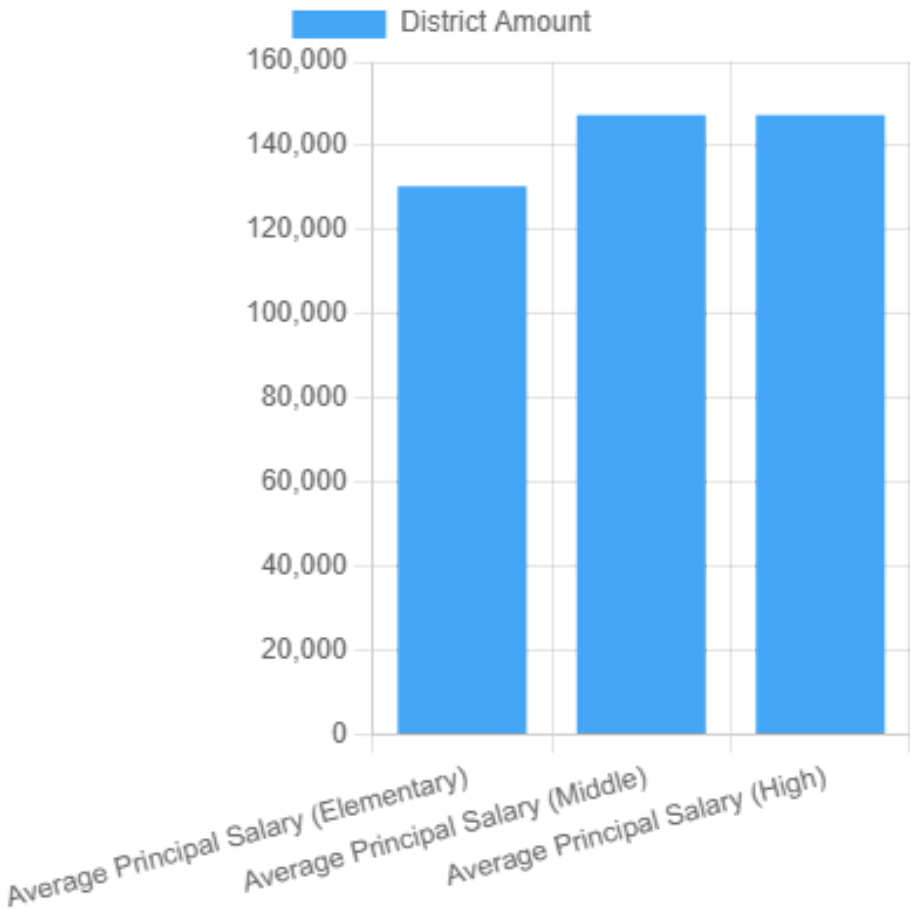
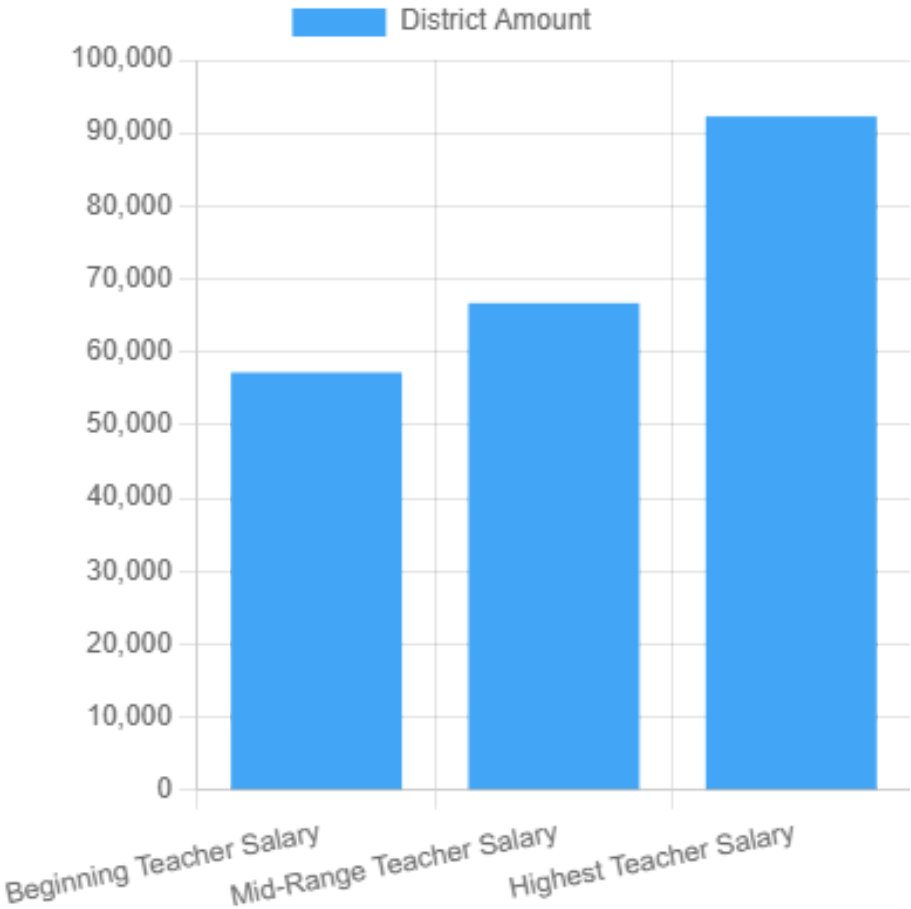
Camino Nuevo Charter Academy offers after-school programming via our Expanded Learning Opportunity Program. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our

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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$56572.74
Mid-Range Teacher Salary	\$66695.84	\$87185.69
Highest Teacher Salary	\$92261.22	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$147353.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$218537.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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



Professional Development

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

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12

Camino Nuevo Elementary #3

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

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

- For more information about SARC requirements 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically

served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Jay Laughlin, Principal

📍 Principal, Camino Nuevo Elementary #3

About Our School



Hello Jaguar Families and Prospective Jaguar Families,

At Castellanos and Eisner CNCA #3, our mission is to 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 ensures 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:(323)730-7160)

Email: jay.laughlin@caminonuevo.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Camino Nuevo Elementary #3
Street	1723 Cordova St.
City, State, Zip	Los Angeles, CA , 90007-1114
Phone Number	(323) 730-7160
Principal	Jay Laughlin, Principal
Email Address	jay.laughlin@caminonuevo.org
Website	www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2408848&totaly=true
Grade Span	K-8
County-District-School (CDS) Code	19647330122564

School Description and Mission Statement (School Year 2024–25)

The Jose A. Castellanos Campus is part of the Camino Nuevo Charter Academy community of schools. Our scholars in grades K-5 benefit from a rigorous academic program and an inclusive community where each student is valued and encouraged to succeed.

Our campus offers a dual-language Spanish-English program designed to support scholars in becoming bilingual and bi-literate. Our students participate in the arts,

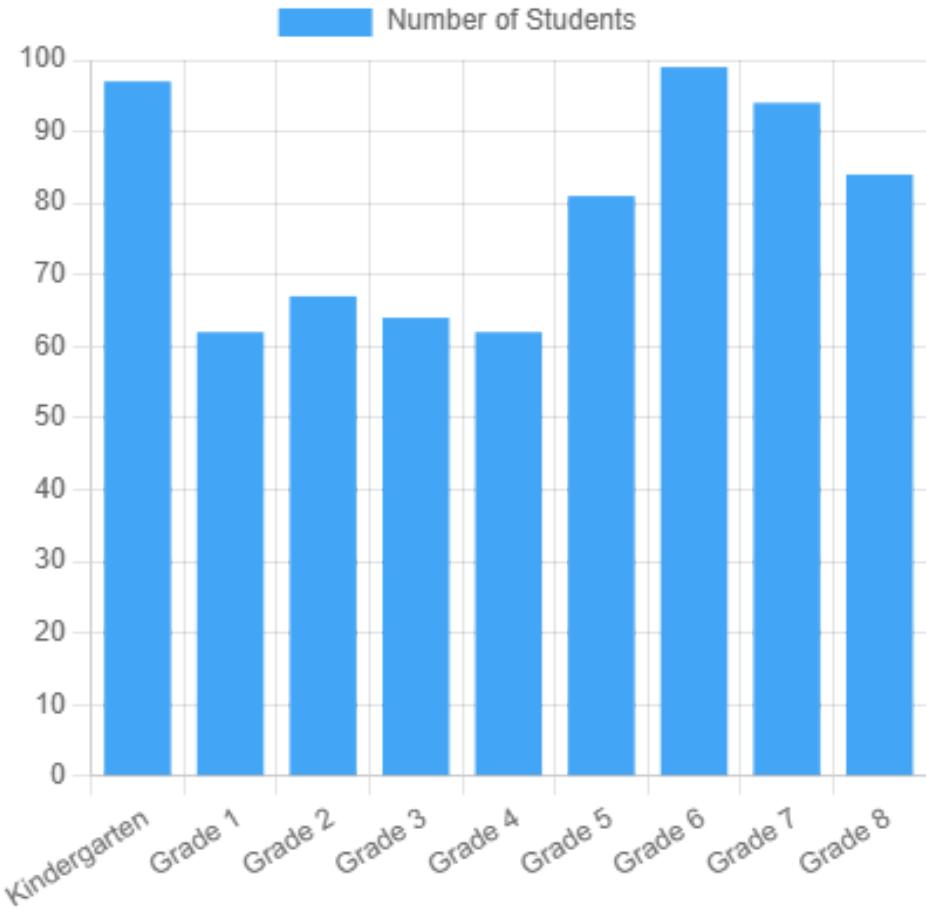
physical education, technology, and other rich experiences that prepare them for a successful transition to the Camino Nuevo Jane B. Eisner Middle School.

The Jane B. Eisner Middle School campus is part of the Camino Nuevo Charter Academy network. Our school is small with approximately 270 students in grades 6-8. This allows us to give students individual attention and constant feedback to help them grow and improve. Our focus is on preparing students for high school and college and empowering them to be agents of social change. This approach sets our middle school apart from others in the neighborhood. [Learn more about our approach.](#)

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	97
Grade 1	62
Grade 2	67
Grade 3	64
Grade 4	62
Grade 5	81
Grade 6	99
Grade 7	94
Grade 8	84
Total Enrollment	710



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	0.30%
Black or African American	0.40%
Filipino	0.00%
Hispanic or Latino	98.50%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	0.00%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	52.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	99.00%
Students with Disabilities	13.10%

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/Incomplete/NA	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.

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)	26.60	73.70%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	4.90	13.83%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	9.64%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.80%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	36.00	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	26.30	69.21%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	7.90	21.03%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	8.42%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.32%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	38.00	100.00%	27077.80	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1.00	2.00	2
Misassignments	1.00	1.40	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	3.40	3.2

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	1.00	0.5
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.20	1.00	0.5

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.50%	12.6%	20.6%
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%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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)
- iReady Classroom Mathematics (K-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)
- Creative Curriculum (TK)

Year and month in which the data were collected: June 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC) Core	0
Mathematics	iReady Classroom Mathematics	0
Science	STEMScopes	0
History-Social Science	Self-Created	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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.

Kindergarten playground upgraded with new safety matting.

Outdoor green playground renovations are completed as of Jan. 26, 2024.

Existing handball courts were painted along with new solar reflective cool asphalt.

Renovated the playground at the Eisner campus with shade and soft surface matting.

School Facility Good Repair Status

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. Upgraded PA system, and burglar alarm.

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: November 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	30%	40%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	19%	25%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	497	474	95.37%	4.63%	39.62%
Female	248	235	94.76%	5.24%	48.07%
Male	249	239	95.98%	4.02%	31.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	485	464	95.67%	4.33%	39.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	219	196	89.50%	10.50%	14.36%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	479	466	97.28%	2.72%	39.23%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	63	98.43%	1.57%	9.52%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	497	494	99.40%	0.60%	25.10%
Female	248	246	99.19%	0.81%	26.42%
Male	249	248	99.60%	0.40%	23.79%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	485	483	99.59%	0.41%	25.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	219	217	99.09%	0.91%	11.06%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	479	476	99.37%	0.63%	25.42%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	63	98.44%	1.56%	1.59%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	21.27%	24.12%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	171	99.42%	0.58%	24.12%
Female	82	81	98.78%	1.22%	27.16%
Male	90	90	100.00%	0.00%	21.35%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	168	168	100.00%	0.00%	24.55%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	72	71	98.61%	1.39%	4.29%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	167	166	99.40%	0.60%	24.24%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	9.09%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)
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	96.43%	94.05%	96.43%	97.62%	97.62%
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

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 and at the school level. Families are also able 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.

- Committees - 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 language learners has this committee. This committee is responsible for advising the principal and staff on programs and services for English language 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) is another committee that families can join. It serves as an advisory council to the school site principals. This 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 Families 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. Student and Family Services Coordinators and/or other school leaders facilitate a variety of workshops throughout the year. Topics like SBAC, ELPAC, Mental Health, and college and career readiness, as well as how to successfully transition to middle and high school are covered. Schools also host workshops on how to have successful parent conferences, as student academic progress is monitored during these conferences three times per year (in October, January, and April) and report cards are distributed at this time. At these workshops, 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, our parent communication app, if any questions arise regarding their child's academic achievement. Translators are always available to support with any language barriers that may exist.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from families and make edits accordingly. The final version is made available in English and Spanish by Student and Family Services Coordinators and can be found at the main office. 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 – The 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 students 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 enrolling in other community-based education programs counts 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 Student and Family Services Coordinators host sessions during Professional Development about how to engage families in the classroom and gather feedback to plan activities. Each school has a full-time and bilingual Student and Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, social media (Facebook/Instagram), and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Student and Family Coordinators have an open-door policy to ensure 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 community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"). 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 and parents get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered. Other events include Open House, Math/Literacy Night, Back to School Night, and an organization-wide Parent Book Club. The annual book club is a unique opportunity for parents to model reading at home, build community with other families across the network, and spend quality time with families from other school sites.

State Priority: Pupil Engagement

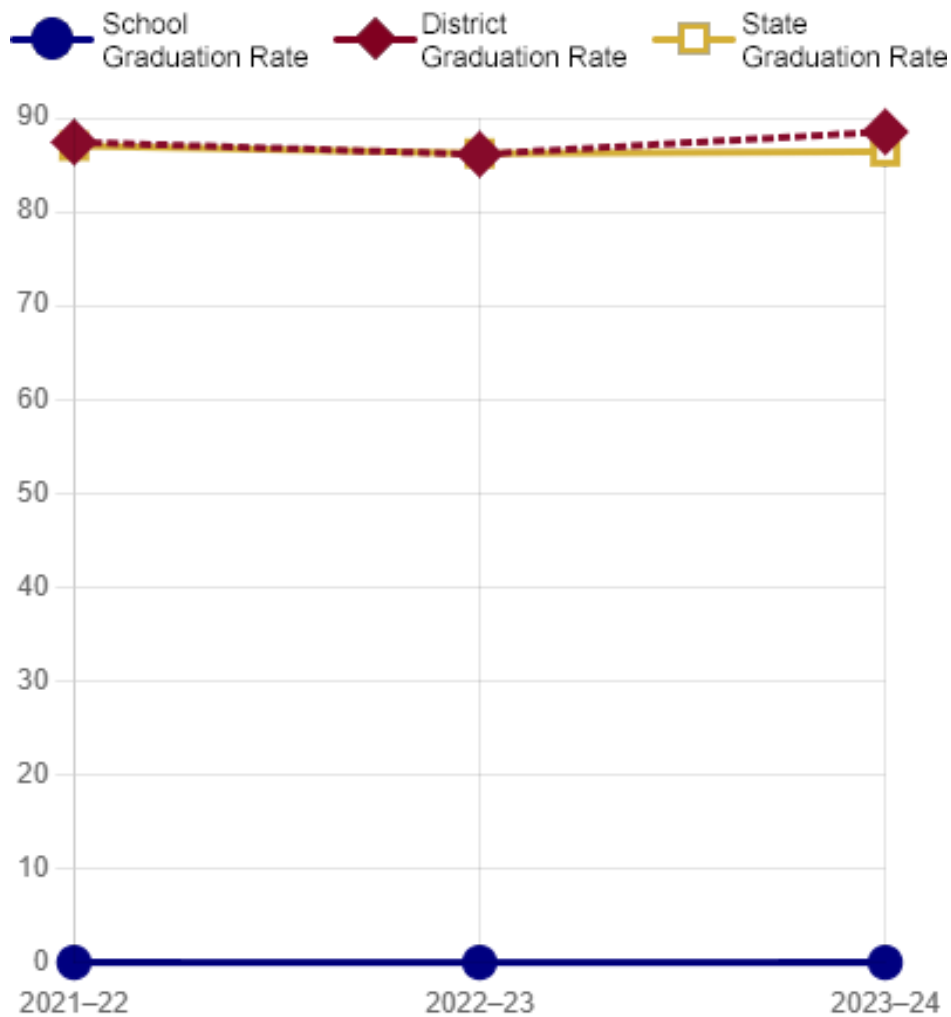
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

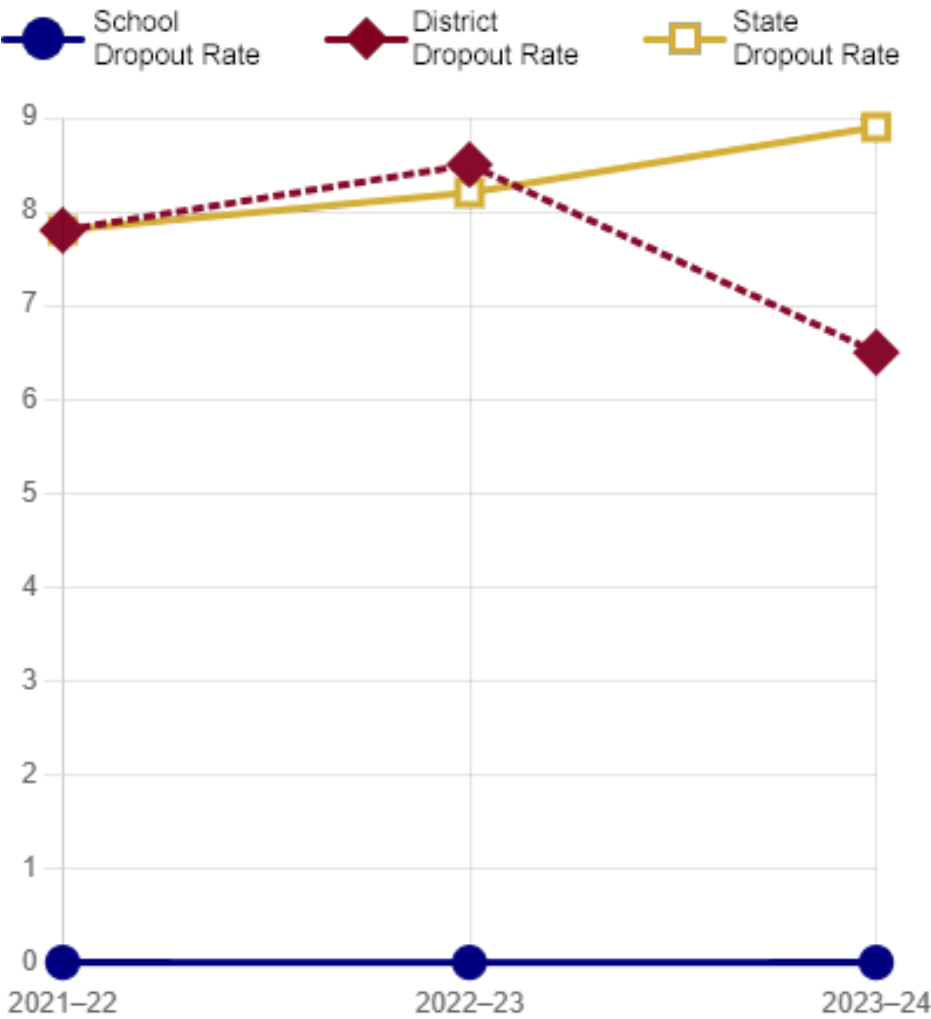
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	779	755	231	30.6%
Female	374	363	96	26.4%
Male	405	392	135	34.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	765	742	228	30.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	428	410	130	31.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	745	728	220	30.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	95	37	39%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.50%	0.50%	1.67%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67%	0%
Female	0.53%	0%
Male	2.72%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.67%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	1.33%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.67%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

?[Jose Castellanos Safety Plan 24-25?](#)

?[Jane B. Eisner Safety Plan 24-25?](#)

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	8	0
1	21.00	3	3	0
2	23.00	0	5	0
3	23.00	0	6	0
4	26.00	0	6	0
5	28.00	0	11	0
6	24.00	6	17	0
Other**	22.00	0	1	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	1	3	
1	21.00	1	2	
2	24.00	1	1	
3	25.00		3	
4	26.00		2	
5	27.00		3	
6	33.00		2	
Other**	24.00			

* 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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	8	0
Mathematics	29.00	0	6	0
Science	29.00	0	6	0
Social Science	27.00	1	6	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

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	1.40
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20026.99	\$6795.04	\$13231.95	\$62718.43
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

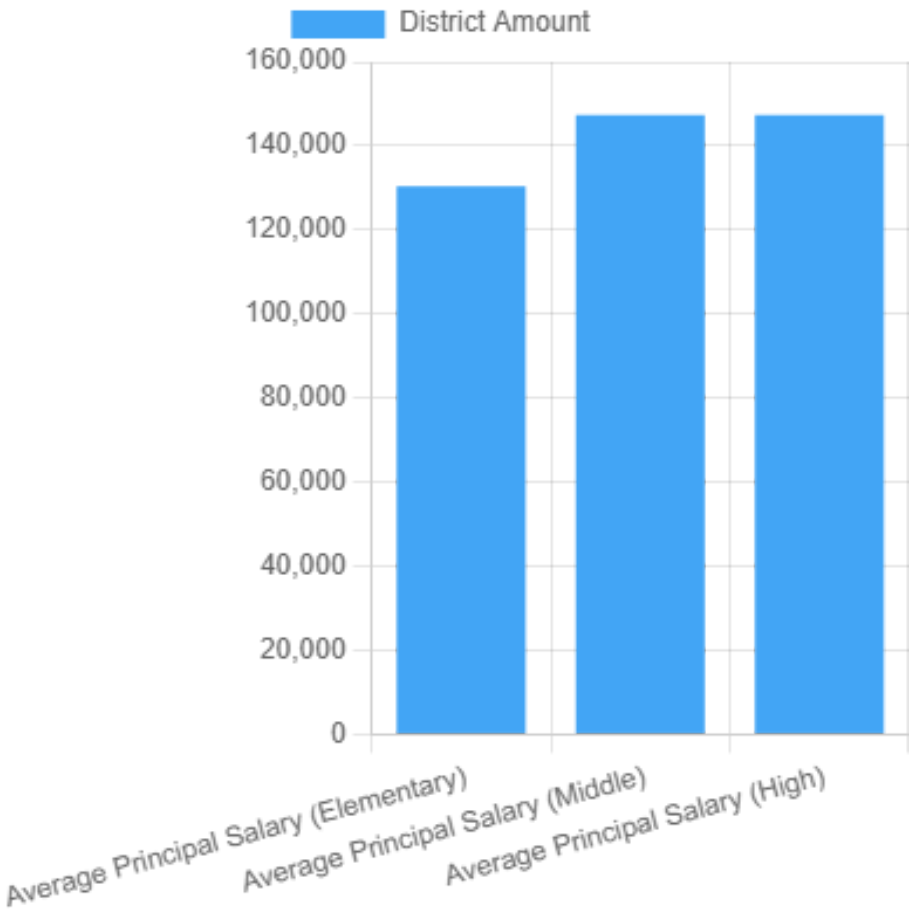
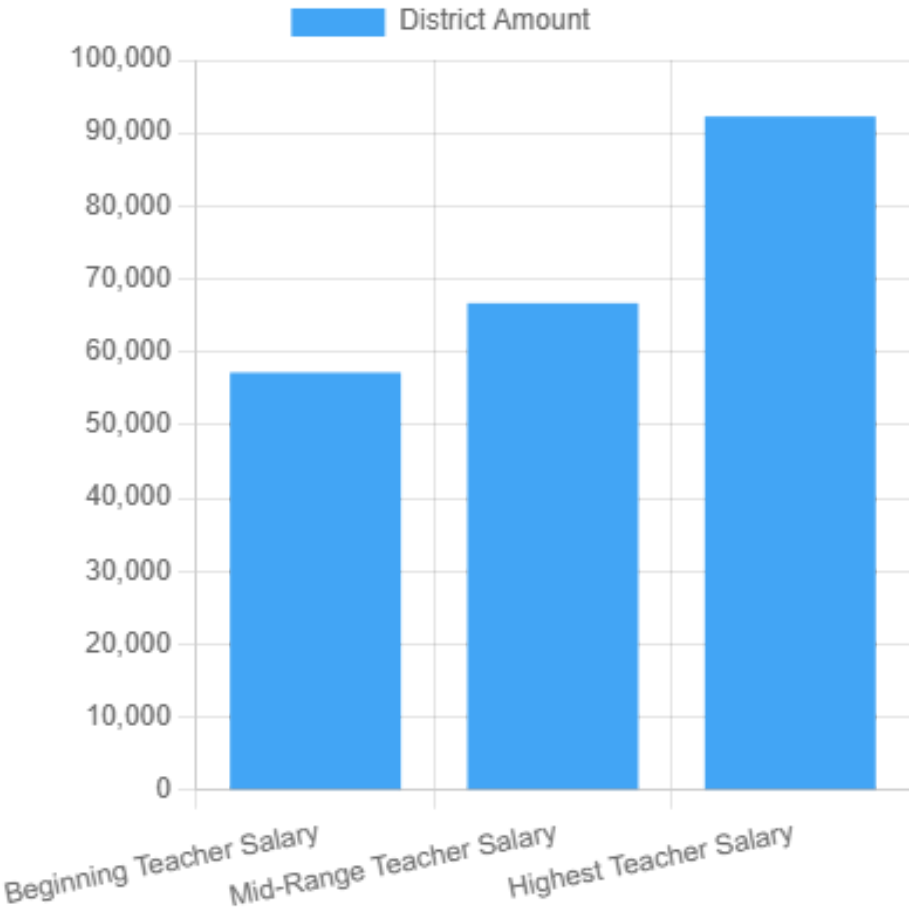
Camino Nuevo Charter Academy offers after-school programming via our Expanded Learning Opportunity Program. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our

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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$56572.74
Mid-Range Teacher Salary	\$66695.84	\$87185.69
Highest Teacher Salary	\$92261.22	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$147353.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$218537.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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



Advanced Placement (AP) Courses (School Year 2023–24)

Camino Nuevo Charter Academy goes through 8th grade and as such does not offer Advanced Placement Courses.

Percent of Students in AP Courses %

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

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

Professional Development

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

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12

Camino Nuevo Charter Academy #4

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

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

- For more information about SARC requirements 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically

served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Shannon Leonard, Principal

📍 Principal, Camino Nuevo Charter Academy #4

About Our School



Welcome to Camino Nuevo Charter - Cisneros Campus! We are a caring community of learners committed to teaching students the skills and habits necessary to succeed in college, fulfill their dreams, and contribute positively to the world. We call ourselves the "Superstars," because by committing to constantly being our best selves, our students will be superstars in whatever they pursue.

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. We are especially proud of our scholars in the K-8 bilingual program who have the added privilege of learning content in both English and Spanish.

Our school is also unique in that we practice mindfulness in all classrooms, 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: shannon.leonard@caminonuevo.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

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	Shannon Leonard, Principal
Email Address	shannon.leonard@caminonuevo.org
Website	www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2410415&totaly=true
Grade Span	K-8
County-District-School (CDS) Code	19647330124826

School Description and Mission Statement (School Year 2024–25)

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

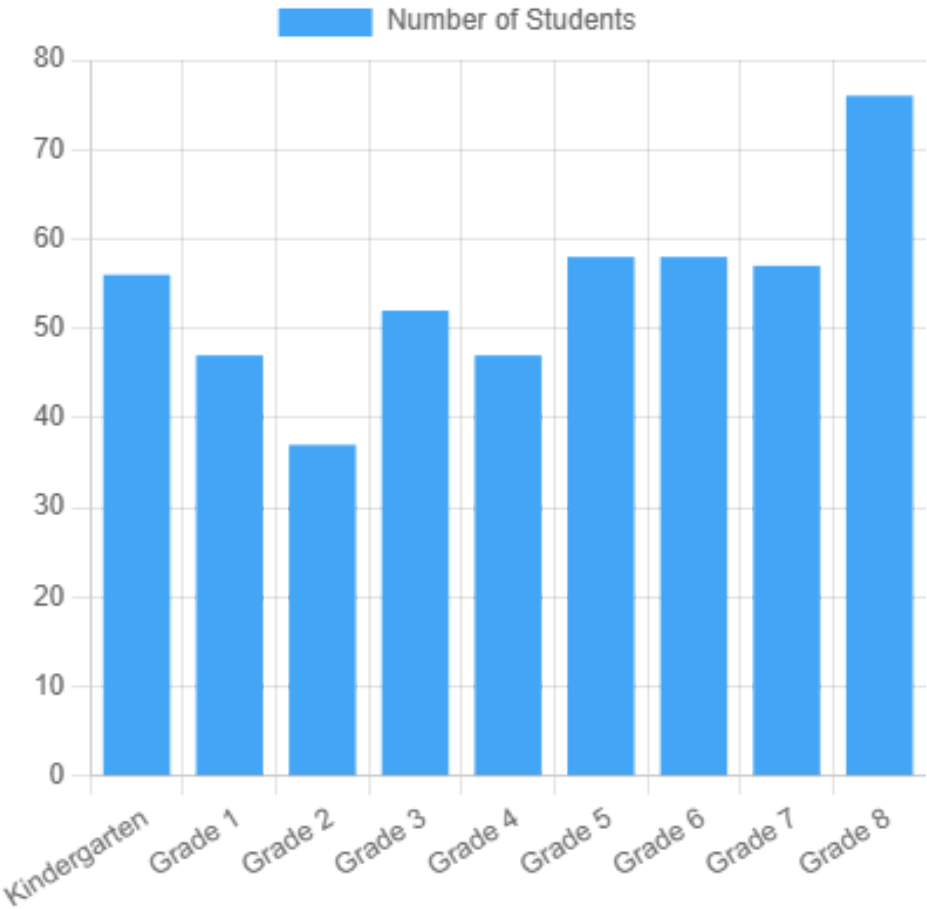
Our K-8 school serves the children and families of Echo Park in Los Angeles. Our comprehensive approach integrates academic rigor, community, family, and

wellness supports to empower students to thrive in a culturally connected and changing world. [Learn more about our approach.](#)

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	56
Grade 1	47
Grade 2	37
Grade 3	52
Grade 4	47
Grade 5	58
Grade 6	58
Grade 7	57
Grade 8	76
Total Enrollment	488



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.80%
Male	50.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.60%
Black or African American	1.60%
Filipino	1.40%
Hispanic or Latino	95.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.00%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.90%
Foster Youth	0.00%
Homeless	7.20%
Migrant	0.00%
Socioeconomically Disadvantaged	92.80%
Students with Disabilities	16.20%

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)	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/Incomplete/NA	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.

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)	31.80	88.83%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	5.57%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.79%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.79%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	35.90	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	21.90	78.56%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	13.75%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.07%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	3.57%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	27.90	100.00%	27077.80	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1.00	2.00	1
Misassignments	3.00	0.00	2.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.00	2.00	3.8

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	1.1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	1.1

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.00%	0%	18.4%
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%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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)
- iReady Classroom Mathematics (K-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)
- Creative Curriculum (TK)

Year and month in which the data were collected: June 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC) Core	0
Mathematics	iReady Classroom Mathematics	0
Science	STEMScopes	0
History-Social Science	Self-Created	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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 system was installed as well as a PA system in the Multipurpose Room.

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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.

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: November 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	31%	32%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	17%	18%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	338	95.75%	4.25%	31.66%
Female	171	165	96.49%	3.51%	38.78%
Male	182	173	95.05%	4.95%	24.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	336	321	95.53%	4.47%	30.53%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	116	102	87.93%	12.07%	6.86%
Foster Youth	--	--	--	--	--
Homeless	19	13	68.42%	31.58%	7.69%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	330	321	97.27%	2.73%	30.53%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	62	61	98.38%	1.62%	11.28%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	352	99.71%	0.29%	18.47%
Female	171	171	100.00%	0.00%	18.13%
Male	182	181	99.45%	0.55%	18.78%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	336	335	99.70%	0.30%	18.51%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	116	116	100.00%	0.00%	6.03%
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00%	0.00%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	330	329	99.69%	0.31%	18.54%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	62	61	98.39%	1.61%	3.28%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	17.80%	16.54%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	133	100.00%	0.00%	16.54%
Female	65	65	100.00%	0.00%	20%
Male	68	68	100.00%	0.00%	13.23%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	128	100.00%	0.00%	16.41%
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	36	36	100.00%	0.00%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	126	100.00%	0.00%	17.46%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)
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%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

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 and at the school level. Families are also able 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.

- Committees - 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 language learners has this committee. This committee is responsible for advising the principal and staff on programs and services for English language 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) is another committee that families can join. It serves as an advisory council to the school site principals. This 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 Families 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. Student and Family Services Coordinators and/or other school leaders facilitate a variety of workshops throughout the year. Topics like SBAC, ELPAC, Mental Health, and college and career readiness, as well as how to successfully transition to middle and high school are covered. Schools also host workshops on how to have successful parent conferences, as student academic progress is monitored during these conferences three times per year (in October, January, and April) and report cards are distributed at this time. At these workshops, 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, our parent communication app, if any questions arise regarding their child's academic achievement. Translators are always available to support with any language barriers that may exist.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from families and make edits accordingly. The final version is made available in English and Spanish by Student and Family Services Coordinators and can be found at the main office. 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 – The 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 students 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 enrolling in other community-based education programs counts 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 Student and Family Services Coordinators host sessions during Professional Development about how to engage families in the classroom and gather feedback to plan activities. Each school has a full-time and bilingual Student and Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, social media (Facebook/Instagram), and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Student and Family Coordinators have an open-door policy to ensure 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 community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"). 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 and parents get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered. Other events include Open House, Math/Literacy Night, Back to School Night, and an organization-wide Parent Book Club. The annual book club is a unique opportunity for parents to model reading at home, build community with other families across the network, and spend quality time with families from other school sites.

State Priority: Pupil Engagement

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

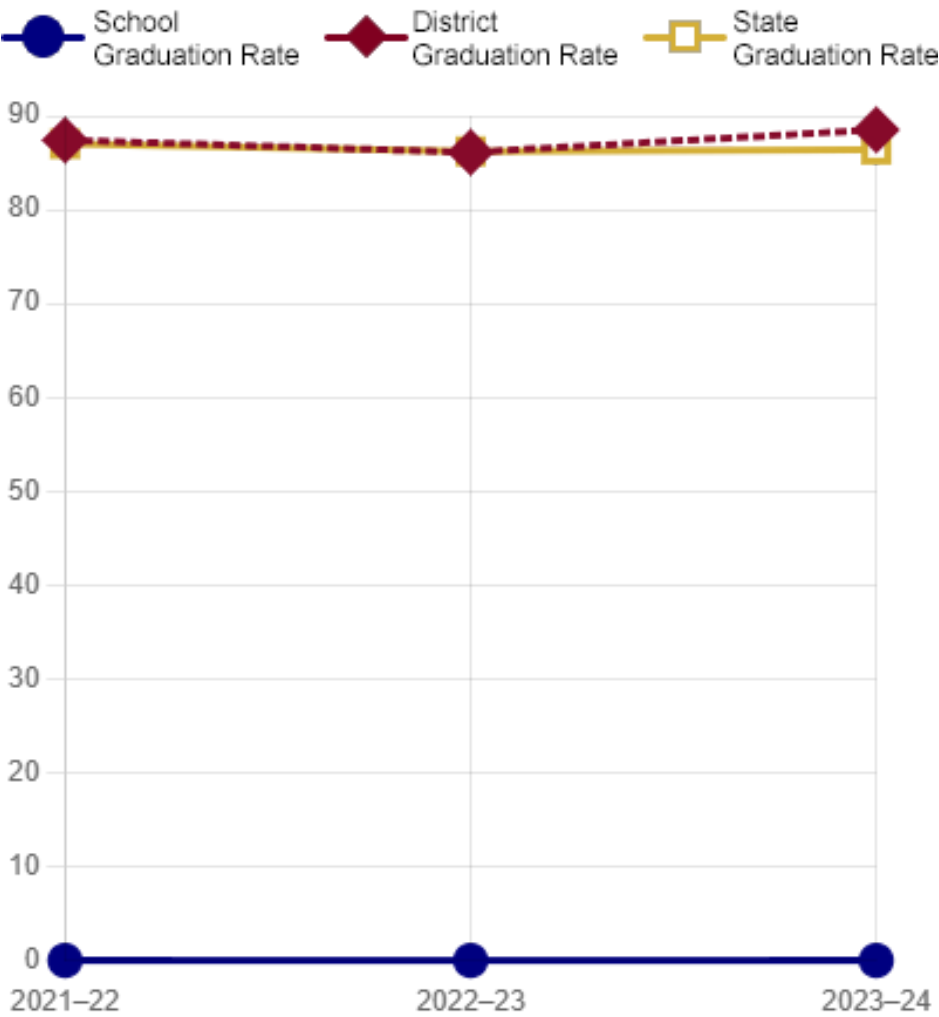
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

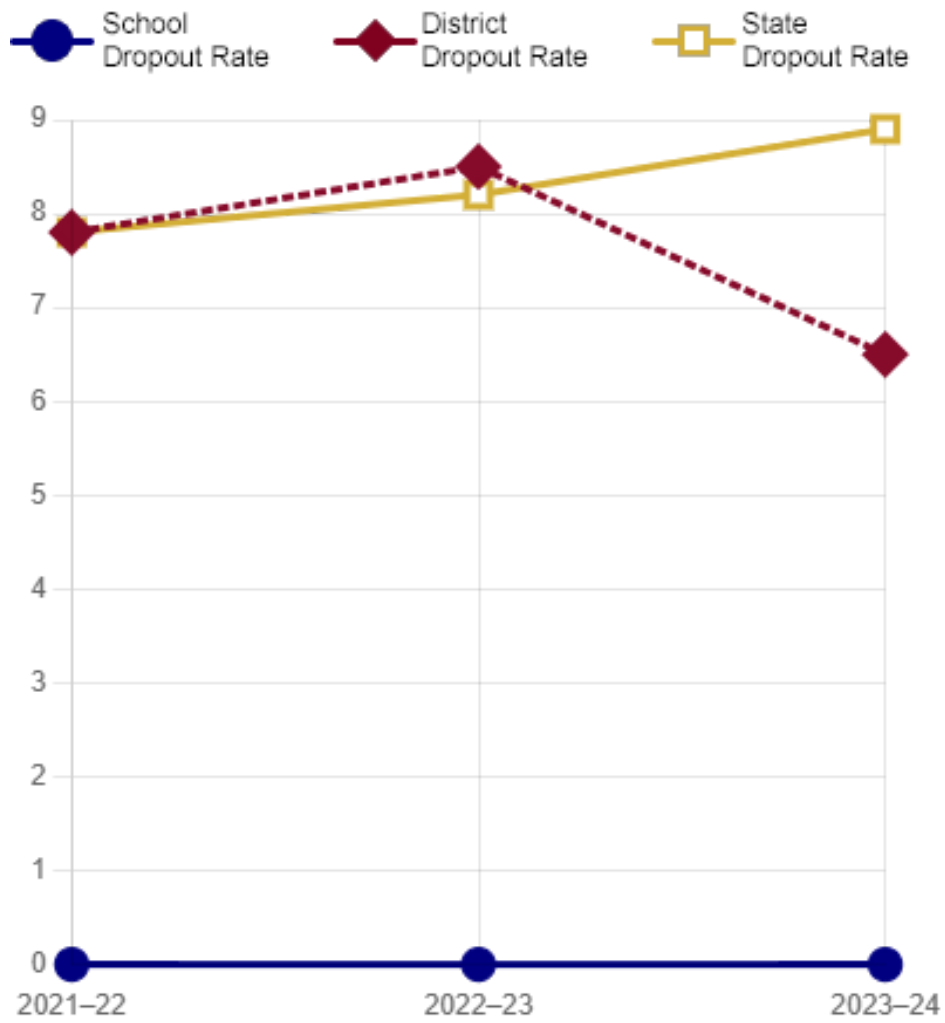
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	568	538	168	31.2%
Female	274	263	84	31.9%
Male	294	275	84	30.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	540	514	158	30.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	235	224	71	31.7%
Foster Youth	--	--	--	--
Homeless	39	38	23	60.5%
Socioeconomically Disadvantaged	519	497	157	31.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	83	32	38.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	4.37%	3.14%	1.76%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.76%	0%
Female	0%	0%
Male	3.4%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.85%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	1.4%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.93%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.14%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

[Sandra Cisneros School Safety Plan 24-25?](#)

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	3	0	0
1	19.00	1	1	0
2	20.00	2	0	0
3	17.00	3	0	0
4	22.00	1	1	0
5	12.00	4	2	0
6	20.00	6	19	0
Other**	15.00	2	1	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	2	
1	24.00		2	
2	19.00	2		
3	26.00		2	
4	24.00		2	
5	29.00		2	
6	29.00	2	8	
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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	1	0	0
Mathematics	19.00	1	0	0
Science	25.00	0	6	0
Social Science	25.00	0	6	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

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	1.40
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21344.56	\$9163.18	\$12181.38	\$67916.80
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

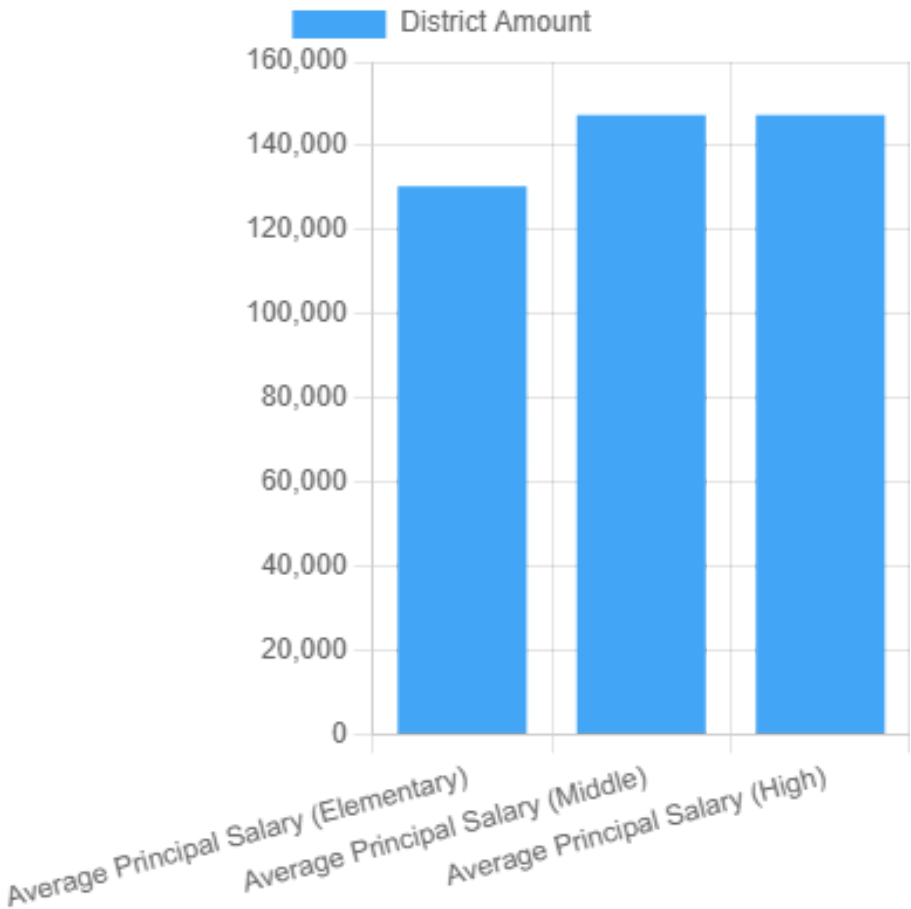
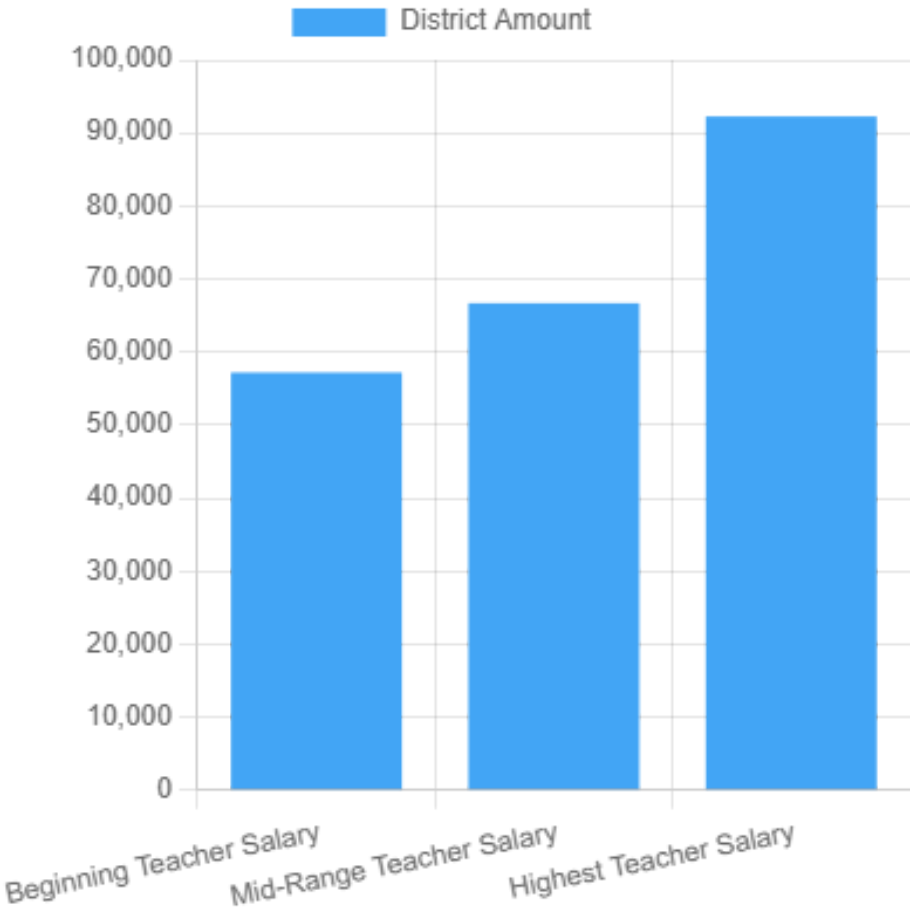
Camino Nuevo Charter Academy offers after-school programming via our Expanded Learning Opportunity Program. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our

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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$56572.74
Mid-Range Teacher Salary	\$66695.84	\$87185.69
Highest Teacher Salary	\$92261.22	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$147353.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$218537.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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



Professional Development

Includes full days only; teachers additionally receive 2 hours of weekly staff development throughout the school year

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12

Camino Nuevo Charter Academy #2

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	3400 West 3rd St. Los Angeles, CA , 90020-1605	Principal:	Maria Duarte, Principal
Phone:	(213) 633-3132	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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically

served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Maria Duarte, Principal

📍 Principal, Camino Nuevo Charter Academy #2

About Our School



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

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

educating a diverse population, particularly English language learners and students with special needs.

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

Contact

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

Phone: [\(213\) 633-3132](tel:2136333132)

Email: maria.duarte@caminonuevo.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Camino Nuevo Charter Academy #2
Street	3400 West 3rd St.
City, State, Zip	Los Angeles, CA , 90020-1605
Phone Number	(213) 633-3132
Principal	Maria Duarte, Principal
Email Address	maria.duarte@caminonuevo.org
Website	www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2410414&totaly=true
Grade Span	K-8
County-District-School (CDS) Code	19647330122861

School Description and Mission Statement (School Year 2024–25)

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

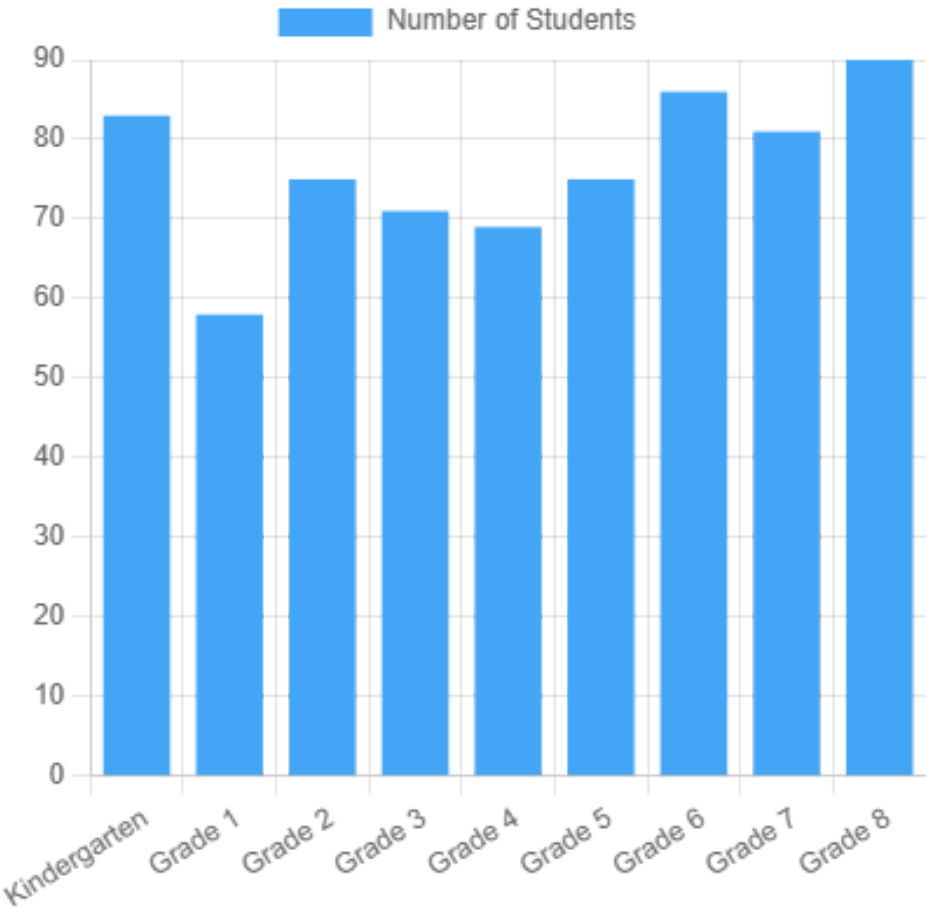
Our K-8 public charter school serves the children and families of the Koreatown area of Los Angeles. Our comprehensive approach integrates academic rigor,

community, family, and wellness supports to empower students to thrive in a culturally connected and changing world. [Learn more about our approach.](#)

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	83
Grade 1	58
Grade 2	75
Grade 3	71
Grade 4	69
Grade 5	75
Grade 6	86
Grade 7	81
Grade 8	90
Total Enrollment	688



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.15%
Black or African American	0.87%
Filipino	0.87%
Hispanic or Latino	97.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.15%
White	0.44%

Student Group (Other)	Percent of Total Enrollment
English Learners	46.95%
Foster Youth	0.00%
Homeless	3.60%
Migrant	0.00%
Socioeconomically Disadvantaged	94.00%
Students with Disabilities	20.10%

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/Incomplete/NA	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.

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)	27.80	75.32%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	5.41%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.10	13.84%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.70%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.70%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	37.00	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	21.90	74.57%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	3.39%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.50	22.04%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	29.40	100.00%	27077.80	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	4.00	4
Misassignments	3.40	1.10	2.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.40	5.10	6.5

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.90	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.90	1.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.50%	5.4%	5.6%
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%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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 (Language Arts)
- iReady Classroom Mathematics (K-8 Math)
- STEMScopes (Science)
- Systematic ELD (English Language Development)
- Creative Curriculum (TK)

Year and month in which the data were collected: June 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company (ARC) Core	0
Mathematics	iReady Classroom Mathematics	0
Science	STEMScopes	0
History-Social Science	Self-Created	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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. Smart board technology has been added to all classrooms. Renovations of classroom window tints, outdoor turf on the play yard had been completed in the spring of 2023. Overall, the school is in good condition. The site is also secured with functioning burglar alarms.

Replaced synthetic turf surface and increased play area size.

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: November 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	29%	22%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	15%	16%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	477	462	96.85%	3.15%	22.08%
Female	221	216	97.73%	2.27%	25.93%
Male	256	246	96.09%	3.91%	18.69%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	465	450	96.77%	3.23%	21.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	176	164	93.18%	6.82%	1.83%
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48%	9.52%	5.26%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	440	432	98.18%	1.82%	21.53%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	94	92	97.87%	2.13%	4.35%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	477	474	99.37%	0.63%	15.61%
Female	221	220	99.55%	0.45%	13.64%
Male	256	254	99.22%	0.78%	17.32%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	465	462	99.35%	0.65%	15.15%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	176	176	100.00%	0.00%	9.09%
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00%	0.00%	14.29%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	440	437	99.32%	0.68%	16.25%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	94	92	97.87%	2.13%	6.52%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	14.65%	12.34%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	162	100%	0%	12.34%
Female	80	80	100.00%	0.00%	12.5%
Male	82	82	100%	0%	12.2%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	157	157	100%	0%	10.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	46	46	100%	0%	2.17%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	144	144	100%	0%	12.5%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	34	100%	0%	5.88%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)
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%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

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 and at the school level. Families are also able 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.

- Committees - 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 language learners has this committee. This committee is responsible for advising the principal and staff on programs and services for English language 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) is another committee that families can join. It serves as an advisory council to the school site principals. This 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 Families 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. Student and Family Services Coordinators and/or other school leaders facilitate a variety of workshops throughout the year. Topics like SBAC, ELPAC, Mental Health, and college and career readiness, as well as how to successfully transition to middle and high school are covered. Schools also host workshops on how to have successful parent conferences, as student academic progress is monitored during these conferences three times per year (in October, January, and April) and report cards are distributed at this time. At these workshops, 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, our parent communication app, if any questions arise regarding their child's academic achievement. Translators are always available to support with any language barriers that may exist.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from families and make edits accordingly. The final version is made available in English and Spanish by Student and Family Services Coordinators and can be found at the main office. 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 – The 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 students 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 enrolling in other community-based education programs counts 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 Student and Family Services Coordinators host sessions during Professional Development about how to engage families in the classroom and gather feedback to plan activities. Each school has a full-time and bilingual Student and Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, social media (Facebook/Instagram), and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Student and Family Coordinators have an open-door policy to ensure 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 community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"). 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 and parents get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered. Other events include Open House, Math/Literacy Night, Back to School Night, and an organization-wide Parent Book Club. The annual book club is a unique opportunity for parents to model reading at home, build community with other families across the network, and spend quality time with families from other school sites.

State Priority: Pupil Engagement

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

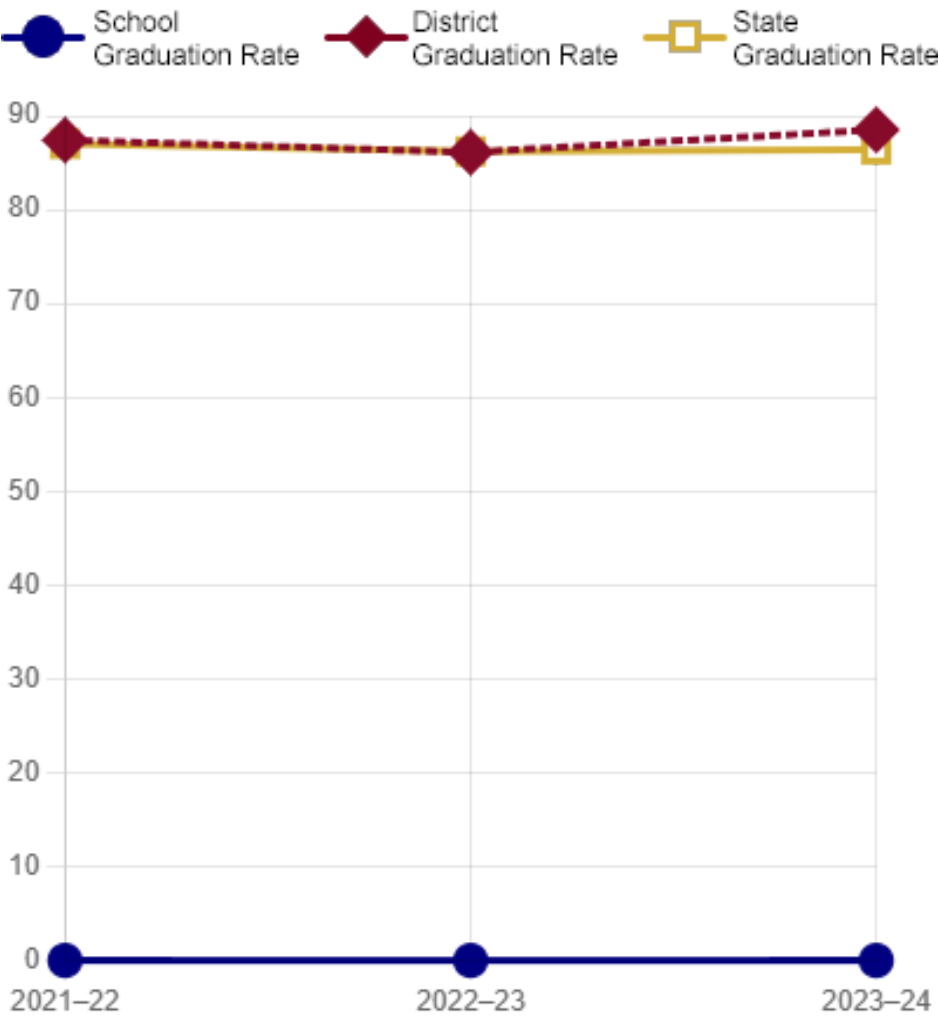
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

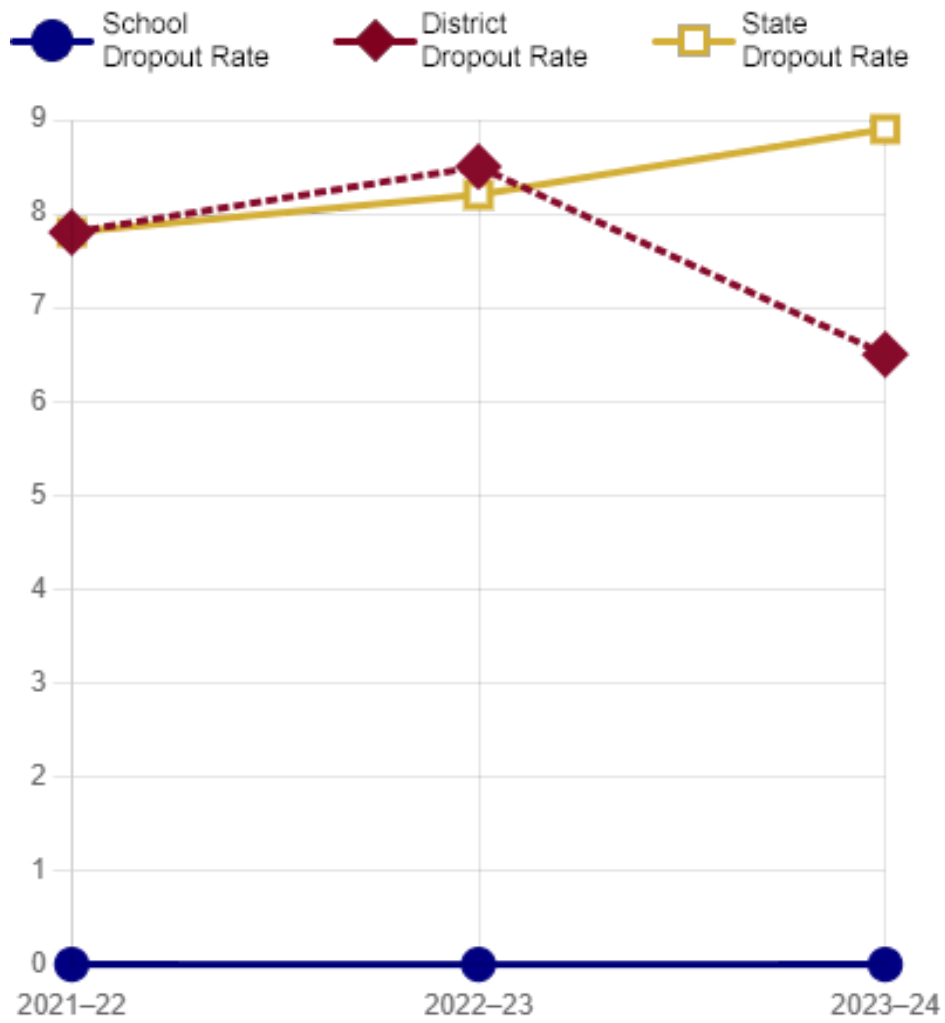
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate				7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	733	716	196	27.37%
Female	350	338	92	27.2%
Male	383	378	104	27.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	711	698	192	27.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	368	354	118	33.3%
Foster Youth	--	--	--	--
Homeless	25	25	9	36.0%
Socioeconomically Disadvantaged	681	672	188	28.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	142	138	33	23.91%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.82%	0.55%	2.05%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.05%	0%
Female	1.43%	0%
Male	2.61%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	2.11%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0.84%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.06%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.10%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

?[Kayne Siart Safety Plan 24-25?](#)

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	3	0
1	24.00	0	3	0
2	25.00	0	3	0
3	24.00	0	3	0
4	27.00	0	2	0
5	29.00	0	4	0
6	29.00	12	5	0
Other**	26.00	0	1	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		6	
1	24.00		6	
2	25.00		12	
3	24.00		9	
4	30.00		6	
5	30.00		6	
6	28.00		12	
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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	0	3	0
Mathematics	28.00	0	5	0
Science	28.00	0	5	0
Social Science	28.00	0	4	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	0	6	0
Mathematics	29.00	0	6	0
Science	29.00	0	6	0
Social Science	29.00	0	6	0

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

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	1.40
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19364.90	\$9659.56	\$9705.34	\$64474.98
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

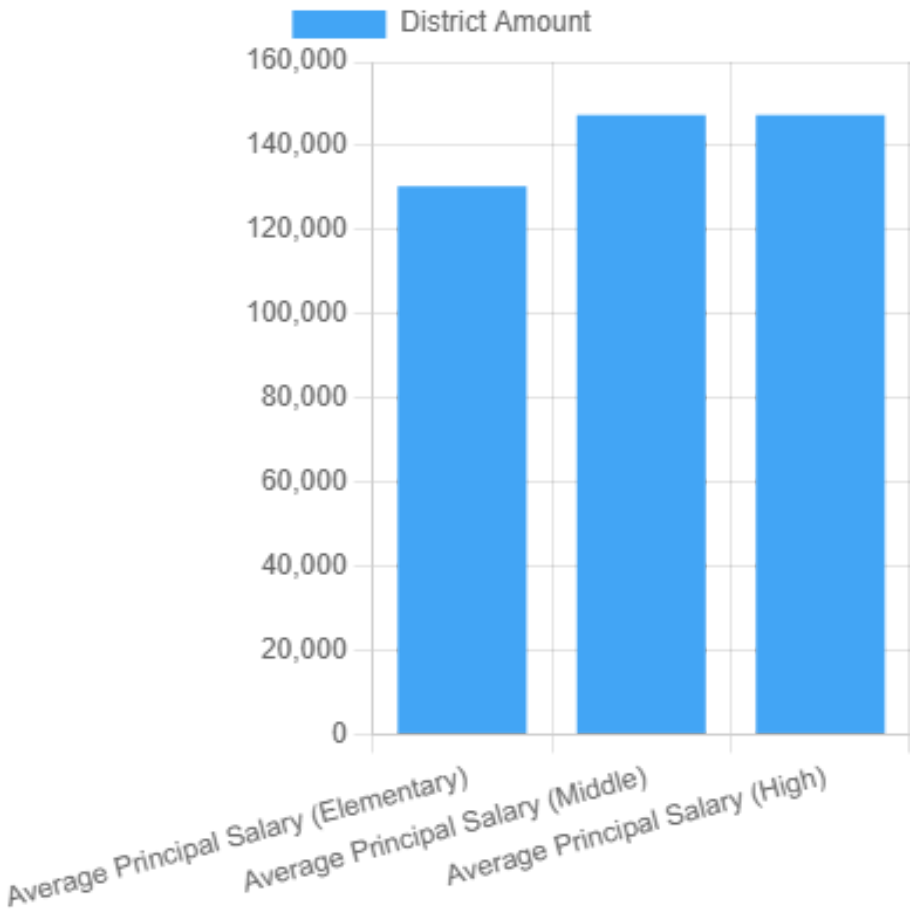
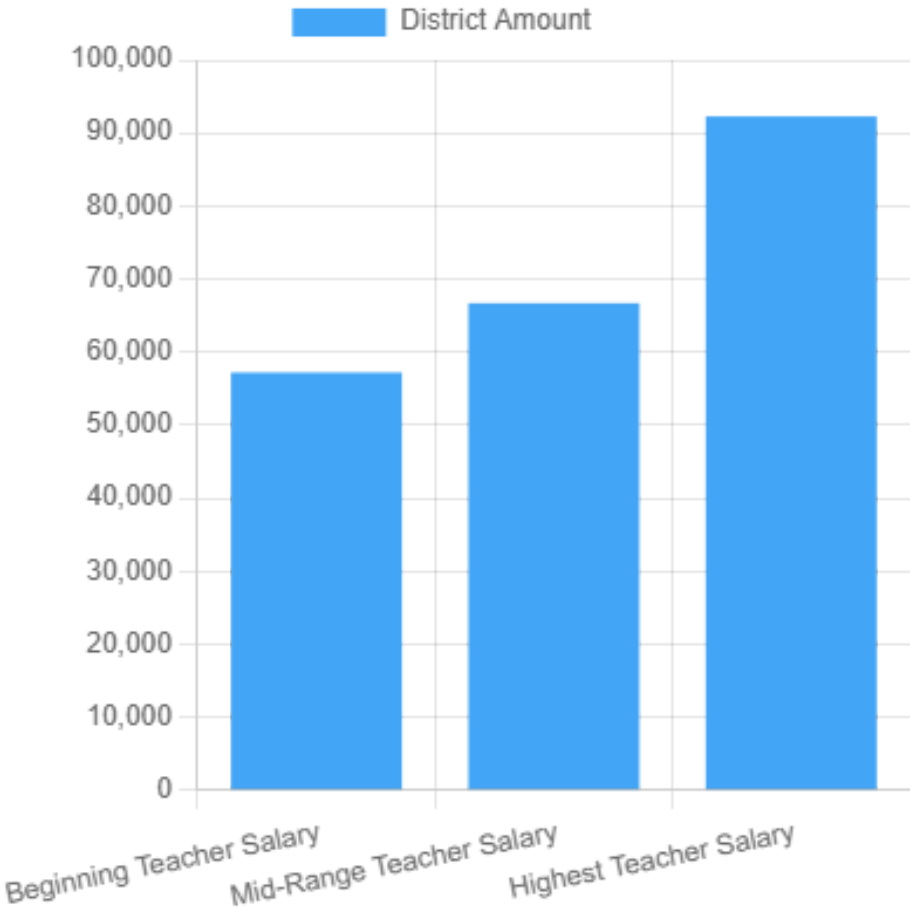
Camino Nuevo Charter Academy offers after-school programming via our Expanded Learning Opportunity Program. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our

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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$56572.74
Mid-Range Teacher Salary	\$66695.84	\$87185.69
Highest Teacher Salary	\$92261.22	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$147353.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$218537.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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



Professional Development

Includes full days only; teachers have additional weekly PD for 2 hours each

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12

Camino Nuevo High #2

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

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

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

- For more information about SARC requirements 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically

served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Lawrence Boone, Principal

📍 Principal, Camino Nuevo High #2

Contact

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

Phone: [\(213\) 736-5566](tel:(213)736-5566)

Email: lawrence.boone@caminonuevo.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Camino Nuevo High #2
Street	3500 West Temple St.
City, State, Zip	Los Angeles, CA , 90004-3620
Phone Number	(213) 736-5566
Principal	Lawrence Boone, Principal
Email Address	lawrence.boone@caminonuevo.org
Website	www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2410417&totaly=true
Grade Span	9-12
County-District-School (CDS) Code	19647330127910

School Description and Mission Statement (School Year 2024–25)

Dalzell Lance High School serves the students and families of Greater MacArthur Park, Echo Park and Pico-Union in Los Angeles. It is part of a community of high-performing public schools that prepares and empowers students for success in college and in life.

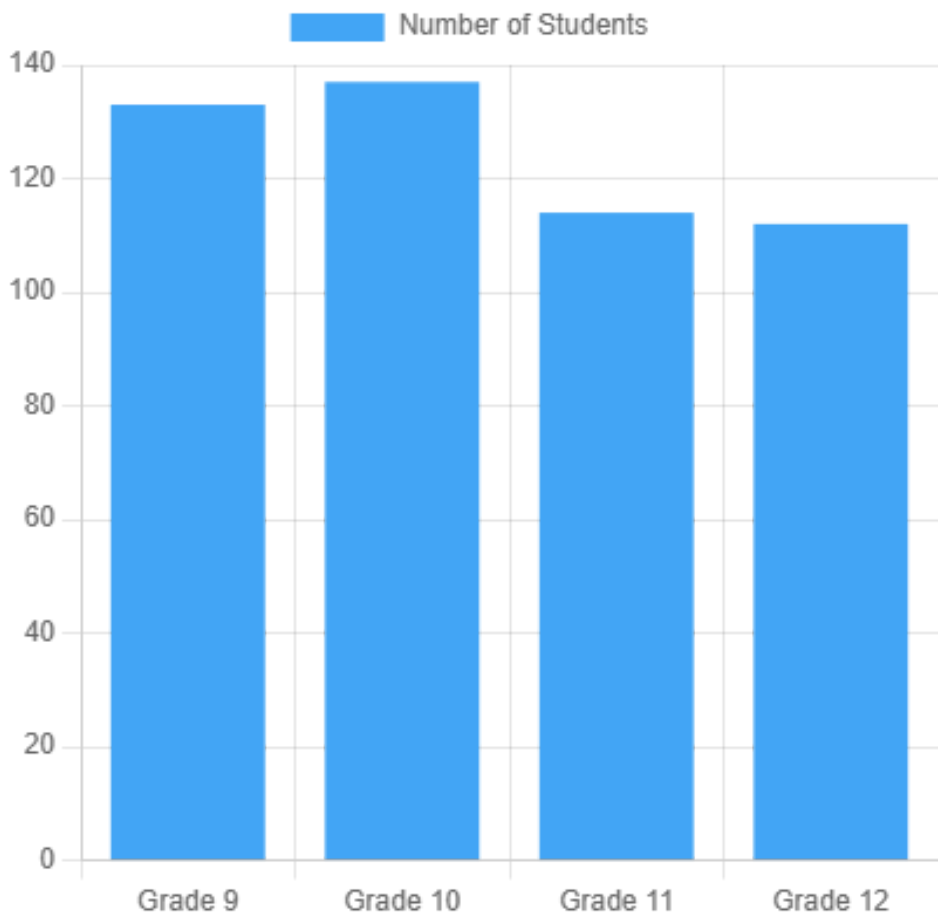
Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and

changing world. [Learn more about our approach.](#)

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	133
Grade 10	137
Grade 11	114
Grade 12	112
Total Enrollment	496



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	44.20%
Male	55.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.40%
Black or African American	0.20%
Filipino	0.80%
Hispanic or Latino	97.60%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.20%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.20%
Foster Youth	0.00%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	98.80%
Students with Disabilities	15.30%

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/Incomplete/NA	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.

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)	21.60	77.36%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.50	8.93%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	8.93%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	4.75%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	28.00	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	22.60	86.52%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.70	6.68%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.21%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	2.52%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	2.02%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	26.10	100.00%	27077.80	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1.60	0.50	0
Misassignments	0.30	2.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.90	2.50	0.5

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	1.30	0
Local Assignment Options	0.00	0.00	0.6
Total Out-of-Field Teachers	0.20	1.30	0.6

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50%	9%	2.1%
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%	5.4%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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, Systematic ELD and English 3D for ELD, and teacher-created and curated materials for all other subjects.

Year and month in which the data were collected: June 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Self-Created	0
Mathematics	College Preparatory Mathematics (CPM)	0
Science	STEMScopes	0
History-Social Science	Self-Created	0
Foreign Language	Self-Created	0
Health	Self-Created	0
Visual and Performing Arts	Self-Created	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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.

Added Verkada security cameras to campus.

School Facility Good Repair Status

The latest school inspection was on Dec. 2023; 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: November 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	73%	66%	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	25%	21%	29%	32%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	111	96.52%	3.48%	65.77%
Female	55	53	96.36%	3.64%	67.92%
Male	60	58	96.67%	3.33%	63.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	112	108	96.43%	3.57%	64.81%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	13	86.67%	13.33%	15.38%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	113	111	98.23%	1.77%	65.76%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	55.56%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	113	98.26%	1.74%	21.24%
Female	55	55	100.00%	0.00%	18.18%
Male	60	58	96.67%	3.33%	24.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	112	110	98.21%	1.79%	21.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	15	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	113	111	98.23%	1.77%	21.62%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	11.11%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	--	27.88%	20.46%	21.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	104	99.05%	0.95%	27.88%
Female	45	45	100%	0%	24.44%
Male	60	59	98.33%	1.67%	30.51%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	102	101	99.02%	0.98%	26.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	10	10	100.00%	0.00%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	105	104	99.05%	0.95%	27.88%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	12	92.31%	7.69%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	98.00%

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 2023–24)
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	99.23%	99.23%	99.23%	99.23%	99.23%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

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 and at the school level. Families are also able 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.

- Committees - 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 language learners has this committee. This committee is responsible for advising the principal and staff on programs and services for English language 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) is another committee that families can join. It serves as an advisory council to the school site principals. This 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 Families 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. Student and Family Services Coordinators and/or other school leaders facilitate a variety of workshops throughout the year. Topics like SBAC, ELPAC, Mental Health, and college and career readiness, as well as how to successfully transition to middle and high school are covered. Schools also host workshops on how to have successful parent conferences, as student academic progress is monitored during these conferences three times per year (in October, January, and April) and report cards are distributed at this time. At these workshops, 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, our parent communication app, if any questions arise regarding their child's academic achievement. Translators are always available to support with any language barriers that may exist.

- Parent and Family Engagement Policy - The Parent and Family Engagement Policy is reviewed and updated annually during an SBC meeting. Principals gather feedback from families and make edits accordingly. The final version is made available in English and Spanish by Student and Family Services Coordinators and can be found at the main office. 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 – The 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 students 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 enrolling in other community-based education programs counts 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 Student and Family Services Coordinators host sessions during Professional Development about how to engage families in the classroom and gather feedback to plan activities. Each school has a full-time and bilingual Student and Family Services Coordinator.
- School Home Communication - Schools communicate information to families in a culturally sensitive way via the school's website, social media (Facebook/Instagram), and/or Parent Square. Schools also share information via traditional methods like a parent newsletter, robocalls, etc. Student and Family Coordinators have an open-door policy to ensure 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 community, like parent meetings called Coffee with the Leadership Team (or "Cafecitos"). 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 and parents get an opportunity to share concerns, ask questions, offer suggestions and provide feedback on topics covered. Other events include Open House, Math/Literacy Night, Back to School Night, and an organization-wide Parent Book Club. The annual book club is a unique opportunity for parents to model reading at home, build community with other families across the network, and spend quality time with families from other school sites.

State Priority: Pupil Engagement

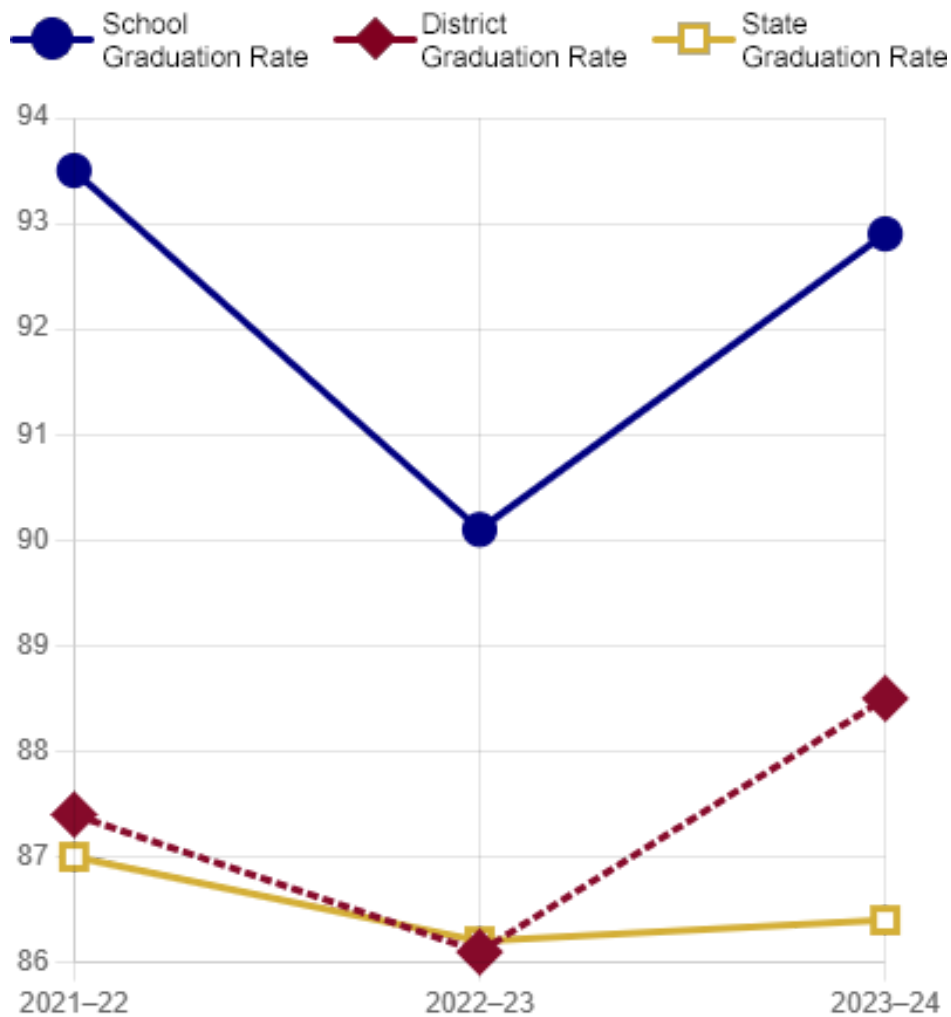
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

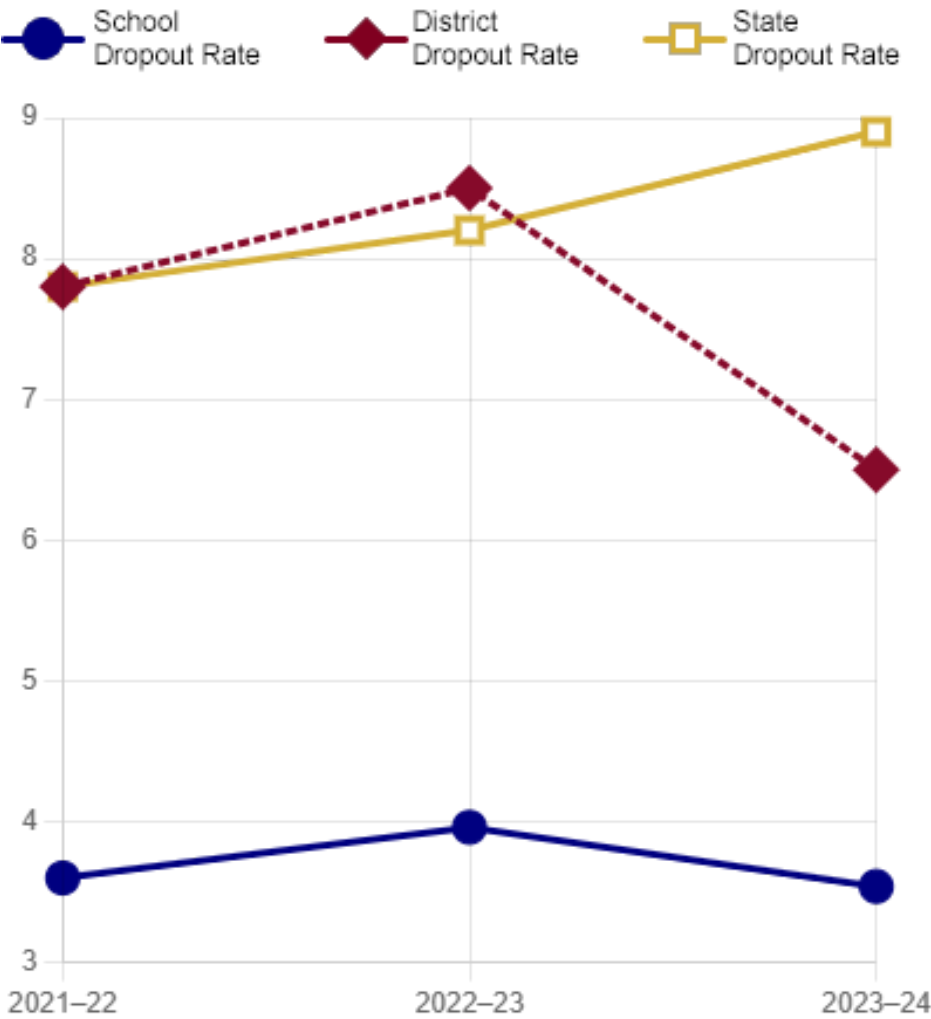
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	93.5%	90.1%	92.9%	87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate	3.6%	3.96%	3.54%	7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	113	105	92.9%
Female	49	45	91.8%
Male	64	60	93.8%
Non-Binary	0	0	0.0%
American Indian or Alaska Native	0	0	0.0%
Asian	--	--	--
Black or African American	0	0	0.0%
Filipino	--	--	--
Hispanic or Latino	110	102	92.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.0%
White	--	--	--
English Learners	11	9	81.8%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	113	105	92.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	16	10	62.5%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	511	117	22.9%
Female	237	228	51	22.4%
Male	292	283	66	23.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	516	498	112	22.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	106	100	25	25%
Foster Youth	--	--	--	--
Homeless	12	11	4	36.4%
Socioeconomically Disadvantaged	520	504	114	22.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	78	26	33.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	2.21%	0.20%	2.27%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.27%	0%
Female	1.27%	0%
Male	3.08%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	2.33%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	5.7%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.31%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.22%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

[Dalzell Lance School Safety Plan 24-25?](#)

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 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 (Elementary) (School Year 2022–23)

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 2023–24)

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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	3	5	3
Mathematics	21.00	8	5	1
Science	29.00	1	2	2
Social Science	28.00	2	7	2

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	2	6	2
Mathematics	22.00	5	4	1
Science	29.00	1	9	1
Social Science	27.00	3	4	0

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	2

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
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	1.40
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22264.22	\$7728.41	\$14535.81	\$70277.28
District	N/A	N/A	--	\$85275.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

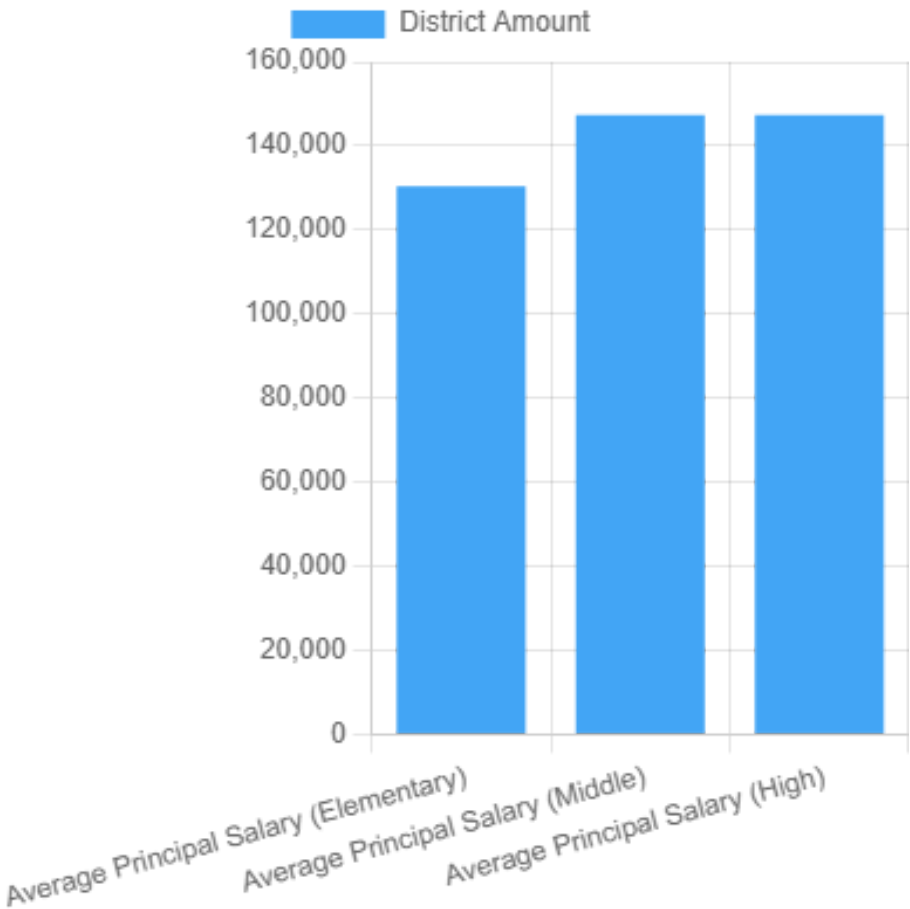
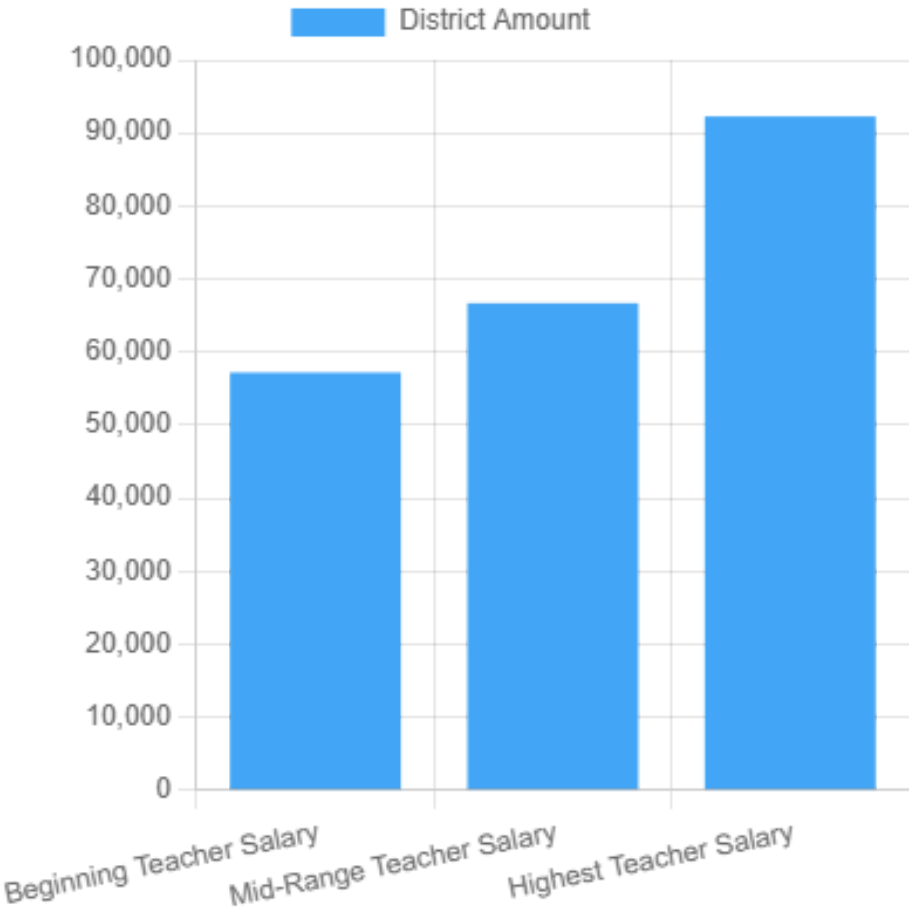
Types of Services Funded (Fiscal Year 2023–24)

Camino Nuevo High #2 supplements the regular day with instruction with afterschool programming, as well as during the summer and on Saturdays when necessary with local community partnerships. Afterschool consists of enrichment activities, homework club, field trips, college readiness, and athletics in volleyball, soccer, softball, basketball, and cheer.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$56572.74
Mid-Range Teacher Salary	\$66695.84	\$87185.69
Highest Teacher Salary	\$92261.22	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$147353.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$218537.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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



Advanced Placement (AP) Courses (School Year 2023–24)**Percent of Students in AP Courses** 23.2 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	2
Social Science	1
Total AP Courses Offered*	11

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

Professional Development

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

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12

Coversheet

High School Graduation Requirements

Section:	IX. High School Graduation Requirements
Item:	A. High School Graduation Requirements
Purpose:	FYI
Submitted by:	
Related Material:	CNCA BOD Update_ Graduation Requirements.pdf



High School Graduation Requirements: Upcoming Changes

20
años

Camino
Nuevo
Charter
Academy



February 2025

Our 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.



Aligning & Updating Our Graduation Requirements

College Seminar

Old Requirement

College Seminar (20 credits)

- Each course is 10 credits

Proposed Change

College & Career Seminar (20 credits)

- Each course will be 5 credits
- Students take it all 4 years
- Instruction focuses on college & other pathways

College Applications

Old Requirement

Students must complete 4 four-year university applications

Proposed Change

Keep this as a requirement for at least 98% of students;

However, if students do not have the GPA required for UC/CSU admission, they will apply to community college and complete a FAFSA application. *

***College counselors will have discretion to identify relevant students**

Other Requirement Updates

New Requirements

CNCA will add Ethnic Studies & Personal Finance as graduation requirements starting in the 25-26 school year, putting us on track to comply with state law which requires these courses for graduation starting in 2030.

We already offer Ethnic Studies to all 9th graders and will add a Personal Finance course.

Internships

Old Requirement

Students required to complete 50 internship hours.

New Requirement

Students will be required to complete 30 internship hours, bringing the requirement into alignment with the offerings of our partners

Coversheet

New Banking Partner Approval

Section:	XI. Financials
Item:	A. New Banking Partner Approval
Purpose:	Vote
Submitted by:	
Related Material:	CNCA Board Meeting Presentation-02.11.25.pdf



CNCA Board Presentation Camino Nuevo Charter Academy

February 11, 2025





The Dierberg family commitment to family businesses and the communities in which we serve originated over 100 years ago. Four generations later, that same steadfast dedication continues to thrive, grow, and flourish. At First Bank, family business is at the root of everything we do.

At First Bank, we make it a priority to know our clients by name and offer personalized, tailored solutions, while simultaneously immersing ourselves into our local communities. This dedication to community can be seen through our Education Technology Initiative and continued focus on building mentorship programs, supporting leadership and exploration, and preparing tomorrow's leaders and innovators.

It's clear that family-owned businesses and the communities in which they operate hold a special place at First Bank, and we'll go above and beyond to exceed expectations, bring new ideas to the table, and partner in their long-term success. Our bank is deep-rooted in heritage, strength, and client relationships, often surpassing generations because of the strength of our team and the clarity of our vision.

Let's grow, innovate, and prosper together.

A handwritten signature in black ink, appearing to read 'MDierberg'.

Michael Dierberg
Chairman of the Board,
FB Corporation

OUR VALUES

People

Our success begins and ends with our people. We celebrate a diverse team of inspired and empowered colleagues as our most valuable asset.

Teamwork

We work together to achieve extraordinary results in our relationships with clients, colleagues, and the communities in which we work.

Courage

We commit to fearless leadership, to do what is right, to take a stand, and to make a difference.

Integrity

We demand honesty, trust, and respect from ourselves and others, always exemplifying high ethical standards.

Passion

We bring passion and pride to everything we do, playing to win by exceeding expectations.

Purpose

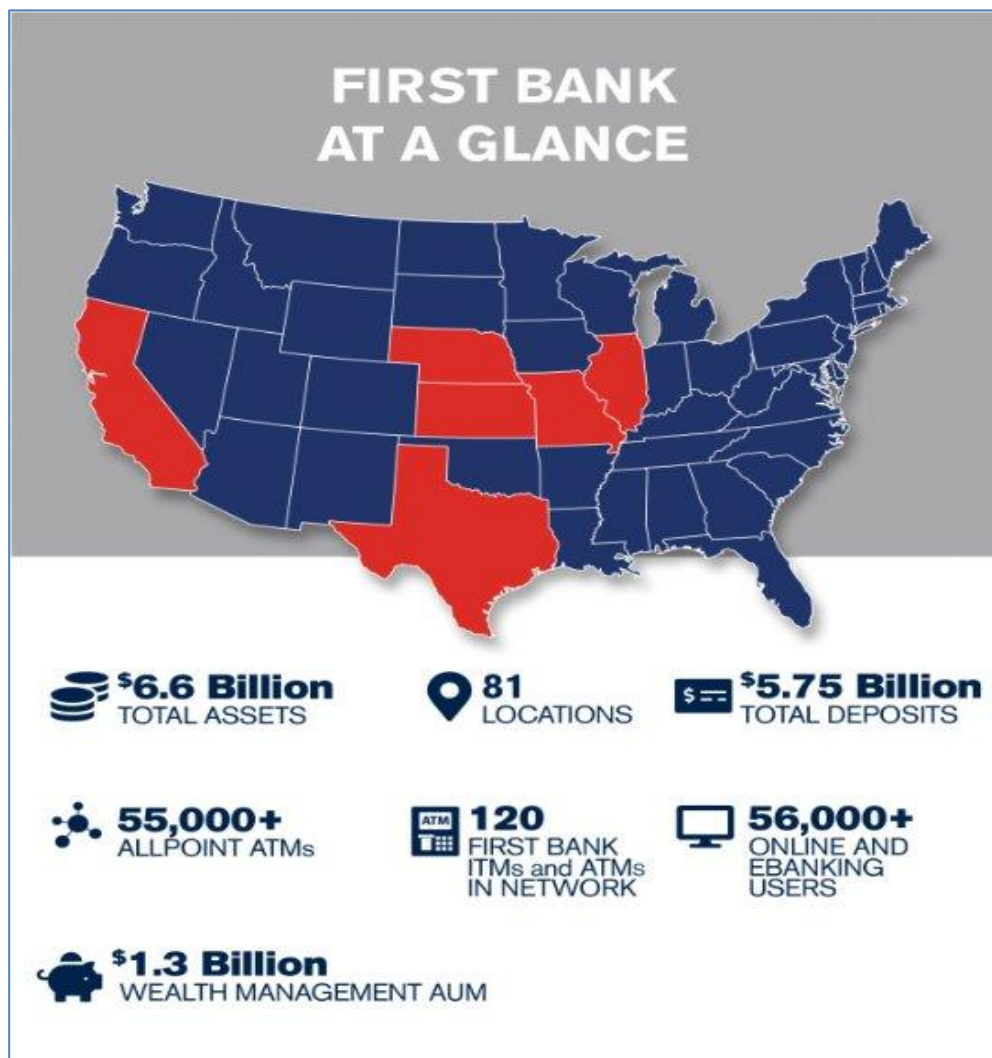
We live and behave with intention to pursue meaning and significance with every client interaction we undertake.

Responsibility

We manage risk prudently across our entire enterprise, encouraging an entrepreneurial spirit, and we hold ourselves accountable by owning the outcome of our actions.



FIRST BANK FACTS



BANKING SERVICES

First Bank is a full-service commercial bank

• Depository Accounts

- Insured Cash Sweep Accounts - FDIC Insured up to \$160 Million
- Certificates of Deposit
- Lines of Credit
- Term Loans
- Real Estate Loans
- Treasury Management
- Asset Management



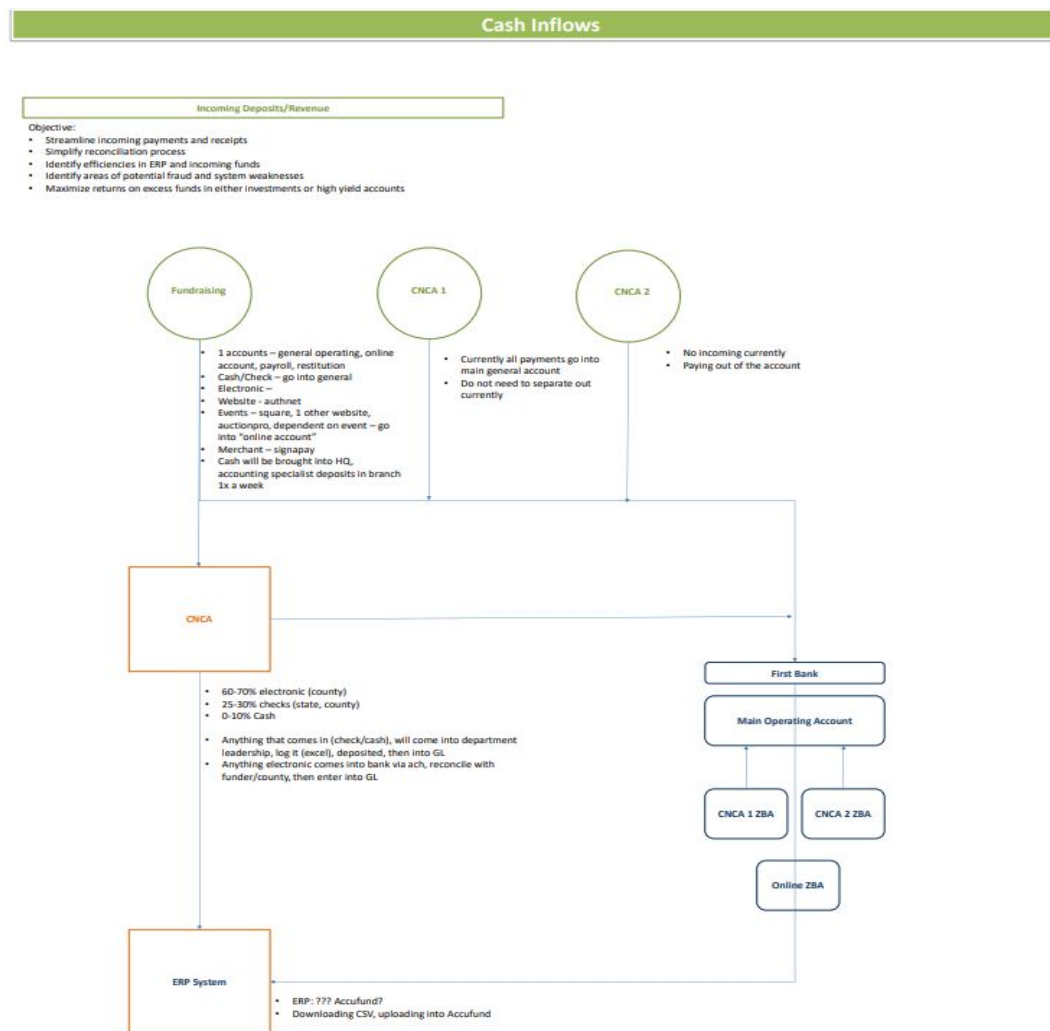
TREASURY MANAGEMENT

We offer a full suite of Treasury Management products and services to support CNCA's day-to-day operations. We work with you to design an account structure aimed at optimizing the speed and ease of collections and disbursements.

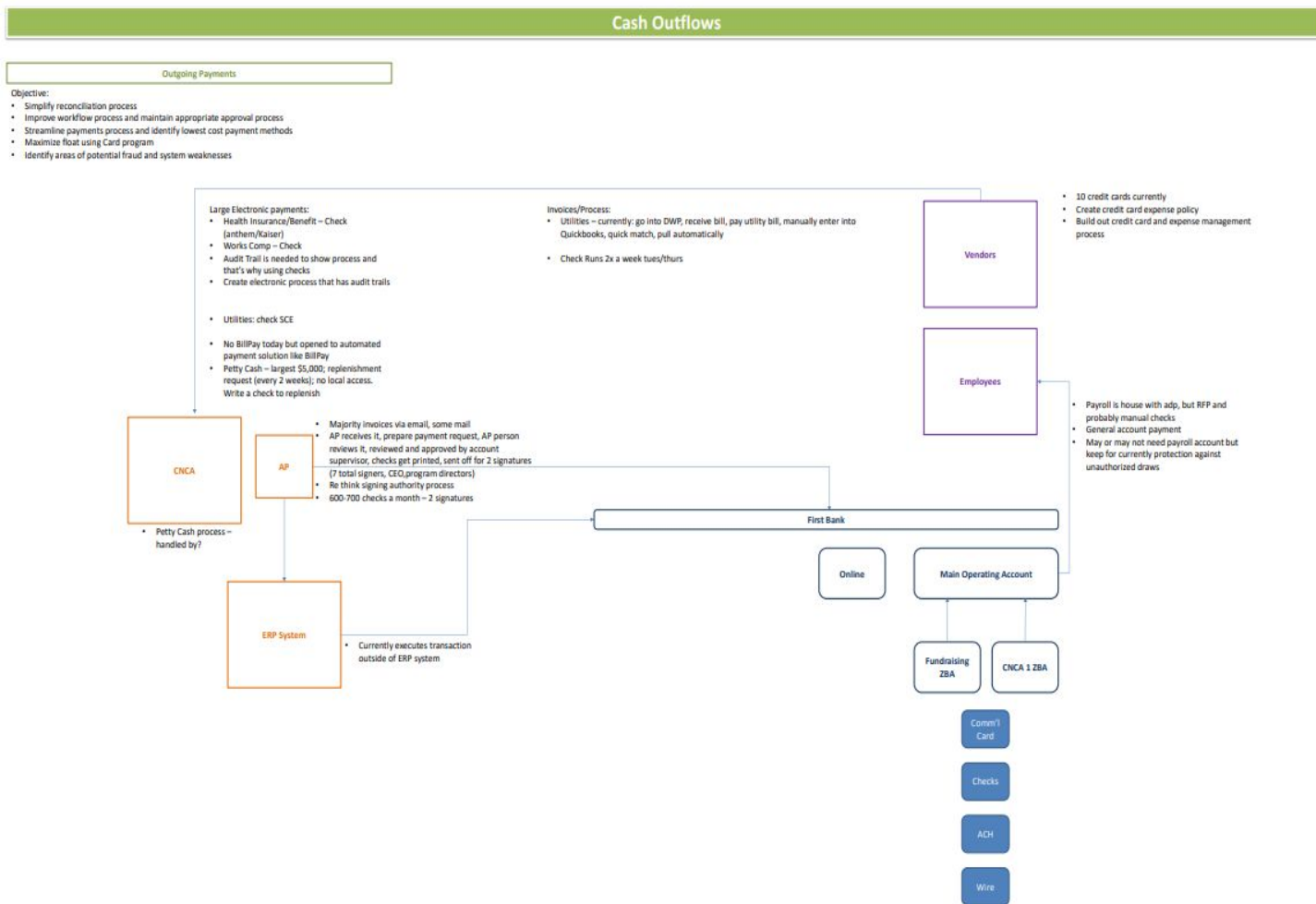
Account Management Solutions	Collection Solutions	Disbursements Solutions	Fraud Management Solutions
Business eBanking (online portal)	Remote Deposit Capture	ACH	ACH Positive Pay
Account Reconciliation	Lockbox Services	Wire Transfers	Check Positive Pay
Zero Balance Accounts	Merchant Services – Credit Card Processing	Controlled Disbursement	ACH Debit Blocks
Sweep Services – Loan, Investment/Insured Cash	Cash Vault Services	Commercial Card Services	Additional Fraud Protection Services
	ACH		



TREASURY MAPPING



TREASURY MAPPING



FIRST BANK: STRENGTH IN NUMBERS

(\$ in thousands)

	Year Ended			December 31, 2023	
Income Statement Data:	December 31, 2023		Balance Sheet Data:	December 31, 2023	
Net interest income	\$	161,177	Total loans	\$	3,664,709
Reversal of credit losses		(1,350)	Total investment securities		2,394,722
Net interest income after reversal of credit losses		162,527	Total assets		6,554,829
Noninterest income		51,771	Total deposits		5,600,883
Noninterest expense		191,017	Total stockholder's equity		459,773
Income before provision for income taxes		23,281			
Provision for income taxes		5,076			
Net income	\$	18,205			

Ratios Compared to Peer*, as of December 31, 2023:

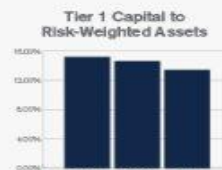
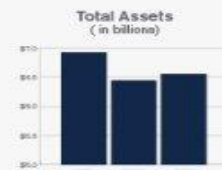
*Peer group is banks with between \$4 billion and \$10 billion in total assets.

Regulatory Capital:	First Bank	Peer Median	Asset Quality:	First Bank	Peer Median	Liquidity:	First Bank	Peer Median
Tier 1 capital to risk-weighted assets	13.40%	12.37%	Nonperforming assets to assets	0.12%	0.36%	Loans to deposits	65.43%	88.94%
Total capital to risk-weighted assets	14.25%	13.47%						

We are well positioned from a capital perspective to grow and adapt to a downturn in the economy. We have been building our capital ratios to withstand adverse circumstances and preserve our ability to lend to our clients.

We compare favorably to our peers in asset quality metrics with very few adverse loans.

We have ample liquidity to support our clients lending needs rooted in a base of core relationship deposits. Further, we have wide variety of deposit products that are available to fill the needs of our clients over all business cycles.



NONPROFIT BANKING COMMITMENT

- A single point of contact backed by a team of Non-Profit professionals who know you, your accounts and the needs of Camino Nuevo
- A bank that has over a 100-year family ownership and embraces an entrepreneurial environment where decisions are made quickly, and complex financial issues are met with creative thinking and action
- A dedicated separate business with distinctive resources to focus and deliver expertise to Non-Profit and community-based organizations and meet their unique needs
- A stable institution with strong asset quality, capital levels and liquidity backed by support from the Dierberg family
- An active partner in your programs – Financial Literacy Programs for Camino Nuevo Charter Academy Students



NONPROFIT BANKING CLIENTS



Higher Education & Independent Schools



Health Care Organizations



Government Agencies & Municipalities



Religious Organizations



Art & Cultural Organizations



WEALTH MANAGEMENT

Investment and Spending and Policy Development

Assistance with documentation and policies governing portfolio risk, investment selection, ongoing portfolio monitoring and distributions.

Asset Allocation

Diversification of an investment portfolio across a variety of investment types with different risks and return characteristics.

Manager Search and Selection

Identification of investment managers fitting a particular profile for inclusion in an endowment's investment strategy.

Discretionary & nondiscretionary investment management

Management of client investment portfolio assets based upon stated guidelines, goals, and objectives.



WEALTH MANAGEMENT

Every aspect of our approach at First Bank reflects our belief that what is best for our clients should always come first. Our investment philosophy is rooted in our conviction that a client is the most likely to achieve investment objectives with a customized investment plan that accounts for each unique facet of the client's situation. We are transparent about our firm's views and actions.

Risk Management Approach

There are many forms of risk within a portfolio, and each can affect a client in multiple ways. We monitor risks and help our clients make better, more informed decisions based on a broad understanding of the many ways to measure and view risks and impacts.

Collaborative Investment Process

Our investment process is built around collaboration, both internally and externally, using an approach that incorporates our client's objectives and constraints. Decisions are not made in a vacuum or by research professionals who are simply considering market-driven inputs. Our consultants are part of investment committees and research teams, and we have built a process that combines our expertise with what is appropriate for each client.

Strategic Shifts

Our clients know that when we recommend a strategic portfolio shift, we do so with their best interests in mind. We counsel our clients to maintain long term discipline with respect to asset allocation and rebalancing. We believe in a balance of opportunity with stability and recommend well-thought strategic portfolio shifts.



TRANSITION PLANNING

Relationship and Treasury Management Conversion Plan

We are excited to become your banking partner and know that transitions can be an undertaking. But this is also an opportunity for Camino Nuevo Charter Academy to thoughtfully review your current processes and determine if it is most optimal. The next 30-60 days will be used to discover, design, and implement a treasury management solution that is uniquely tailored to how Camino Nuevo Charter Academy functions and operates – more specifically focusing on efficiency, security, and cost savings.



TRANSITION PLANNING

First 30 Days

- Create and map out CNCA's current banking and transactions workflow
- Discuss and identify any potential areas for streamlining current processes
- Determine the appropriate treasury management services that you'll need
- Create a draft cost analysis
- Gather all account opening information (can do concurrently with the above once we determine how many accounts are needed)
- Begin implementation of treasury management that includes setting up users, authorized signers, and approvers
- Receive final approval for Line of Credit

60 Days

- Gather all account opening information (can do concurrently with the above once we determine how many accounts are needed)
- Begin implementation of treasury management that includes setting up users, authorized signers, and approvers
- Receive final approval for Line of Credit



MEET THE TEAM

**JAMES DO**

President,
Community First Financial Resources
(949) 476-3255
James.Do@fbol.com

Bringing over 15 years of experience to First Bank, James leads the nonprofit banking team that serves the diverse communities where our customers are. He focuses on partnering with mission-based organizations that positively affect at-risk youth, affordable housing, community revitalization, financial literacy, educational services, and religious institutions. James studied at University of Southern California where he earned his Bachelor of Science degree in Corporate Finance. James also serves on the board for the Thomas House Family Shelter.

**DAHLIA GUTIERREZ**

Senior Relationship Manager,
Community First Financial Resources
(347) 510-4018
Dahlia.Gutierrez@fbol.com

Dahlia brings over 20 years of financial services experience to First Bank. She partners with non-profit organizations to not only provide superior banking services but also educational and volunteer assistance. Dahlia graduated from Loyola Marymount University in Los Angeles and earned her Bachelor of Business Administration in Finance, as well as her Master in Business Administration (MBA). Outside of work, Dahlia is an adjunct professor of finance at Loyola Marymount University.

**JAN PALMQUIST**

Vice President,
Treasury Management Officer
(949) 951-7689
Jan.Palmquist@fbol.com

Jan manages the Treasury Management sales team supporting First Bank's California clients. Her responsibilities also include assisting the commercial teams in Southern California with their clients' treasury management needs. She has over 35 years of commercial banking and treasury management experience, including 22 years with First Bank. Jan is a member of the Association for Financial Professionals.





BRIAN MANN

Vice President - Family Wealth Advisor

First Bank Wealth Management

3304 State Street

Santa Barbara, CA 93105

O: (805) 563-6453

Brian.Mann@fbol.com

Brian Mann serves as the Family Wealth Advisor for First Bank in Santa Barbara, Ventura, and parts of Los Angeles County. Brian leads a team of specialists focused on complex investment, estate, and income planning solutions for his clients and their families, helping clients personalize their investment portfolios to reflect their values.

Brian started his career out of California Western School of Law working at Human Rights First in Washington, D.C., advocating for, and defending the rights of, immigrants and refugees. He earned his Bachelor of Arts degrees in Spanish Literature and Behavioral Economics from the University of Arizona in Tucson, AZ.

Brian serves on the Board of The Ronald McDonald House Pasadena.

Brian enjoys spending free time with his wife Alyssa and two young kids, and coaching baseball and soccer. When he's really lucky, he'll get in a vacation with his wife or a trip to the golf course with friends.



Coversheet

December 2024 Financials

Section:	XI. Financials
Item:	B. December 2024 Financials
Purpose:	FYI
Submitted by:	
Related Material:	12.24 - CNCA Consolidated - Financial Packet.pdf

CAMINO NUEVO CHARTER ACADEMY - Financial Dashboard (December 2024)

1

Key Performance Indicators

ADA vs. Budget



Cash on Hand



Net Income / (Loss)

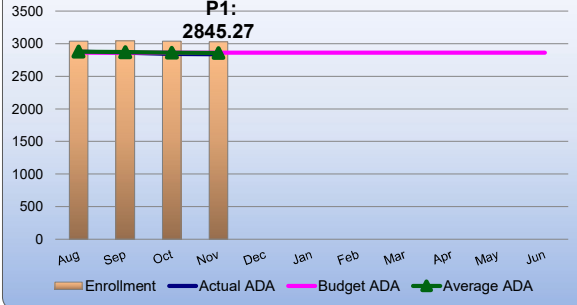


Year-End Cash



2

ADA & Enrollment

P1:
2845.27

KEY POINTS

Enrollment is currently 33 students below budget, resulting in a \$316K decrease in LCFF Revenue.

P2 ADA is forecasted to be 19.23 under budgeted ADA due to lower enrollment. However, ADA % has been trending slightly over the budgeted ADA % through P2.

Forecast includes \$4.43M of restricted one-time funds. An additional \$4.67M remains available to spend through FY27/28. All ESSER funding were fully expended by September 30, 2024 deadline.

3

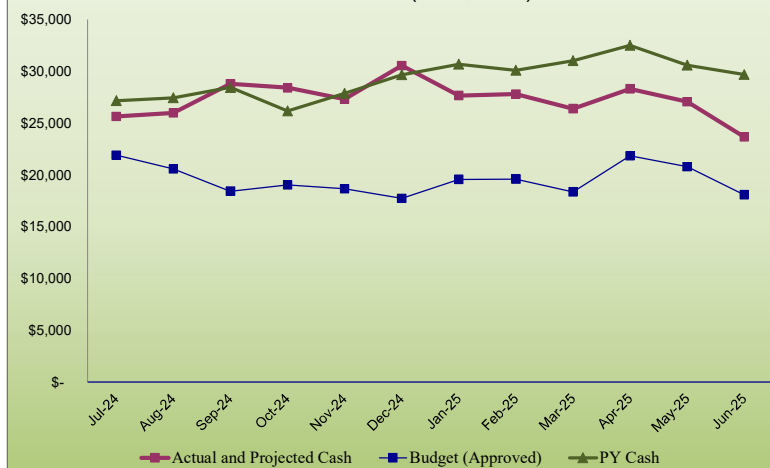
Attendance Analysis	Actual through Month 4	Forecasted P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24 P2	FY 22-23 P2
Enrollment	3,031	3,023	3,056	(33)	3,042	(19)	3,011	2,972
ADA %	94.0%	93.8%	93.7%	0.1%	93.7%	0.1%	92.2%	89.6%
Average ADA	2,857.63	2,845.27	2,864.50	(19.23)	2,851.37	(6.10)	2,761.67	2,680.25

4

Income Statement	Actual through 12/31/24	Forecast as of 12/31/24	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	20,046,397	43,703,932	44,019,783	(315,851)	43,872,941	(169,009)	41,788,985	37,363,062
Federal Revenue	2,782,602	5,869,234	5,340,206	529,028	5,868,096	1,138	7,349,295	8,208,140
State Revenue	14,475,827	12,492,469	12,203,291	289,178	12,294,018	198,451	10,836,844	8,077,643
Other Local Revenue	1,688,767	3,151,332	2,941,483	209,850	2,840,089	311,243	4,488,943	4,198,910
Grants/Fundraising	146,325	956,550	731,449	225,101	885,011	71,539	771,296	850,526
TOTAL REVENUE	39,139,918	66,173,517	65,236,212	937,305	65,760,156	413,362	65,235,363	58,698,282
Total per ADA		23,257	22,774	483	23,112	145	23,622	21,900
w/o Grants/Fundraising		22,921	22,519	403	22,801	120	23,342	21,583
Certificated Salaries	8,350,099	18,018,972	18,159,128	140,156	17,972,497	(46,475)	16,025,826	16,042,300
Classified Salaries	3,516,607	7,729,296	7,646,969	(82,327)	7,599,462	(129,835)	7,210,319	6,976,915
Benefits	4,069,617	8,511,320	8,805,505	294,185	8,706,033	194,713	7,534,808	7,568,205
Student Supplies	2,081,579	4,916,154	4,774,432	(141,722)	4,835,867	(80,286)	5,023,528	4,159,277
Operating Expenses	10,878,045	24,649,846	23,446,425	(1,203,421)	23,929,854	(719,992)	25,850,708	22,079,760
Other	818,876	1,710,664	1,789,825	79,161	1,737,472	26,808	1,630,219	1,530,010
TOTAL EXPENSES	29,714,824	65,536,252	64,622,283	(913,969)	64,781,186	(755,066)	63,275,409	58,356,467
Total per ADA		23,033	22,560	(474)	22,768	265	22,912	21,773
NET INCOME / (LOSS)	9,425,094	637,266	613,929	23,336	978,970	(341,704)	1,959,954	341,814

5

Cash Balance (in \$1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
23,662,618	18,073,352	5,589,266

6

Balance Sheet	6/30/2024	11/30/2024	12/31/2024	6/30/2025 FC
Assets				
Cash, Operating	16,875,319	26,440,768	29,467,051	16,156,698
Cash, Restricted	12,823,043	875,987	1,091,987	7,505,919
Accounts Receivable	5,988,252	2,112,323	1,228,396	6,987,695
Due From Others	202,055	735,154	452,117	14,332
Other Assets	24,311,029	23,916,656	23,893,726	24,195,736
Net Fixed Assets	39,239,733	39,619,920	39,559,129	39,053,574
Total Assets	99,439,430	93,700,808	95,692,405	93,913,955
Liabilities				
A/P & Payroll	4,019,535	2,302,939	4,624,185	3,932,712
Due to Others	2,071,596	1,716,949	333,635	1,937,531
Deferred Revenue	12,823,043	773,572	989,572	7,293,919
Other Liabilities	23,288,304	23,288,304	23,288,304	23,288,304
Total Debt	9,435,848	9,230,510	9,230,510	9,023,118
Total Liabilities	51,638,326	37,312,273	38,466,205	45,475,584
Equity				
Beginning Fund Bal.	45,841,150	47,801,104	47,801,104	47,801,104
Net Income/(Loss)	1,959,954	8,587,430	9,425,094	637,266
Total Equity	47,801,104	56,388,534	57,226,198	48,438,370
Total Liabilities & Equity	99,439,430	93,700,807	95,692,403	93,913,954
Available Line of Credit				
Days Cash on Hand	100	153	168	92
Cash Reserve %	27.3%	41.8%	46.0%	25.2%

CAMINO NUEVO CHARTER ACADEMY																							
2024-25 Budget by Site																							
Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED																							
	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Castellanos			Camino Nuevo Charter Academy #3 - Eisner			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Central Admin	CAMINO NUEVO CHARTER ACADEMY			
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	
Enrollment	603	603	-	709	700	(9)	451	467	16	273	274	1	515	474	(41)	505	505	-	-	3,056	3,023	(33)	
ADA	572.85	575.14	2	666.46	660.45	(6)	414.92	431.48	17	256.62	258.72	2	478.95	441.39	(38)	474.70	478.09	3	-	2,864.50	2,845.27	(19)	
ADA %	95.00%	95.26%		94.00%	93.74%		92.00%	92.51%		94.00%	94.13%		93.00%	92.83%		94.00%	94.21%		-	93.73%	93.85%		
UPP	0.00%	99.61%		0.00%	93.78%		0.00%	98.83%		0.00%	96.34%		0.00%	92.88%		0.00%	98.16%		0.00%	96.48%	96.50%		
Income																							
8011-8098 - Local Control Funding Formula Sources																							
8011 Local Control Funding Formula	4,556,670	5,621,573	1,064,904	5,146,602	6,268,227	1,121,625	3,388,252	4,302,485	914,233	1,866,775	2,350,413	483,638	3,637,299	4,153,451	516,153	6,370,783	6,390,027	19,244	-	24,966,380	29,086,176	4,119,796	
8012 Education Protection Account	1,956,420	885,850	(1,070,570)	2,283,119	1,020,375	(1,262,743)	1,410,895	661,693	(749,202)	872,611	396,758	(475,853)	1,637,800	680,705	(957,095)	94,940	95,618	678	-	8,255,785	3,740,999	(4,514,785)	
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 In Lieu of Property Taxes	2,159,335	2,198,616	39,281	2,512,194	2,524,735	12,541	1,564,024	1,649,440	85,416	967,319	989,022	21,703	1,805,383	1,687,324	(118,059)	1,789,363	1,827,619	38,256	-	10,797,618	10,876,756	79,138	
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 8011-8098 - Local Control Funding Formula Sources	8,672,425	8,706,040	33,615	9,941,915	9,813,338	(128,578)	6,363,171	6,613,618	250,447	3,706,705	3,736,193	29,488	7,080,482	6,521,480	(559,002)	8,255,085	8,313,264	58,178	-	44,019,783	43,703,932	(315,851)	
8100-8299 - Federal Revenue																							
8181 Special Education - Federal (IDEA)	139,369	146,730	7,361	162,143	168,494	6,351	100,946	110,079	9,133	62,433	66,005	3,572	116,524	112,607	(3,916)	115,490	121,970	6,481	-	696,904	725,885	28,981	
8221 Child Nutrition - Federal	545,343	584,393	39,050	377,319	378,222	904	355,129	352,651	(2,478)	69,319	97,834	28,514	229,983	242,730	12,747	225,121	209,367	(15,754)	-	1,802,214	1,865,197	62,983	
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	256,763	257,165	402	250,464	250,695	231	189,132	180,971	(8,161)	106,387	114,637	8,250	233,289	233,289	-	190,692	190,993	301	-	1,226,727	1,227,750	1,023	
8292 Title II	27,459	27,881	422	28,918	29,363	445	20,766	20,186	(580)	11,681	12,787	1,106	23,489	23,887	398	21,137	21,414	277	-	133,450	135,518	2,068	
8294 Title III	49,104	49,104	-	42,071	42,071	-	36,470	36,470	-	11,462	11,462	-	23,445	23,445	-	11,723	11,723	-	-	174,275	174,275	-	
8295 Title IV, SSAE	21,570	22,030	460	21,309	21,764	455	13,509	12,386	(1,123)	8,020	7,846	(174)	18,115	18,502	387	15,236	15,561	325	-	97,759	98,089	330	
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	640,000	842,687	202,687	52,203	193,927	141,725	107,577	80,576	(27,001)	214,291	261,095	46,805	76,562	123,571	47,009	118,245	140,664	22,418	-	1,208,877	1,642,520	433,643	
Total 8100-8299 - Other Federal Income	1,679,608	1,929,990	250,382	934,426	1,084,536	150,110	823,530	793,320	(30,210)	483,592	571,665	88,073	721,407	778,032	56,625	697,644	711,691	14,048	-	5,340,206	5,869,234	529,028	
8300-8599 - Other State Revenue																							
8520 Child Nutrition - State	127,905	138,997	11,092	103,597	110,972	7,375	77,746	76,976	(771)	16,171	29,365	13,193	56,981	67,742	10,761	59,272	61,082	1,810	-	441,673	485,133	43,460	
8550 Mandate Block Grant	11,428	11,428	-	12,641	12,641	-	8,004	8,078	73	5,070	5,070	-	9,078	9,077	(1)	25,527	25,531	4	-	71,748	71,825	76	
8561 State Lottery - Non Prop 20	105,902	114,636	8,734	123,208	131,651	8,443	76,706	86,001	9,295	47,441	51,563	4,121	88,543	88,028	(515)	87,758	95,231	7,474	-	529,558	567,109	37,551	
8562 State Lottery - Prop 20	43,079	49,215	6,136	50,119	56,520	6,402	31,202	36,922	5,719	19,298	22,137	2,839	36,018	37,792	1,774	35,698	40,885	5,187	-	215,414	243,471	28,057	
8560 Lottery Revenue	148,981	163,851	14,870	173,327	188,171	14,844	107,908	122,923	15,014	66,739	73,700	6,960	124,561	125,820	1,259	123,455	136,116	12,661	-	744,972	810,581	65,608	
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	358,049	358,049	-	-	-	-	-	-	-	169,448	169,448	-	-	-	-	-	-	-	-	-	-	-	
8592 State Mental Health	46,355	46,540	185	53,930	53,444	(486)	33,575	34,915	1,340	20,766	20,936	170	38,757	35,717	(3,039)	38,413	38,687	274	-	839,742	839,742	-	
8593 After School Education & Safety	203,483	203,483	-	203,483	203,483	-	203,483	203,483	-	-	-	-	203,483	203,483	(0)	-	-	-	-	-	813,931	813,931	(0)
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8595 Expanded Learning Opportunity Program	1,612,387	1,530,333	(82,053)	1,249,875	1,338,491	88,616	1,219,820	1,143,416	(76,405)	473,343	472,015	(1,328)	1,009,923	1,004,496	(5,428)	-	-	-	-	5,565,348	5,488,750	(76,598)	
8596 Prop 28 Arts & Music	-	-	-	-	-	-	22,044	13,285	(8,759)	-	-	-	-	58,341	58,341	-	-	-	-	22,044	71,626	49,582	
8599 State Revenue - Other	835,481	832,411	(3,070)	737,478	772,290	34,812	594,528	682,486	87,958	196,187	166,246	(29,940)	419,290	479,868	60,578	689,073	747,341	58,267	-	3,472,037	3,680,642	208,605	
Total 8300-8599 - Other State Income	3,344,069	3,285,094	(58,976)	2,534,330	2,679,491	145,161	2,267,110	2,285,561	18,451	947,725	936,780	(10,945)	1,862,073	1,984,544	122,471	1,247,985	1,321,001	73,016	-	12,203,291	12,492,469	289,178	
8600-8799 - Other Local Revenue																							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	-	14,000	14,000	-	-	-	-	-	-	-	2,383	2,383	-	-	-	-	-	-	-	-	16,383	16,383	
8660 Interest & Dividend Income	25,000	63,000	38,000	25,000	61,000	36,000	15,000	35,000	20,000	10,000	22,000	12,000	15,000	48,000	33,000	25,000	51,000	26,000	-	115,000	280,000	165,000	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8692 Grants	143,678	271,762	128,083	119,161	102,311	(16,850)	99,524	68,911	(30,612)	109,871	105,498	(4,373)	78,921	330,238	251,317	165,294	57,978	(107,316)	-	716,449	936,698	220,249	
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

CAMINO NUEVO CHARTER ACADEMY 2024-25 Budget by Site Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED																							
	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Castellanos			Camino Nuevo Charter Academy #3 - Eisner			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Central Admin	CAMINO NUEVO CHARTER ACADEMY			
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	
8695 Contributions & Events	-	59	59	-	8	8	-	43	43	-	26	26	-	4,716	4,716	15,000	15,000	(0)	-	15,000	19,852	4,852	
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8697 E-Rate	12,480	12,480	-	10,042	10,042	0	10,033	10,033	-	10,033	10,033	-	10,080	10,080	-	12,150	12,150	(0)	-	64,818	64,818	(0)	
8698 SELPA Grants	-	19,342	19,342	-	19,647	19,647	-	8,100	8,100	-	5,009	5,009	-	15,491	15,491	-	10,423	10,423	-	-	78,012	78,012	
8699 All Other Local Revenue	-	160	160	-	20,652	20,652	-	83	83	-	6,017	6,017	-	1	1	-	6,009	6,009	-	-	32,922	32,922	
8792 Transfers of Apportionments - Special Education	552,285	517,172	(35,113)	642,534	593,883	(48,651)	400,024	387,991	(12,033)	247,407	232,644	(14,764)	461,756	396,902	(64,853)	457,658	429,903	(27,755)	-	2,761,664	2,558,495	(203,169)	
Total 8600-8799 - Other Income-Local	733,443	897,975	164,532	796,737	807,543	10,806	524,581	510,162	(14,420)	377,312	383,611	6,299	565,757	805,428	239,671	675,102	582,464	(92,638)	-	3,672,932	3,987,181	314,249	
Prior Year Adjustments																							
8999 Other Prior Year Adjustment	-	27,952	27,952	-	24,145	24,145	-	18,248	18,248	-	11,259	11,259	-	24,413	24,413	-	14,684	14,684	-	-	120,701	120,701	
Total Prior Year Adjustments	-	27,952	27,952	-	24,145	24,145	-	18,248	18,248	-	11,259	11,259	-	24,413	24,413	-	14,684	14,684	-	-	120,701	120,701	
TOTAL INCOME	14,429,545	14,847,050	417,505	14,207,408	14,409,052	201,645	9,978,392	10,220,908	242,516	5,515,334	5,639,507	124,174	10,229,718	10,113,896	(115,821)	10,875,816	10,943,103	67,287	-	65,236,212	66,173,517	937,305	
Expense																							
1000 - Certificated Salaries																							
1110 Teachers' Salaries	2,313,382	2,230,363	83,019	2,761,740	2,683,688	78,052	1,641,045	1,696,990	(55,945)	952,521	911,775	40,746	1,846,050	1,847,526	(1,476)	2,159,284	2,077,758	81,526	-	11,674,022	11,448,100	225,922	
1120 Teachers' Hourly	-	-	-	-	62,468	(62,468)	60,800	61,251	(451)	55,480	67,347	(11,867)	-	2,940	(2,940)	-	-	-	-	-	116,280	194,006	(77,726)
1170 Teachers' Salaries - Substitute	119,384	128,852	(9,468)	113,090	150,100	(37,010)	55,040	75,011	(19,971)	35,260	47,365	(12,105)	116,477	57,676	58,801	61,160	57,253	3,907	-	500,411	516,256	(15,845)	
1175 Teachers' Salaries - Stipend/Extra Duty	159,350	173,057	(13,707)	120,980	146,894	(25,914)	142,500	120,402	22,098	55,587	50,398	5,189	162,200	152,170	10,030	148,800	159,287	(10,487)	-	789,417	802,208	(12,791)	
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1215 Certificated Pupil Support - Psychologist	81,690	70,359	11,331	95,620	82,130	13,490	59,541	51,125	8,416	36,530	31,490	5,040	68,746	59,031	9,714	68,129	58,502	9,628	-	410,256	352,638	57,618	
1299 Certificated Pupil Support - Other	219,531	226,735	(7,204)	154,137	168,633	(14,496)	95,980	109,569	(13,589)	58,886	67,456	(8,570)	110,817	126,512	(15,695)	109,824	125,378	(15,554)	-	749,175	824,284	(75,109)	
1300 Certificated Supervisors' & Administrators' Salaries	705,994	819,179	(113,185)	726,725	706,109	20,616	686,327	646,188	40,139	362,819	366,941	(4,123)	557,167	536,947	20,220	880,535	806,117	74,418	-	3,919,566	3,881,481	38,086	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 - Certificated Salaries	3,599,330	3,648,546	(49,216)	3,972,292	4,000,021	(27,729)	2,741,233	2,760,536	(19,303)	1,557,083	1,542,772	14,312	2,861,457	2,782,803	78,654	3,427,732	3,284,295	143,438	-	18,159,128	18,018,972	140,156	
2000 - Classified Salaries																							
2111 Instructional Aide & Other Salaries	722,180	695,734	26,446	595,439	574,031	21,408	406,377	439,692	(33,315)	139,600	123,954	15,646	398,358	461,281	(62,923)	408,965	294,717	114,248	-	2,670,918	2,589,407	81,511	
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,760	27,838	(2,078)	-	25,760	27,838	(2,078)	
2131 Classified Teacher Salaries	243,512	280,379	(36,867)	126,106	107,153	18,953	114,077	107,692	6,385	57,435	63,746	(6,311)	47,364	56,537	(9,173)	-	-	-	-	588,494	615,507	(27,013)	
2200 Classified Support Salaries	227,709	232,213	(4,504)	162,902	140,301	22,600	123,805	123,016	790	90,176	80,594	9,581	130,678	113,329	17,349	120,452	116,274	4,178	-	855,721	805,727	49,994	
2300 Classified Supervisors' & Administrators' Salaries	13,916	62,742	(48,826)	103,167	88,809	14,358	58,830	62,742	14,912	38,186	23,498	14,688	11,711	17,721	(6,010)	71,636	52,738	18,898	-	297,446	263,297	34,150	
2400 Classified Office Staff Salaries	327,365	300,107	27,258	231,777	232,727	(951)	223,784	188,828	34,957	202,212	200,140	2,072	253,227	247,527	5,700	280,255	286,034	(5,780)	-	1,518,619	1,455,363	63,256	
2900 Other Classified Salaries	330,878	356,533	(25,655)	347,993	413,930	(65,937)	282,618	313,875	(31,257)	152,012	185,967	(33,955)	334,640	377,175	(42,536)	241,870	324,677	(82,806)	-	1,690,011	1,972,157	(282,146)	
Total 2000 - Classified Salaries	1,865,559	1,927,708	(62,149)	1,567,383	1,556,952	10,432	1,209,492	1,190,890	18,602	679,620	677,899	1,721	1,175,977	1,273,571	(97,594)	1,148,937	1,102,277	46,661	-	7,646,969	7,729,296	(82,327)	
3000 - Employee Benefits																							
3111 STRS - State Teachers Retirement System	687,472	671,480	15,992	758,708	761,633	(2,926)	523,576	518,535	5,040	297,403	300,333	(2,930)	546,538	533,037	13,502	654,697	630,591	24,106	-	3,468,393	3,415,610	52,783	
3212 PERS - Public Employee Retirement System	504,634	539,045	(34,411)	423,977	414,116	9,861	327,168	324,008	3,159	183,837	166,949	16,889	318,102	338,937	(20,835)	310,788	291,766	19,021	-	2,068,505	2,074,821	(6,316)	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	115,665	125,216	(9,551)	97,178	96,491	687	74,989	75,551	(563)	42,136	39,136	3,000	72,911	77,819	(4,908)	71,234	68,560	2,674	-	474,112	482,773	(8,661)	
3331 MED - Medicare	79,241	80,245	(1,004)	80,325	80,019	306	57,286	57,001	284	32,432	32,197	235	58,543	58,524	19	66,362	63,803	2,558	-	374,188	371,790	2,398	
3401 H&W - Health & Welfare	419,673	436,045	(16,371)	448,615	425,105	23,510	360,456	282,635	77,822	148,551	160,145	(11,593)	328,011	310,541	17,470	372,756	406,024	(33,268)	-	2,078,062	2,020,494	57,568	
3501 SUI - State Unemployment Insurance	2,732	2,083	649	2,770	2,090	680	1,975	1,489	486	1,118	858	260	2,019	1,518	501	2,288	1,642	646	-	12,903	9,681	3,222	
3601 Workers' Compensation Insurance	67,267	54,356	12,911	66,870	56,713	10,157	54,723	33,879	20,845	28,460	12,343	16,117	56,892	21,290	35,601	55,129	41,789	13,340	-	329,340	220,369	108,971	
3751 OPEB, Active Employees	-	-	-	-																			

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	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Castellanos			Camino Nuevo Charter Academy #3 - Eisner			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Central Admin	CAMINO NUEVO CHARTER ACADEMY		
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)
4351 Office Supplies	12,000	12,675	(675)	21,600	21,600	-	21,000	21,000	-	4,020	4,020	-	15,600	15,600	-	18,000	18,000	-	-	92,220	92,895	(675)
4371 Custodial Supplies	54,000	54,000	-	40,800	40,800	-	24,000	24,000	-	24,000	24,000	-	33,600	33,600	-	45,600	45,600	-	-	222,000	222,000	-
4391 Food (Non Nutrition Program)	36,200	36,200	-	20,900	20,900	-	17,355	17,355	-	25,325	25,325	-	11,695	11,695	-	17,935	34,930	(16,995)	-	129,410	146,405	(16,995)
4392 Uniforms	5,000	5,000	-	2,600	2,600	-	9,251	9,251	-	6,825	6,850	(25)	2,000	2,000	-	7,500	7,500	-	-	33,176	33,201	(25)
4393 PE & Sports Equipment	7,500	7,500	-	-	-	-	1,500	1,500	-	2,000	2,000	-	3,000	3,000	-	2,500	2,500	-	-	16,500	16,500	-
4395 Before & After School Program Supplies	298,125	298,125	-	119,225	119,225	-	134,717	134,717	-	50,500	50,500	-	88,225	88,225	-	10,000	5,500	4,500	-	700,792	696,292	4,500
4399 All Other Supplies	10,459	10,459	-	17,127	17,100	27	19,400	19,400	-	10,029	10,032	(3)	15,045	14,922	123	33,979	33,979	-	-	106,039	105,892	147
4411 Non Capitalized Equipment	80,000	139,773	(59,773)	121,617	152,138	(30,521)	57,900	21,500	36,400	33,100	33,450	(350)	71,250	9,475	61,775	77,800	82,800	(5,000)	-	441,667	439,136	2,531
4711 Nutrition Program Food & Supplies	743,243	698,371	44,872	458,355	450,978	7,377	432,034	426,869	5,165	88,512	133,004	(44,492)	275,618	293,124	(17,506)	263,643	233,446	30,197	-	2,261,406	2,235,793	25,613
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	1,423,237	1,462,460	(39,223)	976,093	1,039,837	(63,745)	796,101	793,609	2,492	311,442	369,460	(58,018)	672,460	645,647	26,812	595,100	605,140	(10,040)	-	4,774,432	4,916,154	(141,722)
5000 - Operating Services																						
5211 Travel & Conferences	14,350	14,350	-	10,955	13,118	(2,163)	20,977	20,977	-	3,255	3,255	-	16,482	16,482	-	30,535	30,535	-	-	96,554	98,717	(2,163)
5311 Dues & Memberships	37,292	35,492	1,800	30,994	28,725	2,270	7,978	8,226	(248)	9,007	7,897	1,110	17,768	17,132	636	35,521	34,006	1,515	-	138,560	131,479	7,082
5451 General Insurance	-	-	-	-	-	-	-	-	-	57,914	61,489	(3,575)	-	-	-	1,908	1,908	-	-	59,822	63,397	(3,575)
5511 Utilities	226,188	226,188	-	157,155	157,155	-	154,912	154,912	-	78,631	78,631	-	183,725	183,725	-	203,243	203,243	-	-	1,003,853	1,003,853	-
5521 Security Services	131,918	131,918	-	590	590	-	500	500	-	500	500	-	657	657	-	89,657	89,657	-	-	223,822	223,822	-
5531 Housekeeping Services	133,936	133,936	-	161,219	161,219	-	156,392	156,392	-	12,368	12,668	(300)	244,415	240,425	3,990	120,897	120,897	-	-	829,227	825,537	3,690
5599 Other Facility Operations & Utilities	66,027	66,027	-	67,263	67,263	-	143,888	143,888	-	31,452	31,452	-	108,668	108,668	-	68,707	68,707	-	-	486,004	486,004	-
5611 School Rent - Private Facility	530,444	530,444	-	-	-	-	-	-	-	251,035	251,035	-	-	-	-	486,158	475,658	10,500	-	1,267,637	1,257,137	10,500
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	58,000	224,482	(166,482)	15,615	15,615	-	8,924	8,924	-	12,820	86,766	(73,946)	-	1,743	(1,743)	53,457	202,563	(149,106)	-	148,816	540,092	(391,276)
5621 Equipment Lease	53,227	81,287	(28,060)	24,849	26,368	(1,519)	40,247	40,247	-	20,137	20,137	-	28,425	50,708	-	50,708	50,708	-	-	217,594	247,172	(29,579)
5631 Vendor Repairs	225,380	225,380	-	158,000	191,074	(33,074)	94,760	94,760	-	79,080	79,080	-	214,650	214,650	-	139,050	156,650	(17,600)	-	910,920	961,594	(50,674)
5812 Field Trips & Pupil Transportation	303,500	303,500	-	158,050	158,050	-	128,290	128,290	-	101,300	101,300	-	182,000	182,000	-	126,338	138,338	(12,000)	-	999,478	1,011,478	(12,000)
5821 Legal	-	5,876	(5,876)	-	22,459	(22,459)	-	3,000	(3,000)	-	-	-	-	17,763	(17,763)	-	8,425	(8,425)	-	-	57,522	(57,522)
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	7,904	7,904	-	7,904	7,904	-	7,904	7,904	-	15,300	15,300	-	4,000	10,000	(6,000)	7,904	7,904	-	-	50,916	56,916	(6,000)
5841 Contracted Substitute Teachers	12,600	62,601	(50,001)	9,570	98,522	(88,952)	2,320	111,732	(109,412)	9,280	25,445	(16,165)	8,120	40,174	(32,054)	12,240	62,607	(50,367)	-	54,130	401,081	(346,951)
5842 Special Education Services	422,320	357,007	65,313	938,760	935,554	3,206	365,276	382,745	(17,469)	172,120	171,399	721	508,100	539,847	(31,747)	520,515	449,200	71,315	-	2,927,091	2,835,752	91,338
5843 Non Public School	-	-	-	98,000	98,599	(599)	235,512	178,516	56,996	-	-	-	174,600	177,352	(2,752)	-	-	-	-	508,113	454,467	53,645
5844 After School Services	203,483	203,483	-	203,483	203,483	-	203,483	203,483	-	-	-	-	203,483	203,483	0	-	-	-	-	813,931	813,931	0
5849 Other Student Instructional Services	756,706	756,706	-	727,389	727,389	-	576,870	576,870	-	275,949	275,949	-	436,320	436,320	-	207,131	340,381	(133,250)	-	2,980,365	3,113,615	(133,250)
5852 PD Consultants & Tuition	102,947	197,174	(94,227)	54,419	156,427	(102,008)	42,140	132,117	(89,977)	62,640	62,640	-	45,620	45,620	-	40,960	40,960	-	-	348,726	634,938	(286,212)
5854 Nursing & Medical (Non-IEP)	4,100	4,100	-	7,600	7,600	-	5,783	5,783	-	4,027	4,027	-	4,600	4,600	-	2,000	2,000	-	-	28,110	28,110	-
5859 All Other Consultants & Services	201,799	216,399	(14,600)	199,959	220,031	(20,072)	160,310	169,654	(9,344)	82,331	89,880	(7,549)	154,147	177,123	(22,976)	121,974	139,930	(17,956)	-	920,520	1,013,017	(92,497)
5861 Non Instructional Software	142,549	144,369	(1,820)	123,133	124,122	(990)	90,245	90,439	(194)	55,936	56,118	(182)	110,443	110,585	(141)	91,494	91,748	(253)	-	613,801	617,381	(3,580)
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	85	(85)	-	1,526	(1,526)	-	-	1,611	(1,611)
5871 District Oversight Fees	86,724	87,600	(336)	99,419	98,133	1,286	63,632	66,136	(2,504)	37,067	37,362	(295)	70,805	65,215	5,590	82,551	83,133	(582)	-	440,198	437,039	3,159
5872 Special Education Fees (SELPA)	138,331	132,780	5,550	160,935	152,475	8,460	100,194	99,614	580	61,968	59,730	2,238	115,656	101,902	13,754	114,630	110,375	4,255	-	691,714	656,876	34,838
5881 Intra-Agency Fees	1,322,538	1,330,336	(7,798)	1,422,181	1,403,765	18,415	937,070	966,078	(29,007)	532,701	541,430	(8,729)	1,020,410	948,249	72,161	1,168,268	1,171,906	(3,638)	-	6,403,168	6,361,765	41,403
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	691	(691)	-	11	(11)	-	-	-	-	162	(162)	-	35	(35)	-	-	899	(899)
5899 All Other Expenses	16,985	16,985	-	15,156	15,156	-	11,630	11,630	-	9,325	9,325	-	17,783	17,783	-	16,908	16,908	-	-	87,787	87,787	-
5911 Office Phone	18,197	18,197	-	14,940	14,940	-	12,336	12,336	-	15,528	15,528	-	12,660	12,660	-	15,790	15,790	-	-	89,451	89,451	-
5913 Mobile Phone	858	858	-	-	67	(67)	2,484	2,484	-	900	900	-	1,500	1,500	-	516	516	-	-	6,258	6,325	(67)
5921 Internet	15,600	15,600	-	12,552	12,552	-	12,542	12,542	-	12,542	12,542	-	12,600	12,600	-	15,188	15,188	-	-	81,023	81,023	-
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	800	800	-	1,250	1,250	-	4,924	4,924	-	1,400	1,400	-	2,000	2,000	-	5,000	5,000	-	-	15,374	15,374	-
5999 Other Communications	720	7,731	(7,011)	756	7,841	(7,085)	504	4,877	(4,373)	293	3,020	(2,726)	637	5,631	(4,994)	551	5,583	(5,031)	-	3,461	34,682	(31,221)

CAMINO NUEVO CHARTER ACADEMY 2024-25 Budget by Site Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED																						
	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Castellanos			Camino Nuevo Charter Academy #3 - Eisner			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Central Admin	CAMINO NUEVO CHARTER ACADEMY		
	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)	2024-25 Forecast	2024-25 Budget - Approved	2024-25 Forecast	Budget Variance Better/ (Worse)
Total 5000 - Operating Services	5,235,424	5,538,970	(303,546)	4,882,096	5,128,137	(246,042)	3,592,027	3,799,991	(207,964)	2,006,804	2,116,202	(109,398)	3,900,272	3,924,559	(24,287)	3,829,801	4,141,986	(312,185)	-	23,446,425	24,649,846	(1,203,421)
6000 - Capital Outlay																						
6901 Depreciation Expense	285,972	245,549	40,424	703,408	702,080	1,329	140,437	125,277	15,160	106,788	100,809	5,979	142,200	139,951	2,250	224,357	210,336	14,021	-	1,603,161	1,524,001	79,161
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	285,972	245,549	40,424	703,408	702,080	1,329	140,437	125,277	15,160	106,788	100,809	5,979	142,200	139,951	2,250	224,357	210,336	14,021	-	1,603,161	1,524,001	79,161
7000 - Other Outgo																						
7438 Interest Expense	-	-	-	186,664	186,664	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	186,664	186,664
Total 7000 - Other Outgo	-	-	-	186,664	186,664	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	186,664	186,664
TOTAL EXPENSE	14,286,206	14,717,378	(431,171)	14,166,378	14,435,923	(269,545)	9,879,462	9,958,718	(79,256)	5,395,675	5,515,486	(119,811)	10,135,381	10,092,423	42,958	10,759,180	10,816,324	(57,144)	-	64,622,283	65,536,252	(913,969)
NET INCOME	143,338	129,672	(13,666)	41,030	(26,871)	(67,900)	98,930	262,190	163,260	119,658	124,021	4,362	94,337	21,474	(72,863)	116,636	126,780	10,144	-	613,929	637,266	23,336
Beginning Cash Balance	5,283,621	7,049,322		3,286,426	4,817,245		3,515,468	4,856,284		2,790,348	3,335,617		3,157,464	4,400,372		3,109,426	3,807,501		1,432,023	21,308,096	29,698,364	
Cash Flow from Operating Activities																						
Net Income	143,338	129,672		41,030	(26,871)		98,930	262,190		119,658	124,021		94,337	21,474		116,636	126,780		-	613,929	637,266	
Change in Accounts Receivable																						
Prior Year Accounts Receivable	2,557,058	2,112,657		1,655,476	577,179		1,630,530	696,454		1,262,012	1,065,874		1,007,561	340,874		1,562,906	1,195,213		-	9,675,543	5,988,252	
Current Year Accounts Receivable	(1,823,567)	(1,701,306)		(1,712,875)	(1,428,285)		(1,162,795)	(1,056,628)		(642,775)	(574,208)		(1,197,487)	(1,272,378)		(1,152,773)	(954,890)		-	(7,692,272)	(6,987,695)	
Change in Due from	-	(951)		-	36,064		-	(7,367)		-	(1,299)		-	(0)		-	16,131		145,145	-	187,723	
Change in Accounts Payable	(17,691)	(519,786)		(27,731)	13,636		(39,360)	(24,049)		(6,198)	(11,409)		(18,050)	(25,052)		(11,240)	(11,491)		(7,571)	(121,249)	(585,721)	
Change in Due to	(15,233)	558,489		(294,778)	380,328		(719,968)	223,990		(5,944)	(63,832)		(20,216)	100,705		(128,871)	21,564		(1,355,308)	(1,185,010)	(134,065)	
Change in Accrued Vacation	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Change in Payroll Liabilities	-	83,544		-	106,897		-	51,550		-	38,135		-	61,366		-	70,459		86,947	-	498,898	
Change in Prepaid Expenditures	(36,260)	(20,617)		(38,311)	(15,800)		(47,411)	(20,385)		(43,459)	(13,554)		(22,050)	(7,039)		(27,518)	(18,149)		(16,652)	(259,812)	(112,194)	
Change in Deposits	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Change in Deferred Revenue	(974,412)	(1,536,723)		(651,790)	(1,350,659)		4,686	(937,448)		(238,787)	(174,044)		(497,369)	(786,393)		(689,073)	(743,859)		-	(3,046,744)	(5,529,124)	
Change in Other Long Term Assets	-	89,227		-	5,705		-	9,376		-	41,422		-	5,862		-	75,894		-	-	227,487	
Change in Other Long Term Liabilities	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Depreciation Expense	285,972	245,549		703,408	702,080		140,437	125,277		106,788	100,809		142,200	139,951		224,357	210,336		-	1,603,161	1,524,001	
Cash Flow from Investing Activities																						
Capital Expenditures	(1,268,060)	(888,551)		(100,000)	(223,810)		(310,000)	(69,972)		(307,500)	(103,936)		(60,000)	(5,604)		(364,000)	(45,970)		-	(2,409,560)	(1,337,842)	
Cash Flow from Financing Activities																						
Source - Sale of Receivables	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Use - Sale of Receivables	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Source - Loans	-	-		-	-		-	-		-	-		-	-		-	-		-	-	-	
Use - Loans	-	-		(412,730)	(412,730)		-	-		-	-		-	-		-	-		-	(412,730)	(412,730)	
Ending Cash Balance	4,134,767	5,600,526		2,448,125	3,180,982		3,110,517	4,109,273		3,034,142	3,763,594		2,586,389	2,974,139		2,639,849	3,749,520		284,584	18,073,352	23,662,618	



CAMINO NUEVO CHARTER ACADEMY

Financial Analysis

December 2024

Net Income

Camino Nuevo Charter Academy is projected to achieve a net income of \$637K in FY24-25 compared to \$614K in the board approved budget. Reasons for this positive \$23K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2024, the school's cash balance was \$29.47M. By June 30, 2025, the school's cash balance is projected to be \$16.16M, which represents a 25% reserve. In addition to this, CNCA is projected to have \$7.4M of restricted cash.

As of December 31, 2024, the Accounts Receivable balance was \$1.23M, down from \$2.11M in the previous month, due to the receipt of revenue earned in FY23-24.

As of December 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$4.62M, compared to \$2.30M in the prior month.

As of December 31, 2024, CNCA had a debt balance of \$9.23M. An additional \$207K will be paid 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 \$66.17M, which is \$937K or 1.4% over budgeted revenue of \$65.24M.

All Other Federal Revenue (8299) \$434K increase due to additional ESSER funds being spent in current year. ESSER funds released in FY23-24 spent by grant deadline of September 30, 2024.

Interest & Dividend Income (8660) \$165K increase in interest revenue upon the receipt of LACOE's first quarter interest disbursement.

Grants (8692) \$220K increase largely due to projected PNEDG Grant for Cisneros site. This is partially offset by reduced grant projections for reimbursable grants.

SELPA Grants (8698) \$78K increase based on round one special education assistance awarded to each charter.

Expenses

Total expenses for FY24-25 are projected to be \$65.54M, which is \$914K or 1.4% over budgeted expenditures of \$64.62M.

Teachers' Hourly (1120) \$78K over budget largely due to one classified intervention position (2131) changing to a certificated intervention teacher.

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



Certificated Pupil Support - Other (1299) \$75K over budget due to additional Special Education positions filled across sites.

Other Classified Salaries (2900) \$282K over budget due to additional Special Education positions filled across sites.

Workers' Compensation Insurance (3601) \$109K under budget based on planned payments to new vendor.

Other Benefits (3902) \$84K under budget based on STRS Refunds received from prior year.

Other Facility Rentals (5619) \$391K over budget due to property tax payments paid. CNCA is currently in the process of seeking a refund from the county based on property tax exemptions submitted.

Contracted Substitute Teachers (5841) \$347K over budget because of teacher vacancies and absenteeism.

PD Consultants & Tuition (5852) \$286K over budget largely due to additional PD added with one-time funding.

All Other Consultants & Services (5859) \$92K over budget due to classified staff support being obtained from consultants to cover vacancies or staff being absent.

ADA

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

Forecast P2 ADA is 2,845.27 based on enrollment of 3,023 and a 93.8% attendance rate.

Actual ADA through Month 4 is 2,857.63 with ending enrollment of 3,031 and a 94.0% attendance rate.

In Month 4, ADA was 2,836.93 with a 93.5% 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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Actuals as of 12/31/2024																FORECAST		Budget Variance	
	2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)	% Better / (Worse)	
# of School Days in Month			0	15	20	20	15	10	17	19	20	17	21	9		183			
Enrollment	3,056	3,023														3,023	(33)	-1%	
Unduplicated Pupil Percentage		96.76%														96.76%			
ADA	2,864.50	2,845.27														2,845.27	(19.23)		
ADA Rate		93.85%														93.85%			
Income																			
8011-8098 · Local Control Funding Formula Sources																			
8011 Local Control Funding Formula	24,966,380	29,086,176	1,365,290	1,365,290	2,457,521	2,457,521	2,457,521	2,457,521	2,507,705	2,828,950	2,828,950	2,828,950	2,828,950	-	2,702,009	29,086,176	4,119,796	17%	
8012 Education Protection Account	8,255,785	3,740,999	-	-	1,099,904	-	-	1,099,903	-	-	-	616,616	-	-	924,576	3,740,999	(4,514,785)	-55%	
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes	10,797,618	10,876,756	633,448	1,266,897	174,204	1,514,994	174,204	1,514,992	844,574	1,600,231	800,115	800,115	800,115	800,115	(47,249)	10,876,756	79,138	1%	
8098 In Lieu of Property Taxes, Prior Year	-	-	-	7,187	-	-	-	-	-	-	-	-	-	-	(7,187)	-	-		
Total 8011-8098 · Local Control Funding Formula Sources	44,019,783	43,703,932	1,998,738	2,639,374	3,731,629	3,972,515	2,631,725	5,072,416	3,352,279	4,429,180	3,629,065	4,245,681	3,629,065	800,115	3,572,150	43,703,932	(315,851)	-1%	
8100-8299 · Federal Revenue																			
8181 Special Education - Federal (IDEA)	696,904	725,885	42,275	84,548	11,626	101,107	11,626	101,106	56,365	106,795	53,398	53,398	53,398	53,398	(3,153)	725,885	28,981	4%	
8221 Child Nutrition - Federal	1,802,214	1,865,197	-	-	-	43,881	-	142,664	169,665	194,432	139,822	119,859	178,106	195,859	680,909	1,865,197	62,983	3%	
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	1,226,727	1,227,750	-	-	-	-	313,970	-	306,938	-	-	306,938	-	-	299,905	1,227,750	1,023	0%	
8292 Title II	133,450	135,518	-	-	-	33,842	-	-	33,880	-	-	33,880	-	-	33,917	135,518	2,068	2%	
8294 Title III	174,275	174,275	-	-	-	44,612	-	-	40,638	-	-	43,569	-	-	45,456	174,275	-		
8295 Title IV, SSAE	97,759	98,089	-	-	-	22,507	-	-	24,522	-	-	24,522	-	-	26,538	98,089	330	0%	
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	1,208,877	1,642,520	179,045	-	779,712	-	(14,260)	884,342	-	-	-	152,678	-	-	(338,997)	1,642,520	433,643	36%	
Total 8100-8299 · Other Federal Income	5,340,206	5,869,234	221,320	84,548	791,338	245,949	311,336	1,128,112	632,007	301,227	193,220	734,843	231,504	249,257	744,575	5,869,234	529,028	10%	
8300-8599 · Other State Revenue																			
8520 Child Nutrition - State	441,673	482,837	-	-	-	-	-	50,754	50,626	45,998	33,726	34,798	47,359	51,459	170,413	485,133	43,460	10%	
8550 Mandate Block Grant	71,748	71,748	-	-	-	-	-	71,747	-	-	-	-	-	-	78	71,825	76	0%	
8561 State Lottery - Non Prop 20	529,558	567,109	-	-	-	-	-	-	141,777	-	-	141,777	-	-	283,555	567,109	37,551	7%	
8562 State Lottery - Prop 20	215,414	243,471	-	-	-	-	-	-	-	-	-	-	-	-	243,471	243,471	28,057	13%	
8560 Lottery Revenue	744,972	810,581	-	-	-	-	-	-	141,777	-	-	141,777	-	-	527,026	810,581	65,608	9%	
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740	839,742	839,742	-	-	-	-	-	-	419,871	-	-	209,936	-	-	209,936	839,742	-		
8592 State Mental Health	231,795	230,239	11,469	11,469	20,645	20,645	20,645	20,645	20,722	20,722	20,722	20,722	20,722	-	21,114	230,239	(1,556)	-1%	
8593 After School Education & Safety	813,931	813,931	-	-	-	-	-	-	-	-	-	203,483	-	-	610,449	813,931	(0)		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8595 Expanded Learning Opportunity Program	5,565,348	5,488,750	2,533,071	228,486	411,274	411,274	411,274	411,274	493,988	493,988	493,988	493,988	493,988	-	(1,387,840)	5,488,750	(76,598)	-1%	
8596 Prop 28 Arts & Music	22,044	71,626	581,531	26,623	47,920	47,920	47,920	47,920	6,446	6,446	6,446	6,446	6,446	-	(760,440)	71,626	49,582	225%	
8599 State Revenue - Other	3,472,037	3,680,642	8,951,321	-	-	-	-	90,000	-	-	-	-	-	-	(5,360,679)	3,680,642	208,605	6%	
Total 8300-8599 · Other State Income	12,203,291	12,490,097	12,077,392	266,578	479,839	479,839	479,839	692,340	1,133,430	567,154	554,881	1,111,149	568,515	51,459	(5,969,946)	12,492,469	289,178	2%	
8600-8799 · Other Local Revenue																			
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8650 Leases & Rentals	-	14,000	-	2,383	-	-	3,934	-	1,678	1,678	1,678	1,678	1,678	1,678	-	16,383	16,383	100%	
8660 Interest & Dividend Income	115,000	280,000	-	8,212	5,442	5,834	14,441	175,148	11,821	11,821	11,821	11,821	11,821	11,821	-	280,000	165,000	143%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	716,449	936,698	69,612	10,620	-	7,184	-	42,171	1,823	-	4,090	17,950	608	69,118	713,522	936,698	220,249	31%	
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	15,000	15,000	(21)	679	1,430	5,886	7,665	1,100	-	-	-	-	-	-	3,114	19,852	4,852	32%	
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	64,818	64,818	44	-	0	-	-	-	10,050	10,050	10,050	10,050	10,050	10,050	4,474	64,818	0		
8698 SELPA Grants	-	78,012	-	-	-	-	19,342	58,670	-	-	-	-	-	-	-	78,012	78,012	100%	
8699 All Other Local Revenue	-	20,652	98	6,155	6,000	-	0	20,669	-	-	-	-	-	-	(0)	32,922	32,922	100%	

Actuals as of 12/31/2024															FORECAST		Budget Variance	
	2024-25	2024-25	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)	% Better / (Worse)
	Budget	Trend	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24										
8792 Transfers of Apportionments - Special Education	2,761,664	2,558,495	149,004	298,008	40,977	356,363	40,977	356,365	198,666	376,417	188,208	188,208	188,208	188,208	(11,114)	2,558,495	(203,169)	-7%
Total 8600-8799 - Other Income-Local	3,672,932	3,967,676	218,736	326,058	53,849	375,266	86,359	654,122	224,037	399,965	215,847	229,706	212,364	280,875	709,996	3,987,181	314,249	9%
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	-	120,701	2,792	20,718	8,217	45,449	(74)	43,599	-	-	-	-	-	-	-	120,701	120,701	100%
Total Prior Year Adjustments	-	120,701	2,792	20,718	8,217	45,449	(74)	43,599	-	-	-	-	-	-	-	120,701	120,701	100%
TOTAL INCOME	65,236,212	66,151,640	14,518,979	3,337,276	5,064,871	5,119,018	3,509,185	7,590,589	5,341,753	5,697,526	4,593,013	6,321,380	4,641,448	1,381,706	(943,225)	66,173,517	937,305	1%
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	11,674,022	11,603,752	-	1,007,188	1,025,876	1,030,130	1,032,002	1,023,585	1,054,887	1,054,887	1,054,887	1,054,887	1,054,887	1,054,887	-	11,448,100	225,922	2%
1120 Teachers' Hourly	116,280	177,600	5,140	13,628	19,268	18,584	17,765	14,806	16,498	18,439	19,410	16,498	20,380	13,587	-	194,006	(77,726)	-67%
1170 Teachers' Salaries - Substitute	500,411	480,105	15,324	26,824	45,849	50,072	66,599	35,629	43,438	48,548	51,104	43,438	53,659	35,773	-	516,256	(15,845)	-3%
1175 Teachers' Salaries - Stipend/Extra Duty	789,417	986,441	204,948	49,086	6,962	15,480	21,461	158,091	14,830	16,273	16,995	14,830	17,717	265,536	-	802,208	(12,791)	-2%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	410,256	382,223	12,557	18,783	32,477	31,903	31,903	33,903	31,852	31,852	31,852	31,852	31,852	31,852	-	352,638	57,618	14%
1299 Certificated Pupil Support - Other	749,175	948,839	46,727	59,084	56,746	54,951	55,324	71,450	80,329	78,851	79,343	79,836	79,836	79,343	2,464	824,284	(75,109)	-10%
1300 Certificated Supervisors' & Administrators' Salaries	3,919,566	3,881,157	315,903	314,306	313,544	321,458	327,166	347,616	323,581	323,581	323,581	323,581	323,581	323,581	-	3,881,481	38,086	1%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	18,159,128	18,460,117	600,600	1,488,898	1,500,722	1,522,579	1,552,221	1,685,079	1,565,415	1,572,431	1,577,172	1,564,922	1,581,912	1,804,559	2,464	18,018,972	140,156	1%
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	2,670,918	2,626,130	5,261	180,706	219,727	255,743	228,340	161,401	240,588	263,726	277,345	239,768	290,964	221,738	4,100	2,589,407	81,511	3%
2121 After School Staff Salaries	25,760	38,700	-	548	1,127	1,454	1,235	635	3,595	4,018	4,230	3,595	4,441	2,961	-	27,838	(2,078)	-8%
2131 Classified Teacher Salaries	588,494	632,709	161,401	19,788	35,263	43,975	40,224	37,576	41,960	46,897	49,365	41,960	51,834	45,262	-	615,507	(27,013)	-5%
2200 Classified Support Salaries	855,721	804,893	56,455	68,647	64,312	72,329	62,878	64,800	70,611	63,132	66,149	67,908	69,167	65,827	13,514	805,727	49,994	6%
2300 Classified Supervisors' & Administrators' Salaries	297,446	301,096	11,513	18,094	12,741	17,691	22,849	25,230	25,765	25,614	26,059	25,557	26,504	24,640	1,040	263,297	34,150	11%
2400 Classified Office Staff Salaries	1,518,619	1,470,852	100,195	120,076	110,431	120,835	117,817	130,126	127,503	119,356	122,936	124,441	126,516	119,824	15,306	1,455,363	63,256	4%
2900 Other Classified Salaries	1,690,011	1,958,763	99,313	157,160	169,416	185,683	174,200	139,412	172,515	168,644	175,959	168,815	183,273	159,267	18,499	1,972,157	(282,146)	-17%
Total 2000 - Classified Salaries	7,646,969	7,833,143	434,138	565,020	613,017	697,710	647,542	559,180	682,537	691,388	722,043	672,045	752,698	639,519	52,459	7,729,296	(82,327)	-1%
Total 1000-2000 - Salaries	4,976,051	5,207,012	428,877	384,313	393,290	441,967	419,202	397,780	441,949	427,662	444,697	432,277	461,733	417,781	48,359	5,139,889	(163,838)	-3%
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	3,468,393	3,525,882	128,933	280,791	284,513	291,784	294,388	288,446	298,994	300,334	301,240	298,900	302,145	344,671	471	3,415,610	52,783	2%
3212 PERS - Public Employee Retirement System	2,068,505	2,118,865	134,923	140,429	165,401	181,873	169,536	143,127	184,626	187,020	195,313	181,788	203,605	172,990	14,190	2,074,821	(6,316)	0%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	474,112	485,655	31,785	34,898	38,110	43,078	39,568	34,148	42,317	42,866	44,767	41,667	46,667	39,650	3,252	482,773	(8,661)	-2%
3331 MED - Medicare	374,188	381,252	17,213	29,227	29,941	31,404	30,963	31,760	32,595	32,825	33,339	32,436	33,852	35,439	796	371,790	2,398	1%
3401 H&W - Health & Welfare	2,078,062	2,072,967	319,878	148,181	(29,866)	144,961	343,934	181,110	163,059	163,059	163,059	163,059	163,059	-	97,000	2,020,494	57,568	3%
3501 SUI - State Unemployment Insurance	12,903	13,147	594	1,009	1,033	656	3,920	(4,472)	1,124	1,132	1,150	1,118	1,167	1,222	27	9,681	3,222	25%
3601 Workers' Compensation Insurance	329,340	335,840	62,481	20,827	41,655	20,827	(4,239)	12,070	19,457	15,764	15,764	15,764	-	-	-	220,369	108,971	33%
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	-	-	-	-	-	838	451	(1,173)	-	-	-	-	-	-	-	116	(116)	100%
3902 Other Benefits	-	-	(1,388)	(2,889)	(2,889)	(58,230)	(36,704)	10,803	6,961	-	-	-	-	-	-	(84,335)	84,335	100%
Total 3000 - Employee Benefits	8,805,505	8,933,607	694,419	652,472	527,897	657,193	841,817	695,819	749,135	743,001	754,630	734,732	750,495	593,972	115,737	8,511,320	294,185	3%
Total 1000-3000 - Salaries & Benefits	5,337,111	5,407,725	565,486	371,681	243,384	365,408	547,429	407,373	450,141	442,666	453,390	435,832	448,350	249,301	115,267	5,095,710	241,402	5%
4000 - Supplies																		
4111 Core Curricula Materials	447,026	509,038	53,456	37,867	115,708	172,294	(2,457)	25,580	17,765	17,765	17,765	17,765	17,765	17,765	-	509,038	(62,012)	-14%
4211 Books & Other Reference Materials	32,700	85,540	3,399	16,646	14,410	6,193	5,928	3,889	5,846	5,846	5,846	5,846	5,846	5,846	-	85,540	(52,840)	-162%
4311 Student Materials	291,495	333,461	36,541	31,003	16,748	29,258	35,183	42,608	23,687	23,687	23,687	23,687	23,687	23,687	-	333,461	(41,966)	-14%
4351 Office Supplies	92,220	92,895	6,095	5,931	6,212	7,268	4,231	1,659	10,250	10,250	10,250	10,250	10,250	10,250	-	92,895	(675)	-1%
4371 Custodial Supplies	222,000	222,000	7,914	9,865	23,383	14,964	27,195	14,385	20,716	20,716	20,716	20,716	20,716	20,716	-	222,000	(0)	-
4391 Food (Non Nutrition Program)	129,410	146,405	437	10,845	23,242	5,654	16,796	31,875	(8,850)	13,281	13,281	13,281	13,281	13,281	-			

	Actuals as of 12/31/2024															FORECAST Jul-24 - Jun-25	Budget Variance	
	2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual		Better / (Worse)	% Better / (Worse)
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	4,774,432	4,909,442	167,476	137,607	436,160	573,935	360,375	406,026	349,110	440,876	466,236	478,916	440,876	491,596	166,964	4,916,154	(141,722)	-3%
5000 · Operating Services																		
5211 Travel & Conferences	96,554	98,717	268	3,822	4,357	1,748	1,620	3,305	13,933	13,933	13,933	13,933	13,933	13,933	-	98,717	(2,163)	-2%
5311 Dues & Memberships	138,560	131,479	50,303	3,465	794	2,105	3,320	4,680	11,135	11,135	11,135	11,135	11,135	11,135	-	131,479	7,082	5%
5451 General Insurance	59,822	63,397	35,180	-	-	-	1,904	-	-	-	-	-	13,156	13,156	-	63,397	(3,575)	-6%
5511 Utilities	1,003,853	1,003,853	22,927	52,620	41,406	67,655	112,025	68,261	91,280	91,280	91,280	91,280	91,280	91,280	91,280	1,003,853	-	-
5521 Security Services	223,822	223,822	-	8,529	5,730	22,736	-	38,655	24,695	24,695	24,695	24,695	24,695	24,695	-	223,822	0	0%
5531 Housekeeping Services	829,227	825,537	16,147	107,461	83,835	179,633	68,576	64,426	50,910	50,910	50,910	50,910	50,910	50,910	-	825,537	3,690	0%
5599 Other Facility Operations & Utilities	486,004	486,004	27,123	20,995	24,962	38,845	87,752	28,381	42,991	42,991	42,991	42,991	42,991	42,991	-	486,004	(0)	-
5611 School Rent - Private Facility	1,267,637	1,257,137	90,810	90,810	90,810	90,810	98,640	92,376	140,577	140,577	140,577	140,577	140,577	-	-	1,257,137	10,500	1%
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	148,816	538,349	-	-	8,358	4,408	18,096	422,855	14,396	14,396	14,396	14,396	14,396	14,396	-	540,092	(391,276)	-263%
5621 Equipment Lease	217,594	247,172	23,765	32,369	14,692	16,195	28,701	49,899	13,592	13,592	13,592	13,592	13,592	13,592	-	247,172	(29,579)	-14%
5631 Vendor Repairs	910,920	961,594	70,600	35,995	54,322	138,254	69,130	144,098	64,171	64,171	64,171	64,171	64,171	64,171	64,171	961,594	(50,674)	-6%
5812 Field Trips & Pupil Transportation	999,478	1,011,478	4,357	36,094	17,728	54,497	43,580	33,196	137,004	137,004	137,004	137,004	137,004	137,004	-	1,011,478	(12,000)	-1%
5821 Legal	-	-	8,673	-	1,421	9,036	3,626	34,766	-	-	-	-	-	-	-	57,522	(57,522)	100%
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	50,916	56,916	170	6,322	8,955	1,800	2,975	2,174	5,753	5,753	5,753	5,753	5,753	5,753	-	56,916	(6,000)	-12%
5841 Contracted Substitute Teachers	54,130	401,081	329	9,437	82,570	94,856	95,543	64,215	7,733	7,733	7,733	7,733	7,733	7,733	7,733	401,081	(346,951)	-641%
5842 Special Education Services	2,927,091	2,835,752	24,581	22,876	69,090	235,226	156,215	301,405	289,480	289,480	289,480	289,480	289,480	289,480	289,480	2,835,752	91,338	3%
5843 Non Public School	508,113	454,467	-	-	-	78,723	-	78,723	42,432	42,432	42,432	42,432	42,432	42,432	42,432	454,467	53,645	11%
5844 After School Services	813,931	813,931	-	-	-	-	-	698,732	18,450	19,350	19,350	19,350	19,350	19,350	-	813,931	-	-
5849 Other Student Instructional Services	2,980,365	3,113,615	262,659	61,530	248,842	635,278	-	591,880	257,233	176,032	176,032	176,032	176,032	176,032	176,032	3,113,615	(133,250)	-4%
5852 PD Consultants & Tuition	348,726	634,938	14,403	22,908	52,883	110,836	165,975	115,953	18,330	26,730	26,730	26,730	26,730	26,730	-	634,938	(286,212)	-82%
5854 Nursing & Medical (Non-IEP)	28,110	28,110	114	-	(64)	-	-	-	4,677	4,677	4,677	4,677	4,677	4,677	-	28,110	0	-
5859 All Other Consultants & Services	920,520	1,013,017	102,158	3,156	56,395	80,299	152,465	226,917	(27,625)	69,875	69,875	69,875	69,875	69,875	69,875	1,013,017	(92,497)	-10%
5861 Non Instructional Software	613,801	617,381	303,163	51,484	28,605	22,547	5,224	14,207	32,025	32,025	32,025	32,025	32,025	32,025	-	617,381	(3,580)	-1%
5865 Fundraising Cost	-	-	500	-	-	-	1,080	31	-	-	-	-	-	-	-	1,611	(1,611)	100%
5871 District Oversight Fees	440,198	437,039	25,089	50,179	6,818	60,088	6,818	60,088	37,993	37,993	37,993	37,993	37,993	37,993	-	437,039	3,159	1%
5872 Special Education Fees (SELPA)	691,714	656,876	38,256	76,510	10,520	91,492	10,520	91,488	52,550	95,180	47,590	47,590	47,590	47,590	-	656,876	34,838	5%
5881 Intra-Agency Fees	6,403,168	6,361,765	1,600,792	-	-	-	-	4,610	792,727	792,727	792,727	792,727	792,727	792,727	-	6,361,765	41,403	1%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	-	737	162	-	-	-	-	-	-	-	-	-	899	(899)	100%
5899 All Other Expenses	87,787	87,787	1,656	4,956	1,897	22,419	7,487	11,583	6,298	6,298	6,298	6,298	6,298	6,298	-	87,787	(0)	-
5911 Office Phone	89,451	89,451	274	2,223	12,626	7,605	7,624	13,384	7,619	7,619	7,619	7,619	7,619	7,619	-	89,451	-	-
5913 Mobile Phone	6,258	6,258	-	540	-	-	-	-	964	964	964	964	964	964	-	6,325	(67)	-1%
5921 Internet	81,023	81,023	5,647	-	0	-	-	-	12,563	12,563	12,563	12,563	12,563	12,563	-	81,023	-	-
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	15,374	15,374	-	96	3,145	550	889	1,397	1,549	1,549	1,549	1,549	1,549	1,549	-	15,374	0	-
5999 Other Communications	3,461	3,461	291	278	5,617	615	625	25,591	278	278	278	278	278	278	-	34,682	(31,221)	-902%
Total 5000 · Operating Services	23,446,425	24,556,783	2,730,234	704,654	937,053	2,068,420	1,150,410	3,287,274	2,165,712	2,233,942	2,186,352	2,186,352	2,199,508	2,058,932	741,002	24,649,846	(1,203,421)	-5%
6000 · Capital Outlay																		
6901 Depreciation Expense	1,603,161	1,547,981	117,533	117,897	124,413	125,150	119,979	119,545	133,808	133,484	132,555	133,269	133,269	133,098	-	1,524,001	79,161	5%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 · Capital Outlay	1,603,161	1,547,981	117,533	117,897	124,413	125,150	119,979	119,545	133,808	133,484	132,555	133,269	133,269	133,098	-	1,524,001	79,161	5%
7000 · Other Outgo																		
7438 Interest Expense	186,664	186,664	-	-	94,358	-	-	-	-	-	92,305	-	-	-	-	186,664	-	-
Total 7000 · Other Outgo	186,664	186,664	-	-	94,358	-	-	-	-	-	92,305	-	-	-	-	186,664	-	-
TOTAL EXPENSE	64,622,283	66,427,736	4,744,400	3,666,547	4,233,621	5,644,986	4,672,345	6,752,925	5,645,717	5,815,121	5,931,292	5,770,237	5,858,758	5,721,676	1,078,627	65,536,252	(913,969)	-1%
NET INCOME	613,929	(276,096)	9,774,579	(329,270)	831,251	(525,969)	(1,163,160)	837,664	(303,965)	(117,595)	(1,338,279)	551,143	(1,217,310)	(4,339,970)	(2,021,852)	637,266	23,336	4%
Operating Income																		
EBITDA																2,161,266		
																2,347,930		

CAMINO NUEVO CHARTER ACADEMY
2024-25 Cash Flow Forecast
Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

		Actuals as of 12/31/2024														FORECAST Jul-24 - Jun-25	Budget Variance	
		2024-25 Budget	2024-25 Trend	ACTUAL Jul-24	ACTUAL Aug-24	ACTUAL Sep-24	ACTUAL Oct-24	ACTUAL Nov-24	ACTUAL Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25		Better / (Worse)	% Better / (Worse)
Beginning Cash Balance		21,308,096	29,698,364	29,698,364	25,652,144	25,969,528	28,793,806	28,414,188	27,316,755	30,559,037	27,666,845	27,804,366	26,391,250	28,322,279	27,052,384	23,662,618	29,698,364	8,390,267
Cash Flow from Operating Activities																		
Net Income		613,929	(276,096)	9,774,579	(329,270)	831,251	(525,969)	(1,163,160)	837,664	(303,965)	(117,595)	(1,338,279)	551,143	(1,217,310)	(4,339,970)	(2,021,852)	637,266	23,336
Change in Accounts Receivable																		
Prior Year Accounts Receivable		9,675,543	-	103,152	1,154,759	2,031,936	274,859	311,222	883,927	-	121,633	-	1,292,617	(185,854)	-	-	5,988,252	(3,687,292)
Current Year Accounts Receivable		(7,692,272)	(6,987,695)	-	-	-	-	-	-	-	-	-	-	-	-	(6,987,695)	(6,987,695)	704,577
Change in Due from		-	-	41,632	(109,995)	(211,443)	(101,786)	(151,505)	283,037	437,785	-	-	-	-	-	-	187,723	187,723
Change in Accounts Payable		(121,249)	(585,721)	(1,721,244)	(64,979)	(165,878)	(122,998)	(179,146)	2,359,997	(2,889,216)	-	-	-	-	1,119,116	1,078,627	(585,721)	(464,471)
Change in Due to		(1,185,010)	(134,065)	(50,039)	(153,156)	(50,474)	(50,424)	(50,553)	(1,383,314)	(22,677)	-	-	-	-	-	1,626,573	(134,065)	1,050,946
Change in Accrued Vacation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities		-	498,898	(437,386)	237,809	660,989	57,960	18,277	(38,751)	-	-	-	-	-	-	-	498,898	498,898
Change in Prepaid Expenditures		(259,812)	(112,194)	224,238	(5,935)	(4,878)	(2,619)	(5,683)	(15,306)	-	-	-	-	-	(302,011)	-	(112,194)	147,618
Change in Deposits		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue		(3,046,744)	(5,529,124)	(12,049,472)	-	-	-	-	216,000	-	-	-	-	-	-	6,304,347	(5,529,124)	(2,482,380)
Change in Other Long Term Assets		-	-	37,593	37,721	37,850	37,978	38,107	38,237	-	-	-	-	-	-	-	227,487	-
Change in Other Long Term Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense		1,603,161	1,524,001	117,533	117,897	124,413	125,150	119,979	119,545	133,808	133,484	132,555	133,269	133,269	133,098	-	1,524,001	(79,161)
Cash Flow from Investing Activities																		
Capital Expenditures		(2,409,560)	(1,337,842)	(86,805)	(567,467)	(224,148)	(71,769)	(34,971)	(58,754)	(247,928)	-	-	(46,000)	-	-	-	(1,337,842)	1,071,718
Cash Flow from Financing Activities																		
Source - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans		(412,730)	(412,730)	-	-	(205,338)	-	-	-	-	-	(207,392)	-	-	-	-	(412,730)	-
Ending Cash Balance			16,345,795	25,652,144	25,969,528	28,793,806	28,414,188	27,316,755	30,559,037	27,666,845	27,804,366	26,391,250	28,322,279	27,052,384	23,662,618	23,662,618	23,662,618	

Coversheet

First Interim (October Financials) submitted to LAUSD

Section:	XI. Financials
Item:	C. First Interim (October Financials) submitted to LAUSD
Purpose:	Vote
Submitted by:	
Related Material:	CNCA#1 - 1st Interim - Form 62.pdf CNCA#2 - 1st Interim - Form 62.pdf CNCA#4 - 1st Interim - Form 62.pdf CNCA#3 - 1st Interim - Form 62.pdf CNHS#2 - 1st Interim - Form 62.pdf

Camino Nuevo Charter Academy
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647336117667
Form 621
F814BDWJK9(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	8,672,424.65	8,672,424.65	2,510,458.00	8,701,656.17	29,231.52	0.3%
2) Federal Revenue		8100-8299	1,679,608.07	1,679,608.07	320,955.22	1,907,750.02	228,141.95	13.6%
3) Other State Revenue		8300-8599	3,344,069.11	3,344,069.11	3,344,235.11	3,296,557.96	(47,511.15)	-1.4%
4) Other Local Revenue		8600-8799	733,442.98	733,442.98	188,484.08	847,664.31	114,221.33	15.6%
5) TOTAL, REVENUES			14,429,544.81	14,429,544.81	6,364,132.41	14,753,628.46		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,599,330.48	3,599,330.48	1,050,784.75	3,636,872.85	(37,542.37)	-1.0%
2) Classified Salaries		2000-2999	1,865,559.21	1,865,559.21	607,866.90	1,869,306.30	(3,747.09)	-0.2%
3) Employee Benefits		3000-3999	1,876,684.07	1,876,684.07	585,106.22	1,907,817.33	(31,133.26)	-1.7%
4) Books and Supplies		4000-4999	1,423,236.65	1,423,236.65	322,979.85	1,465,849.85	(42,613.20)	-3.0%
5) Services and Other Operating Expenses		5000-5999	5,235,423.96	5,235,423.96	1,561,135.91	5,266,779.26	(31,355.30)	-0.6%
6) Depreciation and Amortization		6000-6999	285,972.08	285,972.08	62,803.73	263,691.20	22,280.88	7.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			14,286,206.45	14,286,206.45	4,190,677.36	14,410,316.79		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			143,338.36	143,338.36	2,173,455.05	343,311.67		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			143,338.36	143,338.36	2,173,455.05	343,311.67		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	6,167,164.60	6,167,164.60		6,552,688.41	385,523.81	6.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,167,164.60	6,167,164.60		6,552,688.41		
d) Other Restatements		9795	185,715.68	185,715.68		(.02)	(185,715.70)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,352,880.28	6,352,880.28		6,552,688.39		
2) Ending Net Position, June 30 (E + F1e)			6,496,218.64	6,496,218.64		6,896,000.06		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	3,210,478.22	3,210,478.22		2,655,980.92		
b) Restricted Net Position		9797	18,769.40	18,769.40		42,865.98		
c) Unrestricted Net Position		9790	3,266,971.02	3,266,971.02		4,197,153.16		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	4,556,669.85	4,556,669.85	1,503,764.00	5,618,798.50	1,062,128.65	23.3%
Education Protection Account State Aid - Current Year		8012	1,956,419.64	1,956,419.64	266,326.00	885,388.06	(1,071,031.58)	-54.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Charter Academy
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647336117667
Form 621
F814BDWJK9(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,159,335.16	2,159,335.16	740,368.00	2,197,469.61	38,134.45	1.8%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,672,424.65	8,672,424.65	2,510,458.00	8,701,656.17	29,231.52	0.3%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	545,343.14	545,343.14	12,424.33	562,229.70	16,886.56	3.1%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	139,368.68	139,368.68	49,410.00	146,653.18	7,284.50	5.2%
Title I, Part A, Basic	3010	8290	256,763.00	256,763.00	0.00	257,165.00	402.00	0.2%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	27,459.00	27,459.00	6,582.00	27,881.00	422.00	1.5%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	49,104.25	49,104.25	13,286.00	49,104.25	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	21,570.00	21,570.00	4,714.00	22,030.00	460.00	2.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	640,000.00	640,000.00	234,538.89	842,686.89	202,686.89	31.7%
TOTAL, FEDERAL REVENUE			1,679,608.07	1,679,608.07	320,955.22	1,907,750.02	228,141.95	13.6%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	127,905.09	127,905.09	0.00	127,880.82	(24.27)	0.0%
Mandated Costs Reimbursements		8550	11,428.14	11,428.14	0.00	11,428.14	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	148,981.41	148,981.41	1,426.96	163,788.72	14,807.31	9.9%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	358,049.40	358,049.40	0.00	358,049.40	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,494,222.23	2,494,222.23	3,342,808.15	2,431,928.04	(62,294.19)	-2.5%
TOTAL, OTHER STATE REVENUE			3,344,069.11	3,344,069.11	3,344,235.11	3,296,557.96	(47,511.15)	-1.4%
OTHER LOCAL REVENUE								

Camino Nuevo Charter Academy
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647336117667
Form 621
F814BDWJK9(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	25,000.00	25,000.00	3,897.52	25,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	552,284.69	552,284.69	174,153.00	516,901.88	(35,382.81)	-6.4%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	156,158.29	156,158.29	10,433.56	305,762.43	149,604.14	95.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			733,442.98	733,442.98	188,484.08	847,664.31	114,221.33	15.6%
TOTAL, REVENUES			14,429,544.81	14,429,544.81	6,364,132.41	14,753,628.46		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,592,115.42	2,592,115.42	712,750.21	2,546,219.67	45,895.75	1.8%
Certificated Pupil Support Salaries		1200	301,220.86	301,220.86	82,645.63	276,499.69	24,721.17	8.2%
Certificated Supervisors' and Administrators' Salaries		1300	705,994.20	705,994.20	255,388.91	814,153.49	(108,159.29)	-15.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,599,330.48	3,599,330.48	1,050,784.75	3,636,872.85	(37,542.37)	-1.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	965,691.75	965,691.75	307,889.06	947,691.03	18,000.72	1.9%
Classified Support Salaries		2200	227,709.00	227,709.00	86,091.74	234,638.24	(6,929.24)	-3.0%
Classified Supervisors' and Administrators' Salaries		2300	13,916.00	13,916.00	12,857.70	57,791.85	(43,875.85)	-315.3%
Clerical, Technical and Office Salaries		2400	327,364.68	327,364.68	89,114.58	301,584.36	25,780.32	7.9%
Other Classified Salaries		2900	330,877.78	330,877.78	111,913.82	327,600.82	3,276.96	1.0%
TOTAL, CLASSIFIED SALARIES			1,865,559.21	1,865,559.21	607,866.90	1,869,306.30	(3,747.09)	-0.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	687,472.11	687,472.11	192,358.46	686,301.28	1,170.83	0.2%
PERS		3201-3202	504,633.76	504,633.76	176,430.77	517,650.11	(13,016.35)	-2.6%
OASDI/Medicare/Alternative		3301-3302	194,905.55	194,905.55	65,345.33	199,343.71	(4,438.16)	-2.3%
Health and Welfare Benefits		3401-3402	419,673.36	419,673.36	119,318.36	433,636.07	(13,962.71)	-3.3%
Unemployment Insurance		3501-3502	2,732.44	2,732.44	597.38	2,521.13	211.31	7.7%
Workers' Compensation		3601-3602	67,266.85	67,266.85	30,873.59	68,182.68	(915.83)	-1.4%

Camino Nuevo Charter Academy
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647336117667
Form 621
F814BDWJK9(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	182.33	182.35	(182.35)	New
TOTAL, EMPLOYEE BENEFITS			1,876,684.07	1,876,684.07	585,106.22	1,907,817.33	(31,133.26)	-1.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	113,257.31	113,257.31	101,937.18	117,257.31	(4,000.00)	-3.5%
Books and Other Reference Materials		4200	3,000.00	3,000.00	13,784.57	14,050.00	(11,050.00)	-368.3%
Materials and Supplies		4300	483,736.67	483,736.67	90,663.77	479,736.67	4,000.00	0.8%
Noncapitalized Equipment		4400	80,000.00	80,000.00	68,280.39	119,598.25	(39,598.25)	-49.5%
Food		4700	743,242.67	743,242.67	48,313.94	735,207.62	8,035.05	1.1%
TOTAL, BOOKS AND SUPPLIES			1,423,236.65	1,423,236.65	322,979.85	1,465,849.85	(42,613.20)	-3.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	14,350.00	14,350.00	3,362.52	14,350.00	0.00	0.0%
Dues and Memberships		5300	37,292.32	37,292.32	10,826.03	35,492.32	1,800.00	4.8%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	558,068.50	558,068.50	171,801.40	558,068.50	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	867,050.96	867,050.96	227,670.90	867,050.96	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	3,722,486.54	3,722,486.54	1,139,657.98	3,753,893.84	(31,407.30)	-0.8%
Communications		5900	36,175.64	36,175.64	7,817.08	37,923.64	(1,748.00)	-4.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,235,423.96	5,235,423.96	1,561,135.91	5,266,779.26	(31,355.30)	-0.6%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	285,972.08	285,972.08	62,803.73	263,691.20	22,280.88	7.8%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			285,972.08	285,972.08	62,803.73	263,691.20	22,280.88	7.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Charter Academy
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647336117667
Form 621
F814BDWJK9(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EXPENSES			14,286,206.45	14,286,206.45	4,190,677.36	14,410,316.79		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2024-25 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	42,865.98
Total, Restricted Net Position		42,865.98

Camino Nuevo Charter Academy #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122861
Form 621
F81X5JUMB6(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	9,941,915.40	9,941,915.40	2,721,686.00	9,933,347.84	(8,567.56)	-0.1%
2) Federal Revenue		8100-8299	934,426.14	934,426.14	287,760.68	1,100,050.79	165,624.65	17.7%
3) Other State Revenue		8300-8599	2,534,329.52	2,534,329.52	2,859,429.74	2,596,251.04	61,921.52	2.4%
4) Other Local Revenue		8600-8799	796,736.78	796,736.78	201,837.05	743,007.32	(53,729.46)	-6.7%
5) TOTAL, REVENUES			14,207,407.84	14,207,407.84	6,070,713.47	14,372,656.99		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,972,291.79	3,972,291.79	1,117,515.11	4,006,194.59	(33,902.80)	-0.9%
2) Classified Salaries		2000-2999	1,567,383.42	1,567,383.42	456,618.88	1,548,430.16	18,953.26	1.2%
3) Employee Benefits		3000-3999	1,878,442.56	1,878,442.56	532,855.37	1,860,436.51	18,006.05	1.0%
4) Books and Supplies		4000-4999	976,092.67	976,092.67	271,858.79	1,035,636.41	(59,543.74)	-6.1%
5) Services and Other Operating Expenses		5000-5999	4,882,095.88	4,882,095.88	1,410,488.03	4,989,100.60	(107,004.72)	-2.2%
6) Depreciation and Amortization		6000-6999	703,408.42	703,408.42	233,446.18	706,246.54	(2,838.12)	-0.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	186,663.58	186,663.58	94,358.48	186,663.58	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			14,166,378.32	14,166,378.32	4,117,140.84	14,332,708.39		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			41,029.52	41,029.52	1,953,572.63	39,948.60		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(.01)	(.01)	0.00	.01	.02	-200.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(.01)	(.01)	0.00	.01		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			41,029.51	41,029.51	1,953,572.63	39,948.61		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	27,305,190.14	27,305,190.14		27,387,150.75	81,960.61	0.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,305,190.14	27,305,190.14		27,387,150.75		
d) Other Restatements		9795	240,588.43	240,588.43		0.00	(240,588.43)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			27,545,778.57	27,545,778.57		27,387,150.75		
2) Ending Net Position, June 30 (E + F1e)			27,586,808.08	27,586,808.08		27,427,099.36		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	24,932,411.02	24,932,411.02		24,795,455.38		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,654,397.06	2,654,397.06		2,631,643.98		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	5,146,602.36	5,146,602.36	1,607,272.00	6,345,510.25	1,198,907.89	23.3%
Education Protection Account State Aid - Current Year		8012	2,283,118.73	2,283,118.73	295,490.00	1,032,673.26	(1,250,445.47)	-54.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Charter Academy #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122861
Form 621
F81X5JUMB6(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,512,194.31	2,512,194.31	818,924.00	2,555,164.33	42,970.02	1.7%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			9,941,915.40	9,941,915.40	2,721,686.00	9,933,347.84	(8,567.56)	-0.1%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	377,318.75	377,318.75	15,869.33	394,529.54	17,210.79	4.6%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	162,143.05	162,143.05	54,652.00	170,524.76	8,381.71	5.2%
Title I, Part A, Basic	3010	8290	250,464.00	250,464.00	0.00	250,695.00	231.00	0.1%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	28,918.00	28,918.00	7,589.00	29,363.00	445.00	1.5%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	42,070.75	42,070.75	10,518.00	42,070.75	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	21,309.00	21,309.00	4,596.00	21,764.00	455.00	2.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	52,202.59	52,202.59	194,536.35	191,103.74	138,901.15	266.1%
TOTAL, FEDERAL REVENUE			934,426.14	934,426.14	287,760.68	1,100,050.79	165,624.65	17.7%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	103,596.79	103,596.79	0.00	104,563.86	967.07	0.9%
Mandated Costs Reimbursements		8550	12,640.51	12,640.51	0.00	12,640.51	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	173,326.61	173,326.61	0.00	190,640.13	17,313.52	10.0%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,041,282.77	2,041,282.77	2,859,429.74	2,084,923.70	43,640.93	2.1%
TOTAL, OTHER STATE REVENUE			2,534,329.52	2,534,329.52	2,859,429.74	2,596,251.04	61,921.52	2.4%
OTHER LOCAL REVENUE								

Camino Nuevo Charter Academy #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122861
Form 621
F81X5JUMB6(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	25,000.00	25,000.00	4,534.76	25,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	642,534.09	642,534.09	192,632.00	601,040.96	(41,493.13)	-6.5%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	129,202.69	129,202.69	4,670.29	116,966.36	(12,236.33)	-9.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			796,736.78	796,736.78	201,837.05	743,007.32	(53,729.46)	-6.7%
TOTAL, REVENUES			14,207,407.84	14,207,407.84	6,070,713.47	14,372,656.99		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,995,809.98	2,995,809.98	820,984.24	3,030,674.87	(34,864.89)	-1.2%
Certificated Pupil Support Salaries		1200	249,756.84	249,756.84	67,070.73	274,646.70	(24,889.86)	-10.0%
Certificated Supervisors' and Administrators' Salaries		1300	726,724.97	726,724.97	229,460.14	700,873.02	25,851.95	3.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,972,291.79	3,972,291.79	1,117,515.11	4,006,194.59	(33,902.80)	-0.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	721,545.25	721,545.25	197,150.52	678,822.60	42,722.65	5.9%
Classified Support Salaries		2200	162,901.50	162,901.50	39,084.29	147,310.69	15,590.81	9.6%
Classified Supervisors' and Administrators' Salaries		2300	103,167.17	103,167.17	16,136.50	89,841.47	13,325.70	12.9%
Clerical, Technical and Office Salaries		2400	231,776.63	231,776.63	75,420.97	230,861.55	915.08	0.4%
Other Classified Salaries		2900	347,992.87	347,992.87	128,826.60	401,593.85	(53,600.98)	-15.4%
TOTAL, CLASSIFIED SALARIES			1,567,383.42	1,567,383.42	456,618.88	1,548,430.16	18,953.26	1.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	758,707.73	758,707.73	215,709.75	767,447.54	(8,739.81)	-1.2%
PERS		3201-3202	423,977.21	423,977.21	120,660.71	415,995.66	7,981.55	1.9%
OASDI/Medicare/Alternative		3301-3302	177,503.07	177,503.07	51,676.04	177,085.47	417.60	0.2%
Health and Welfare Benefits		3401-3402	448,614.79	448,614.79	127,571.42	443,389.89	5,224.90	1.2%
Unemployment Insurance		3501-3502	2,769.85	2,769.85	815.91	2,806.17	(36.32)	-1.3%
Workers' Compensation		3601-3602	66,869.91	66,869.91	31,296.10	68,586.34	(1,716.43)	-2.6%

Camino Nuevo Charter Academy #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122861
Form 621
F81X5JUMB6(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	(14,874.56)	(14,874.56)	14,874.56	New
TOTAL, EMPLOYEE BENEFITS			1,878,442.56	1,878,442.56	532,855.37	1,860,436.51	18,006.05	1.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	113,500.00	113,500.00	66,592.38	113,500.00	0.00	0.0%
Books and Other Reference Materials		4200	5,000.00	5,000.00	3,698.08	5,000.00	0.00	0.0%
Materials and Supplies		4300	277,620.54	277,620.54	65,013.16	314,772.87	(37,152.33)	-13.4%
Noncapitalized Equipment		4400	121,616.67	121,616.67	45,107.60	147,044.79	(25,428.12)	-20.9%
Food		4700	458,355.46	458,355.46	91,447.57	455,318.75	3,036.71	0.7%
TOTAL, BOOKS AND SUPPLIES			976,092.67	976,092.67	271,858.79	1,035,636.41	(59,543.74)	-6.1%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	10,954.88	10,954.88	1,925.46	10,954.88	0.00	0.0%
Dues and Memberships		5300	30,994.04	30,994.04	11,382.89	28,910.54	2,083.50	6.7%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	386,227.21	386,227.21	151,902.85	386,227.21	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	198,463.50	198,463.50	85,973.99	199,131.70	(668.20)	-0.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	4,225,958.25	4,225,958.25	1,151,879.03	4,333,159.81	(107,201.56)	-2.5%
Communications		5900	29,498.00	29,498.00	7,423.81	30,716.46	(1,218.46)	-4.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			4,882,095.88	4,882,095.88	1,410,488.03	4,989,100.60	(107,004.72)	-2.2%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	703,408.42	703,408.42	233,446.18	706,246.54	(2,838.12)	-0.4%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			703,408.42	703,408.42	233,446.18	706,246.54	(2,838.12)	-0.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	186,663.58	186,663.58	94,358.48	186,663.58	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			186,663.58	186,663.58	94,358.48	186,663.58	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Charter Academy #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122861
Form 621
F81X5JUMB6(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EXPENSES			14,166,378.32	14,166,378.32	4,117,140.84	14,332,708.39		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(.01)	(.01)	0.00	.01	.02	-200.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(.01)	(.01)	0.00	.01	.02	-200.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(.01)	(.01)	0.00	.01		

Resource	Description	2024-25 Projected Totals
Total, Restricted Net Position		0.00

Camino Nuevo Charter Academy #4
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330124826
Form 621
F81T63FPHA(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	7,080,481.91	7,080,481.91	1,950,271.00	6,591,675.66	(488,806.25)	-6.9%
2) Federal Revenue		8100-8299	721,406.60	721,406.60	181,175.20	758,343.09	36,936.49	5.1%
3) Other State Revenue		8300-8599	1,862,072.62	1,862,072.62	1,684,362.96	1,935,924.48	73,851.86	4.0%
4) Other Local Revenue		8600-8799	565,756.67	565,756.67	154,855.53	733,177.78	167,421.11	29.6%
5) TOTAL, REVENUES			10,229,717.80	10,229,717.80	3,970,664.69	10,019,121.01		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,861,456.52	2,861,456.52	790,246.39	2,787,196.61	74,259.91	2.6%
2) Classified Salaries		2000-2999	1,175,977.29	1,175,977.29	397,357.95	1,233,839.88	(57,862.59)	-4.9%
3) Employee Benefits		3000-3999	1,383,014.79	1,383,014.79	402,341.69	1,340,537.54	42,477.25	3.1%
4) Books and Supplies		4000-4999	672,459.84	672,459.84	210,273.22	592,796.17	79,663.67	11.8%
5) Services and Other Operating Expenses		5000-5999	3,900,272.31	3,900,272.31	1,056,816.24	3,921,951.84	(21,679.53)	-0.6%
6) Depreciation and Amortization		6000-6999	142,200.13	142,200.13	46,575.78	140,537.77	1,662.36	1.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			10,135,380.88	10,135,380.88	2,903,611.27	10,016,859.81		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			94,336.92	94,336.92	1,067,053.42	2,261.20		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			94,336.92	94,336.92	1,067,053.42	2,261.20		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	3,386,488.66	3,386,488.66		3,185,724.18	(200,764.48)	-5.9%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,386,488.66	3,386,488.66		3,185,724.18		
d) Other Restatements		9795	(173,408.54)	(173,408.54)		.01	173,408.55	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,213,080.12	3,213,080.12		3,185,724.19		
2) Ending Net Position, June 30 (E + F1e)			3,307,417.04	3,307,417.04		3,187,985.39		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	551,822.78	551,822.78		551,003.94		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,755,594.26	2,755,594.26		2,636,981.45		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	3,637,298.76	3,637,298.76	1,150,346.00	4,199,558.65	562,259.89	15.5%
Education Protection Account State Aid - Current Year		8012	1,637,800.28	1,637,800.28	211,821.00	687,629.24	(950,171.04)	-58.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Charter Academy #4
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330124826
Form 621
F81T63FPHA(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,805,382.87	1,805,382.87	588,104.00	1,704,487.77	(100,895.10)	-5.6%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,080,481.91	7,080,481.91	1,950,271.00	6,591,675.66	(488,806.25)	-6.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	229,982.89	229,982.89	8,740.26	221,896.24	(8,086.65)	-3.5%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	116,523.75	116,523.75	39,249.00	113,752.91	(2,770.84)	-2.4%
Title I, Part A, Basic	3010	8290	233,289.00	233,289.00	0.00	233,289.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	23,489.00	23,489.00	5,338.00	23,887.00	398.00	1.7%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	23,445.00	23,445.00	0.00	23,445.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	18,115.00	18,115.00	4,277.00	18,502.00	387.00	2.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	76,561.96	76,561.96	123,570.94	123,570.94	47,008.98	61.4%
TOTAL, FEDERAL REVENUE			721,406.60	721,406.60	181,175.20	758,343.09	36,936.49	5.1%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	56,981.43	56,981.43	0.00	53,566.41	(3,415.02)	-6.0%
Mandated Costs Reimbursements		8550	9,077.83	9,077.83	0.00	9,077.83	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	124,560.79	124,560.79	4,837.56	127,279.72	2,718.93	2.2%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,467,969.73	1,467,969.73	1,679,525.40	1,542,517.68	74,547.95	5.1%
TOTAL, OTHER STATE REVENUE			1,862,072.62	1,862,072.62	1,684,362.96	1,935,924.48	73,851.86	4.0%
OTHER LOCAL REVENUE								

Camino Nuevo Charter Academy #4
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330124826
Form 621
F81T63FPHA(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	15,000.00	15,000.00	3,258.33	15,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	461,755.70	461,755.70	138,337.00	400,939.75	(60,815.95)	-13.2%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	89,000.97	89,000.97	13,260.20	317,238.03	228,237.06	256.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			565,756.67	565,756.67	154,855.53	733,177.78	167,421.11	29.6%
TOTAL, REVENUES			10,229,717.80	10,229,717.80	3,970,664.69	10,019,121.01		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,124,726.96	2,124,726.96	561,398.16	2,072,096.33	52,630.63	2.5%
Certificated Pupil Support Salaries		1200	179,563.04	179,563.04	48,191.84	169,252.12	10,310.92	5.7%
Certificated Supervisors' and Administrators' Salaries		1300	557,166.52	557,166.52	180,656.39	545,848.16	11,318.36	2.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,861,456.52	2,861,456.52	790,246.39	2,787,196.61	74,259.91	2.6%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	445,721.50	445,721.50	155,225.85	504,084.98	(58,363.48)	-13.1%
Classified Support Salaries		2200	130,678.23	130,678.23	38,537.53	124,136.87	6,541.36	5.0%
Classified Supervisors' and Administrators' Salaries		2300	11,711.00	11,711.00	6,378.12	6,378.12	5,332.88	45.5%
Clerical, Technical and Office Salaries		2400	253,226.73	253,226.73	79,434.11	245,241.81	7,984.92	3.2%
Other Classified Salaries		2900	334,639.83	334,639.83	117,782.34	353,998.10	(19,358.27)	-5.8%
TOTAL, CLASSIFIED SALARIES			1,175,977.29	1,175,977.29	397,357.95	1,233,839.88	(57,862.59)	-4.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	546,538.19	546,538.19	154,651.95	536,069.44	10,468.75	1.9%
PERS		3201-3202	318,101.85	318,101.85	104,576.69	330,845.05	(12,743.20)	-4.0%
OASDI/Medicare/Alternative		3301-3302	131,453.39	131,453.39	41,204.25	134,150.93	(2,697.54)	-2.1%
Health and Welfare Benefits		3401-3402	328,011.04	328,011.04	95,919.80	285,773.61	42,237.43	12.9%
Unemployment Insurance		3501-3502	2,018.72	2,018.72	425.70	1,842.41	176.31	8.7%
Workers' Compensation		3601-3602	56,891.60	56,891.60	22,809.28	52,408.02	4,483.58	7.9%

Camino Nuevo Charter Academy #4
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330124826
Form 621
F81T63FPHA(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	(17,245.98)	(551.92)	551.92	New
TOTAL, EMPLOYEE BENEFITS			1,383,014.79	1,383,014.79	402,341.69	1,340,537.54	42,477.25	3.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	117,409.00	117,409.00	74,039.95	117,409.00	0.00	0.0%
Books and Other Reference Materials		4200	3,000.00	3,000.00	3,654.02	4,650.00	(1,650.00)	-55.0%
Materials and Supplies		4300	205,182.58	205,182.58	64,421.97	207,296.54	(2,113.96)	-1.0%
Noncapitalized Equipment		4400	71,250.00	71,250.00	8,025.09	8,272.07	62,977.93	88.4%
Food		4700	275,618.26	275,618.26	60,132.19	255,168.56	20,449.70	7.4%
TOTAL, BOOKS AND SUPPLIES			672,459.84	672,459.84	210,273.22	592,796.17	79,663.67	11.8%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	16,482.13	16,482.13	1,383.51	16,482.13	0.00	0.0%
Dues and Memberships		5300	17,767.83	17,767.83	9,176.16	17,256.33	511.50	2.9%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	537,464.43	537,464.43	127,308.92	537,464.43	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	243,074.52	243,074.52	63,595.71	243,398.03	(323.51)	-0.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	3,056,086.68	3,056,086.68	849,842.97	3,077,223.89	(21,137.21)	-0.7%
Communications		5900	29,396.72	29,396.72	5,508.97	30,127.03	(730.31)	-2.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,900,272.31	3,900,272.31	1,056,816.24	3,921,951.84	(21,679.53)	-0.6%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	142,200.13	142,200.13	46,575.78	140,537.77	1,662.36	1.2%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			142,200.13	142,200.13	46,575.78	140,537.77	1,662.36	1.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			10,135,380.88	10,135,380.88	2,903,611.27	10,016,859.81		

Camino Nuevo Charter Academy #4
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330124826
Form 621
F81T63FPFA(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2024-25 Projected Totals
Total, Restricted Net Position		0.00

Camino Nuevo Elementary #3
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122564
Form 621
F81H41ZBR8(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	10,069,875.81	10,069,875.81	2,833,928.77	10,337,866.76	267,990.95	2.7%
2) Federal Revenue		8100-8299	1,307,121.78	1,307,121.78	366,938.23	1,376,974.64	69,852.86	5.3%
3) Other State Revenue		8300-8599	3,214,834.70	3,214,834.70	3,808,069.47	3,149,718.90	(65,115.80)	-2.0%
4) Other Local Revenue		8600-8799	901,893.11	901,893.11	279,427.29	813,196.79	(88,696.32)	-9.8%
5) TOTAL, REVENUES			15,493,725.40	15,493,725.40	7,288,363.76	15,677,757.09		
B. EXPENSES								
1) Certificated Salaries		1000-1999	4,298,316.51	4,298,316.51	1,213,055.95	4,280,310.59	18,005.92	0.4%
2) Classified Salaries		2000-2999	1,889,111.85	1,889,111.85	522,264.77	1,867,000.90	22,110.95	1.2%
3) Employee Benefits		3000-3999	2,134,110.54	2,134,110.54	590,494.22	2,135,534.62	(1,424.08)	-0.1%
4) Books and Supplies		4000-4999	1,107,542.35	1,107,542.35	309,595.29	1,139,345.49	(31,803.14)	-2.9%
5) Services and Other Operating Expenses		5000-5999	5,598,831.69	5,598,831.69	1,415,817.21	5,705,620.56	(106,788.87)	-1.9%
6) Depreciation and Amortization		6000-6999	247,224.23	247,224.23	71,400.92	228,246.46	18,977.77	7.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			15,275,137.17	15,275,137.17	4,122,628.36	15,356,058.62		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			218,588.23	218,588.23	3,165,735.40	321,698.47		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			218,588.23	218,588.23	3,165,735.40	321,698.47		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	6,185,163.30	6,185,163.30		6,665,426.45	480,263.15	7.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,185,163.30	6,185,163.30		6,665,426.45		
d) Other Restatements		9795	(61,025.51)	(61,025.51)		.01	61,025.52	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,124,137.79	6,124,137.79		6,665,426.46		
2) Ending Net Position, June 30 (E + F1e)			6,342,726.02	6,342,726.02		6,987,124.93		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	1,472,259.94	1,472,259.94		1,267,341.48		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	4,870,466.08	4,870,466.08		5,719,783.45		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	5,255,026.72	5,255,026.72	1,676,332.00	6,645,185.09	1,390,158.37	26.5%
Education Protection Account State Aid - Current Year		8012	2,283,505.92	2,283,505.92	303,373.00	1,057,239.59	(1,226,266.33)	-53.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Elementary #3
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122564
Form 621
F81H41ZBR8(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,531,343.17	2,531,343.17	854,223.77	2,635,442.08	104,098.91	4.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,069,875.81	10,069,875.81	2,833,928.77	10,337,866.76	267,990.95	2.7%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	424,448.12	424,448.12	19,549.19	456,734.22	32,286.10	7.6%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	163,378.97	163,378.97	56,529.00	175,882.28	12,503.31	7.7%
Title I, Part A, Basic	3010	8290	295,519.04	295,519.04	0.00	295,608.00	88.96	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	32,447.00	32,447.00	7,978.00	32,973.00	526.00	1.6%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	47,932.00	47,932.00	12,016.00	47,932.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	21,529.00	21,529.00	5,419.00	20,232.00	(1,297.00)	-6.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	321,867.65	321,867.65	265,447.04	347,613.14	25,745.49	8.0%
TOTAL, FEDERAL REVENUE			1,307,121.78	1,307,121.78	366,938.23	1,376,974.64	69,852.86	5.3%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	93,917.70	93,917.70	0.00	96,758.23	2,840.53	3.0%
Mandated Costs Reimbursements		8550	13,074.66	13,074.66	0.00	13,074.66	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	174,647.77	174,647.77	1,952.51	198,395.19	23,747.42	13.6%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	169,448.36	169,448.36	0.00	169,448.36	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,560,263.37	2,560,263.37	3,806,116.96	2,468,559.62	(91,703.75)	-3.6%
TOTAL, OTHER STATE REVENUE			3,214,834.70	3,214,834.70	3,808,069.47	3,149,718.90	(65,115.80)	-2.0%
OTHER LOCAL REVENUE								

Camino Nuevo Elementary #3
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122564
Form 621
F81H41ZBR8(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	2,383.40	2,383.40	2,383.40	New
Interest		8660	25,000.00	25,000.00	4,567.90	25,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	647,431.71	647,431.71	199,245.00	619,924.37	(27,507.34)	-4.2%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	229,461.40	229,461.40	73,230.99	165,889.02	(63,572.38)	-27.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			901,893.11	901,893.11	279,427.29	813,196.79	(88,696.32)	-9.8%
TOTAL, REVENUES			15,493,725.40	15,493,725.40	7,288,363.76	15,677,757.09		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,998,233.47	2,998,233.47	814,998.65	3,062,324.54	(64,091.07)	-2.1%
Certificated Pupil Support Salaries		1200	250,937.46	250,937.46	67,560.62	236,740.78	14,196.68	5.7%
Certificated Supervisors' and Administrators' Salaries		1300	1,049,145.58	1,049,145.58	330,496.68	981,245.27	67,900.31	6.5%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,298,316.51	4,298,316.51	1,213,055.95	4,280,310.59	18,005.92	0.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	717,488.25	717,488.25	186,039.54	745,777.85	(28,289.60)	-3.9%
Classified Support Salaries		2200	213,980.90	213,980.90	60,967.82	201,911.38	12,069.52	5.6%
Classified Supervisors' and Administrators' Salaries		2300	97,016.23	97,016.23	8,943.37	61,764.80	35,251.43	36.3%
Clerical, Technical and Office Salaries		2400	425,996.37	425,996.37	113,208.88	388,329.43	37,666.94	8.8%
Other Classified Salaries		2900	434,630.10	434,630.10	153,105.16	469,217.44	(34,587.34)	-8.0%
TOTAL, CLASSIFIED SALARIES			1,889,111.85	1,889,111.85	522,264.77	1,867,000.90	22,110.95	1.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	820,978.46	820,978.46	235,821.84	821,667.46	(689.00)	-0.1%
PERS		3201-3202	511,004.77	511,004.77	135,554.33	499,305.46	11,699.31	2.3%
OASDI/Medicare/Alternative		3301-3302	206,842.64	206,842.64	58,144.28	205,491.78	1,350.86	0.7%
Health and Welfare Benefits		3401-3402	509,007.53	509,007.53	124,784.63	523,849.06	(14,841.53)	-2.9%
Unemployment Insurance		3501-3502	3,093.71	3,093.71	987.99	3,193.99	(100.28)	-3.2%
Workers' Compensation		3601-3602	83,183.43	83,183.43	34,955.58	79,730.31	3,453.12	4.2%

Camino Nuevo Elementary #3
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122564
Form 621
F81H41ZBR8(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	245.57	2,296.56	(2,296.56)	New
TOTAL, EMPLOYEE BENEFITS			2,134,110.54	2,134,110.54	590,494.22	2,135,534.62	(1,424.08)	-0.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	67,859.39	67,859.39	102,860.33	125,871.73	(58,012.34)	-85.5%
Books and Other Reference Materials		4200	6,700.00	6,700.00	1,403.52	6,700.00	0.00	0.0%
Materials and Supplies		4300	421,436.48	421,436.48	77,817.73	415,622.64	5,813.84	1.4%
Noncapitalized Equipment		4400	91,000.00	91,000.00	16,866.97	54,950.00	36,050.00	39.6%
Food		4700	520,546.48	520,546.48	110,646.74	536,201.12	(15,654.64)	-3.0%
TOTAL, BOOKS AND SUPPLIES			1,107,542.35	1,107,542.35	309,595.29	1,139,345.49	(31,803.14)	-2.9%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	24,232.13	24,232.13	1,997.96	24,232.13	0.00	0.0%
Dues and Memberships		5300	16,984.78	16,984.78	11,826.71	16,123.28	861.50	5.1%
Insurance		5400-5450	57,913.81	57,913.81	35,180.07	57,913.81	0.00	0.0%
Operations and Housekeeping Services		5500	578,642.56	578,642.56	136,908.63	578,642.56	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	507,002.86	507,002.86	163,260.70	507,002.86	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	4,350,603.39	4,350,603.39	1,054,765.19	4,457,130.24	(106,526.85)	-2.4%
Communications		5900	63,452.16	63,452.16	11,877.95	64,575.68	(1,123.52)	-1.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,598,831.69	5,598,831.69	1,415,817.21	5,705,620.56	(106,788.87)	-1.9%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	247,224.23	247,224.23	71,400.92	228,246.46	18,977.77	7.7%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			247,224.23	247,224.23	71,400.92	228,246.46	18,977.77	7.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo Elementary #3
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330122564
Form 621
F81H41ZBR8(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EXPENSES			15,275,137.17	15,275,137.17	4,122,628.36	15,356,058.62		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Camino Nuevo Elementary #3
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Restricted Detail

19647330122564
Form 62I
F81H41ZBR8(2024-25)

Resource	Description	2024-25 Projected Totals
Total, Restricted Net Position		0.00

Camino Nuevo High #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330127910
Form 621
F81CWW333C(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	8,255,085.45	8,255,085.45	2,325,912.00	8,308,394.74	53,309.29	0.6%
2) Federal Revenue		8100-8299	697,643.67	697,643.67	224,300.66	736,654.88	39,011.21	5.6%
3) Other State Revenue		8300-8599	1,247,984.84	1,247,984.84	1,615,767.97	1,317,518.28	69,533.44	5.6%
4) Other Local Revenue		8600-8799	675,102.31	675,102.31	180,288.69	574,424.30	(100,678.01)	-14.9%
5) TOTAL, REVENUES			10,875,816.27	10,875,816.27	4,346,269.32	10,936,992.20		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,427,732.40	3,427,732.40	941,196.33	3,261,922.66	165,809.74	4.8%
2) Classified Salaries		2000-2999	1,148,937.29	1,148,937.29	325,775.92	1,080,884.56	68,052.73	5.9%
3) Employee Benefits		3000-3999	1,533,252.66	1,533,252.66	421,183.33	1,461,707.46	71,545.20	4.7%
4) Books and Supplies		4000-4999	595,100.43	595,100.43	174,872.19	602,239.49	(7,139.06)	-1.2%
5) Services and Other Operating Expenses		5000-5999	3,829,800.84	3,829,800.84	989,701.49	4,046,401.89	(216,601.05)	-5.7%
6) Depreciation and Amortization		6000-6999	224,356.54	224,356.54	70,766.68	212,086.63	12,269.91	5.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			10,759,180.16	10,759,180.16	2,923,495.94	10,665,242.69		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			116,636.11	116,636.11	1,422,773.38	271,749.51		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			116,636.11	116,636.11	1,422,773.38	271,749.51		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	3,975,587.60	3,975,587.60		4,081,982.55	106,394.95	2.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,975,587.60	3,975,587.60		4,081,982.55		
d) Other Restatements		9795	26,647.95	26,647.95		(.04)	(26,647.99)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			4,002,235.55	4,002,235.55		4,081,982.51		
2) Ending Net Position, June 30 (E + F1e)			4,118,871.66	4,118,871.66		4,353,732.02		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	1,370,099.54	1,370,099.54		1,113,861.02		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,748,772.12	2,748,772.12		3,239,871.00		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,370,782.79	6,370,782.79	1,707,908.00	6,386,284.56	15,501.77	0.2%
Education Protection Account State Aid - Current Year		8012	94,940.00	94,940.00	22,894.00	95,562.00	622.00	0.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Camino Nuevo High #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330127910
Form 621
F81CWW333C(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,789,362.66	1,789,362.66	595,110.00	1,826,548.18	37,185.52	2.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,255,085.45	8,255,085.45	2,325,912.00	8,308,394.74	53,309.29	0.6%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	225,121.19	225,121.19	0.00	234,401.82	9,280.63	4.1%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	115,489.76	115,489.76	39,716.00	121,898.89	6,409.13	5.5%
Title I, Part A, Basic	3010	8290	190,692.00	190,692.00	0.00	190,993.00	301.00	0.2%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	21,137.00	21,137.00	6,355.00	21,414.00	277.00	1.3%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	11,722.50	11,722.50	34,065.00	11,722.50	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	15,236.00	15,236.00	3,501.00	15,561.00		2.1%
Every Student Succeeds Act							325.00	
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	118,245.22	118,245.22	140,663.66	140,663.67	22,418.45	19.0%
TOTAL, FEDERAL REVENUE			697,643.67	697,643.67	224,300.66	736,654.88	39,011.21	5.6%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	59,271.92	59,271.92	0.00	59,281.78	9.86	0.0%
Mandated Costs Reimbursements		8550	25,527.07	25,527.07	0.00	25,527.07	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	123,455.48	123,455.48	0.00	136,053.40	12,597.92	10.2%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	312,244.35	312,244.35	0.00	312,244.35	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	727,486.02	727,486.02	1,615,767.97	784,411.68	56,925.66	7.8%
TOTAL, OTHER STATE REVENUE			1,247,984.84	1,247,984.84	1,615,767.97	1,317,518.28	69,533.44	5.6%
OTHER LOCAL REVENUE								

Camino Nuevo High #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330127910
Form 621
F81CWW333C(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	25,000.00	25,000.00	3,229.08	25,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	457,658.27	457,658.27	139,985.00	429,651.53	(28,006.74)	-6.1%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	192,444.04	192,444.04	37,074.61	119,772.77	(72,671.27)	-37.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			675,102.31	675,102.31	180,288.69	574,424.30	(100,678.01)	-14.9%
TOTAL, REVENUES			10,875,816.27	10,875,816.27	4,346,269.32	10,936,992.20		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,369,244.44	2,369,244.44	624,228.20	2,290,227.58	79,016.86	3.3%
Certificated Pupil Support Salaries		1200	177,953.09	177,953.09	47,759.50	167,734.37	10,218.72	5.7%
Certificated Supervisors' and Administrators' Salaries		1300	880,534.87	880,534.87	269,208.63	803,960.71	76,574.16	8.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,427,732.40	3,427,732.40	941,196.33	3,261,922.66	165,809.74	4.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	434,725.00	434,725.00	78,688.99	333,816.62	100,908.38	23.2%
Classified Support Salaries		2200	120,451.50	120,451.50	37,061.50	115,826.50	4,625.00	3.8%
Classified Supervisors' and Administrators' Salaries		2300	71,636.00	71,636.00	15,722.60	52,538.60	19,097.40	26.7%
Clerical, Technical and Office Salaries		2400	280,254.62	280,254.62	94,359.44	280,532.81	(278.19)	-0.1%
Other Classified Salaries		2900	241,870.17	241,870.17	99,943.39	298,170.03	(56,299.86)	-23.3%
TOTAL, CLASSIFIED SALARIES			1,148,937.29	1,148,937.29	325,775.92	1,080,884.56	68,052.73	5.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	654,696.89	654,696.89	187,479.87	630,738.59	23,958.30	3.7%
PERS		3201-3202	310,787.53	310,787.53	85,403.50	289,660.40	21,127.13	6.8%
OASDI/Medicare/Alternative		3301-3302	137,595.80	137,595.80	39,285.14	130,701.51	6,894.29	5.0%
Health and Welfare Benefits		3401-3402	372,755.59	372,755.59	115,560.47	354,564.61	18,190.98	4.9%
Unemployment Insurance		3501-3502	2,288.33	2,288.33	464.45	2,002.38	285.95	12.5%
Workers' Compensation		3601-3602	55,128.52	55,128.52	25,855.66	57,582.84	(2,454.32)	-4.5%

Camino Nuevo High #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330127910
Form 621
F81CWW333C(2024-25)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	(32,865.76)	(3,542.87)	3,542.87	New
TOTAL, EMPLOYEE BENEFITS			1,533,252.66	1,533,252.66	421,183.33	1,461,707.46	71,545.20	4.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	35,000.00	35,000.00	26,394.33	35,000.00	0.00	0.0%
Books and Other Reference Materials		4200	15,000.00	15,000.00	5,340.38	15,000.00	0.00	0.0%
Materials and Supplies		4300	203,657.09	203,657.09	72,187.36	208,646.34	(4,989.25)	-2.4%
Noncapitalized Equipment		4400	77,800.00	77,800.00	30,930.52	82,800.00	(5,000.00)	-6.4%
Food		4700	263,643.34	263,643.34	40,019.60	260,793.15	2,850.19	1.1%
TOTAL, BOOKS AND SUPPLIES			595,100.43	595,100.43	174,872.19	602,239.49	(7,139.06)	-1.2%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	30,535.25	30,535.25	1,526.20	30,535.25	0.00	0.0%
Dues and Memberships		5300	35,521.26	35,521.26	13,455.08	34,006.26	1,515.00	4.3%
Insurance		5400-5450	1,908.00	1,908.00	0.00	1,908.00	0.00	0.0%
Operations and Housekeeping Services		5500	482,504.18	482,504.18	132,682.72	482,504.18	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	729,374.20	729,374.20	216,965.13	746,974.20	(17,600.00)	-2.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	2,512,912.91	2,512,912.91	618,193.92	2,712,622.18	(199,709.27)	-7.9%
Communications		5900	37,045.04	37,045.04	6,878.44	37,851.82	(806.78)	-2.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,829,800.84	3,829,800.84	989,701.49	4,046,401.89	(216,601.05)	-5.7%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	224,356.54	224,356.54	70,766.68	212,086.63	12,269.91	5.5%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			224,356.54	224,356.54	70,766.68	212,086.63	12,269.91	5.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			10,759,180.16	10,759,180.16	2,923,495.94	10,665,242.69		

Camino Nuevo High #2
Los Angeles Unified
Los Angeles County

2024-25 First Interim
Charter Schools Enterprise Fund
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19647330127910
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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2024-25 Projected Totals
Total, Restricted Net Position		0.00

Coversheet

Attendance & Enrollment Updates

Section: XII. School and Academic Updates
Item: A. Attendance & Enrollment Updates
Purpose: FYI
Submitted by:
Related Material:
2-11-25 Board Meeting Presentation (Attendance and Chronic Absenteeism).pdf
Feb 2025 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

February 11, 2025





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%	95.74%	95.78%	93.99%	94.98%
September	96.22%	94.31%	92.58%	94.58%	94.68%	93.23%	94.27%
October	95.60%	92.55%	92.53%	94.22%	93.90%	93.73%	93.76%
November	95.57%	92.47%	91.40%	93.55%	93.02%	92.19%	93.03%
December	95.74%	88.80%	90.49%	93.15%	91.49%	92.47%	92.02%
January	93.01%	87.59%	89.72%	91.37%	91.24%	90.31%	90.54%
Total	95.65%	92.19%	92.01%	94.01%	93.68%	92.89%	93.40%



Org-Wide Historical ADA Data for August – January

2021-2022	2022-2023	2023-2024	2024-2025
84.47%	89.78%	92.30%	93.40%

2024-2025

94% ADA Goal for our CNCA
Organization

Q1 and Q2 Chronic Absenteeism 2 Year Comparison

2024-2025 SY							
	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
Q1	10.48%	23.17%	23.32%	16.00%	27.70%	14.72%	19.23%
Q2	17.12%	34.97%	43.77%	29.42%	39.74%	25.55%	31.76%

2023-2024 SY							
	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
Q1	18.00%	36.00%	44.26%	27.87%	37.57%	30.36%	32.25%
Q2	19.40%	35.00%	45.98%	35.08%	45.91%	31.25%	35.43%



Chronic Absenteeism Across Our Network

24-25	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
S1	13.73%	32.38%	36.29%	22.49%	37.21%	23.60%	27.61%

23-24	BUR	KAY	CAS	EIS	CIS	DAL	TOTAL
S1	15.36%	35.59%	47.51%	31.63%	41.72%	30.36%	33.69%

**We have decreased C.A. by 6% across the network.
Our Org-Wide Goal is less than 20% C.A. by 2028.**



Reflection

Strengths:

- Student Recognition
- Schoolwide Celebrations
- Org-wide and Schoolwide Systems
- Increased Communication with Families

Challenges:

- 1) In addition to our anticipated impact of the holidays, family travel, and cold/flu season, we were also impacted by:
 - a) The California Wildfires
 - i) Including air quality concerns
 - b) Immigration Policy Concerns

Next Steps:

- Identify touchpoints with Parents and Families around ADA and Chronic Absenteeism



Questions





February Enrollment Update *2024-2025 SY*

20
años

Camino
Nuevo
Charter
Academy



Enrollment Team

Student and Family Supports Team



School Site | Current Enrollment as of 1-26-25 – 2 Year Comparison

24/25 Enrollment- 2/2/25 vs 2/4/25	Budget	Current	Last Year	Difference from budget	Potential Fiscal Impact on Budget	Change from Last Year
BUR	603	601	602	-2	-\$31,200.00	0.00%
KAY	709	701	687	-8	-\$124,800.00	2.70%
CAS	451	472	451	21	\$327,600.00	5.30%
EIS	273	271	273	-2	-\$31,200.00	0.36%
CIS	515	471	501	-44	-\$686,400.00	-5.30%
DAL	505	509	482	4	\$62,400.00	3.33%
CNCA	3056	3025	2996	-31	-\$343,200.00	1.22%

Overall – CNCA is serving 29 students more than last year, but 31 less than the budget target.

BUR – Steady enrollment and interest. The demographics, like birthrate, housing and job market are impacting BUR. We are seeing a dip in Kinder applications and anticipate this may continue.

KAY – Current enrollment is -8 students below original target, but KAY is 14 students higher than last year. We know that there is more mobility in this neighborhood than most schools but interest is high for KAY. KAY is on average serving more students than they have in the last five years.

CAS – Enrollment targets have been tricky to set for CAS. Last year, we dipped while we had playground construction, but we made intentional efforts by pushing into the neighborhood. Enrollment is higher than budget and last year, and interest is higher overall. CAS enrollment is stronger than it has been in the last four years.

EIS – Steady enrollment, target met, but we need to keep an eye on fluctuations. Interest is waning given that we haven't been extending many offers on the waitlist.

DAL – Enrollment and interest is consistent. There is a lot of mobility within high school, but DAL is serving more students this year.

CIS – Enrollment is 44 less than budget and 30 less than last year. It has been a mix of students exiting and demographic trends impacting the neighborhood. We are seeing less children in the neighborhood.



School Site | Re-Enrollment “Returning” – 2 Year Comparison

Notes

Re-Enrollment	2025	2024	Variance
BUR	543	543	0
KAY	611	594	17
CAS	387	360	27
EIS	253	267	-14
CIS	387	426	-38
DAL	399	384	15

- **BUR, KAY, CAS, and DAL** all have more or the same amount of returning students compared to last year. ***Retaining and increasing returning students is critical to sustainable enrollment in this declining market.*** This trend is very positive for these schools.
- **EIS** has 14 less returning students. We have low attrition (so far) from our CAS fifth grade class but it is 6 students less than the previous year. Lower returning students means that we need to recruit more mid-year students for 5th grade and for the 25/26 school year to close the gap. Applications are lower. *See application slide for more information.*
- **CIS** has 38 less returning students compared to last year, but also has 25 less students enrolled. We will have to recruit more students for this year and 25/26 school year to close the gap. Applications are lower. *See application slide for more information.*



School Site | Applications – 2 Year Comparision

	Applications by 2/2/25	Lottery Applications 2024	Lottery Applications 2023
BUR	194	215	196
KAY	147	153	154
CAS	87	63	83
EIS	41	53	60
CIS	53	75	80
DAL	298	257	246
	820	816	819

Applications are lower for BUR, KAY, EIS and CIS.

- **BUR and KAY** – Applications are lower, and especially in Kinder, 3rd, and 6th. Enrollment is steady and consistent but this is a sign that demographic trends are impacting the neighborhood.
- **EIS** – Applications are lower and this trend may come as a result of not having many spots over the last few years. Families may not see EIS as a viable option, so they look past the opportunity. We are working on correcting that message in the community.
- **CIS** – Applications are lower, and especially in Kinder and 6th. This may be due to reduced birth rates, and less children in vicinity near school.

	Applications by 2/2/25	Lottery Applications 2024	Lottery Applications 2023
TK	144	129	121
Kinder	113	132	158
1st to 5th	127	134	132
6th to 8th	138	164	162
9th	274	245	237

Applications are higher at CAS and DAL.

- **DAL** – Word of mouth is spreading! Currently families at DAL have shared appreciations for the academic program, positive school culture and alumni supports.
- **CAS** – Word of mouth is spreading! Current families at CAS have shared appreciations for the dual language program and wrap around services. We have also been working on targeted outreach at feeder schools.

Lottery Details – We are hosting public lotteries at BUR and DAL. All applicants from KAY, CAS, EIS, and CIS will receive an offer that morning.



What's Working: 24-25SY Enrollment and 25-26SY Applications

Community Outreach

- **Expanded Partnerships:** Collaborate with local organizations, such as Magnolia Place, Centro Del Pueblo, and the LA Dream Center, to boost applications through targeted outreach.
- **Event Participation:** Increase visibility by attending resource fairs (e.g., LA Schools Choice Fair), food banks, and community events.
- **Active Canvassing:** Regular canvassing around our schools and other neighborhood schools to engage directly with families.
- **Park-Based Engagement:** Host activities like storytime and tabling at local parks to connect with prospective families.
- **Virtual Access:** Bi-weekly virtual information sessions and office hours (alternating mornings and evenings) to provide enrollment support.

Marketing and Promotion

- **Targeted Advertising:** Work with the communications team to create and distribute campaigns and promote enrollment dates with “Apply Now” and “Enroll Today” messaging, and an Enrollment newsletter to go to community partners, applicants, and waitlist families.
- **Community Swag:** Provide branded merchandise (e.g., water bottles, backpacks, pens, balls, and umbrellas) to current and prospective families to increase visibility.
- **Enhanced Communication:** Share family testimonials on platforms like Yelp, Great Schools, and Google Reviews.

Parent and Community Engagement

- **Parent Community Leader Committee:** Work with trained ambassadors who build trust, mentor new families, and assist in recruitment efforts.
- **Current Family Referrals:** Launch a referral program that incentivizes current families to recommend a Camino school, including raffle opportunities and giveaways for participants.

Ongoing Support and Reflection

1. **Enrollment Team Meetings:** Weekly/bi-weekly meetings to analyze trends, share insights, and adjust strategies as needed.
2. **Cross-Functional Marketing Task Force:** Supporting CNCA's competitive position within the local educational landscape.
3. **Monthly Updates:** Share progress with leadership to ensure alignment and transparency.



What's Not Working: 24-25SY Enrollment and 25-26SY Applications

What's not working (externally):

- **Pre-Pandemic Trends:** A reduction in school-aged children within LA County, driven by declining birth rates and increasing living costs. *This trend aligns with broader patterns in the region.*
- **Post-Pandemic Impact:** The pandemic accelerated pre-existing demographic shifts, including fewer children, increased family relocations, and greater competition from alternative schooling options.
- **Local Demographic Changes:** The neighborhood surrounding CIS has experienced significant changes, including a decrease in families with school-aged children and fewer enrollments in transitional kindergarten and kindergarten, which further impacted middle and upper grades. We are seeing these trends starting to impact other CNCA schools.

What's not working (internally):

- **EIS:** The waitlist is working against us. Families have been frustrated that we have not had many spots open at EIS in the last few years. Also, retention from CAS to EIS is still a challenge; families are choosing another school due to proximity and convenience.
- **CIS:** Families who have exited our school have shared concerns regarding: long term substitutes, behavior challenges, moving out of the area, and long commute.

Questions



**Camino
Nuevo
Charter
Academy**

Coversheet

VP of Schools Update

Section:	XIII. VP of Schools Update
Item:	A. VP of Schools Update
Purpose:	FYI
Submitted by:	
Related Material:	VP of Schools Update February 2025.pdf



2024 - 2025 CNCA Leadership Development



Camino
Nuevo
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Academy





What does the Vice President of Schools do?

Learning Leader Focus & Coherence



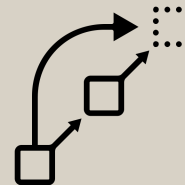
Camino
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Charter
Academy



“Balcony”
Development

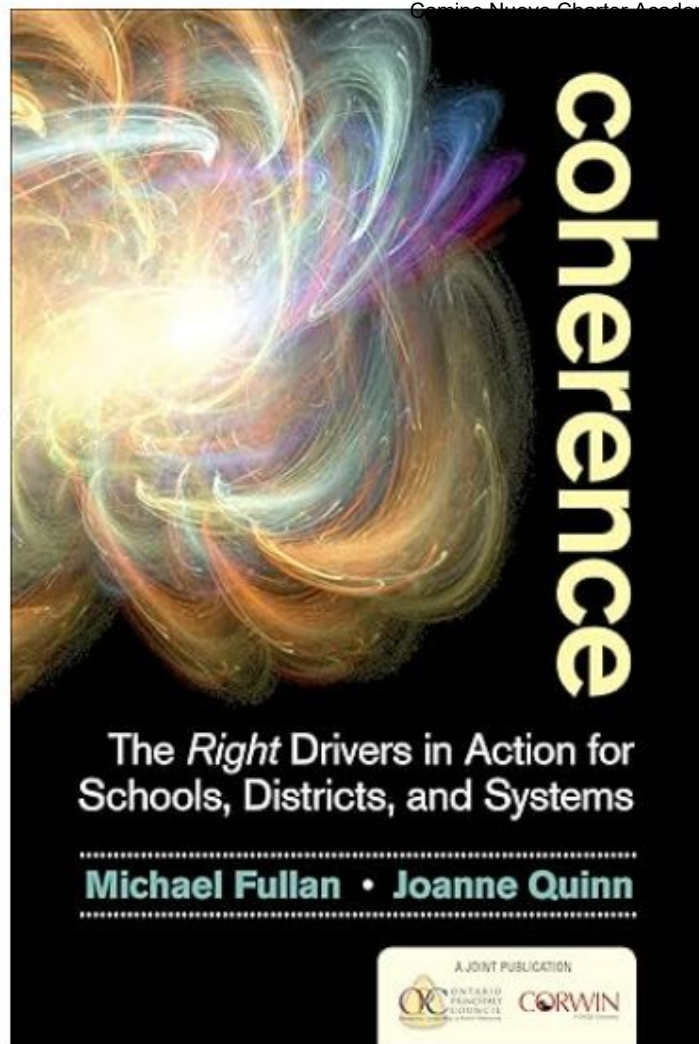


“Dance Floor”
Development



Coherence

“Coherence pertains to people individually and especially collectively. To cut to the chase, coherence consists of the shared depth of understanding about the purpose and nature of the work. Coherence, then, is what is in the minds and actions of people individually and especially collectively.”



Learning Leader Focus & Coherence



Focusing Direction

- Practicing strategic prioritization
- Building capacity to talk about our focus and strategy with specificity and depth
- Remove distractors

Close Pulse on Progress

- Daily progress monitoring
- Being deliberate in what we regularly monitor

“Downstream” Support & Planning

- Structured time to plan for where learning and communication needs to take place in future spaces (“downstream”)



Cycle 1

Strong Start

We center, practice, and reinforce systems, routines and expectations through our 8 Week Vision and School Culture Calendars.



Cycle 2

APSS as the Driver of Culture

We begin building the habit of APSS-Driven Weekly LT Culture Review.



Cycle 3

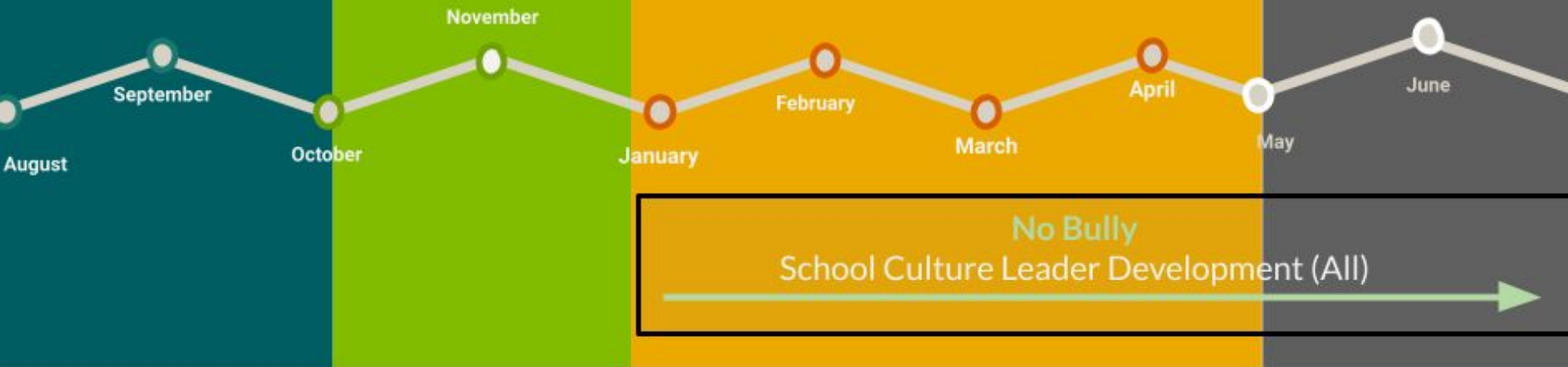
We All Own Culture

A culture of belonging requires systems that allow belonging to flourish. APSS' ensure consistent implementation of Weekly LT Culture Review and whole-team ownership of culture.



Strategic & Future Planning

Leaders engage stakeholders in focusing priorities and strategy for next year.



Towards Fostering A Culture of **Belonging**



Cycle 1 Teacher Clarity

8 Week Vision
LOSC



Cycle 2 Data-Informed Instruction

Formative assessments to
backwards plan LOSC &
progress monitor towards
grade-level understanding



Cycle 3 Data-Informed Instruction for CNCA's Diverse Student Population

Teachers regularly monitor student progress
with a particular lens towards our student
groups



Strategic & Future Planning

Leaders engage
stakeholders in focusing
priorities and strategy for
next year.



Towards Fostering Student **Intellectual Engagement**



Intellectual Engagement Data: 2/3/25

School	Teacher Support & Student Engagement			
	TOTAL # of Co-Planning Entries (via Observations or Debriefs)	Average % Engagement for January (# of Jan. observations)	Change in % Average Engagement since August	% of Observations with Overall Intellectual Engagement Score of 3+
CIS	23	91% (16)	🟢 +5%	69%
KAY	28	88% (19)	🟢 +4%	52%
BUR	27	82% (16)	🟠 -5%	38%
CAS	12	90% (19)	🟢 +6%	33%
EIS	13	96% (12)	🟢 +8%	43%
DAL	5	89% (9)	🟢 +1%	57%

Belonging Scoreboard: Weekly Culture Review

24-25 Belonging & Culture Scoreboard		January					
Site		Week of January 13					
Monthly Culture Theme/Focus		BUR	CAS	CIS	EIS	DAL	KAY
Leader Culture Review		Build Empathy and Kindness	Joy	Community	Q3: Equity	Build Empathy	belonging
Complete?		☒	☒	☒	☒	☒	☒
Who?		JC	Claudia	Alex	Sam	John	Marina



Day 53 Attendance & Enrollment Data

School	24-25 Distance from Enrollment Goal	Number of Students Absent	ADA Percentage
BUR	=	30	95.02%
KAY	=	38	94.64%
EIS	5	15	94.58%
CIS	-37	28	94.14%
DAL	1	35	93.14%
CAS	16	39	91.68%

Learning Leader Focus & Coherence



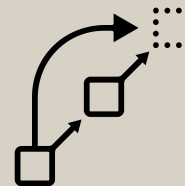
Camino
Nuevo
Charter
Academy



“Balcony”
Development



“Dance Floor”
Development



Coherence



School Leader Hub

Weekly
15-20 mins

Principal - SLT Call

Bi-Weekly
45 mins

Learning Leaders Schools

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

Learning Leaders Role Team

Excellent CNCA schools require a honing of our expertise and role-specific knowledge.

Principal PLC

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

Learning Leaders Lab

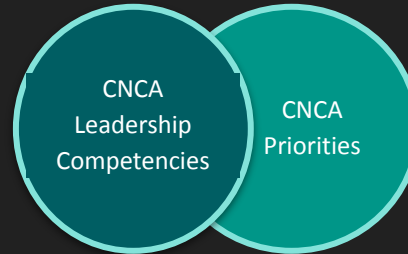
Excellent CNCA schools require an "all-hands on deck" mindset with **opportunities to learn in practice.**

Learning Leaders Collective

Quarterly

Principal Coaching

Weekly



Feedback



- **100% of Principals** reported favorably to the questions “How effective is the coaching and support you receive in your role?”
- **80% of school leaders** reported favorably to the question: “In the last year, to what extent have CNCA learning spaces contributed to your learning and growth? (For example: Learning Leaders, LL Schools, LL Role Team, Principal PLCs, etc.)

Data/Quotes of feedback from these development spaces

Coversheet

CEO Update

Section:	XIV. CEO Update
Item:	A. CEO Update
Purpose:	FYI
Submitted by:	
Related Material:	250211 CNCA CEO Update.pdf



Camino
Nuevo
Charter
Academy

Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday February 11, 2025 at 4:30 PM

CEO Update



February 11, 2025

New Presidential Administration Updates

Supporting Our Migrant Families

CNCA Supports Migrant Families

Dear Camino Nuevo Familia,

On January 20th, the new presidential administration signed a series of executive actions on immigration protocol and birthright citizenship. Today, the Department of Homeland Security issued a [statement](#) doubling down on those actions. Together, these actions have raised significant concerns about the impact they may have on families, including many in our own community. **At Camino Nuevo Charter Academy, we do not condone the actions that undermine the well-being, safety, and dignity of our immigrant students and families.**

The safety and security of all of our students and their families is always our top priority. Camino Nuevo does not collect, request, or share information about citizenship or immigration status. Our policies align with the California Department of Education Safe Haven initiative to ensure that no student will be denied their right to a free public education based on immigration status, and no student will be subjected to discrimination or harassment for any reason, including their citizenship status.

We want to ensure that you have the knowledge and tools regarding legal resources to help you if you are ever in situations involving law enforcement or Immigration and Customs Enforcement.

- **“Know Your Rights”** is a simple but powerful principle that ensures you are aware of your rights and the protections and freedoms granted under the law. The resource provides general information on what to do if you are stopped, arrested, or detained by immigration or other law enforcement.
- **The 14th Amendment's Equal Protection and Due Process Clauses** protect undocumented immigrants by ensuring they are entitled to equal treatment under the law and their right to fair legal processes and protection from arbitrary detention. We must stand in solidarity with the law with both strength and compassion, and not turn our backs on those who need our support.
- **In Plyler v. Doe (1982)**, the U.S. Supreme Court ruled that public schools cannot deny access to K-12 education based on their immigration status. The court held that denying access violated the Equal Protection Clause of the 14th Amendment. This decision ensures that all children have the right to a free public education.

Estimada Familia Camino Nuevo,

El 20 de enero, la nueva administración presidencial firmó una serie de acciones ejecutivas relacionadas con el protocolo de inmigración y la ciudadanía por derecho de nacimiento. Hoy, el Departamento de Seguridad Nacional emitió [una declaración](#) redoblando esas acciones. En conjunto, estas acciones han planteado preocupaciones significativas sobre el impacto que pueden tener en las familias, incluyendo muchos en nuestra propia comunidad. **En Camino Nuevo Charter Academy, no aprobamos las acciones que socavan el bienestar, la seguridad y la dignidad de los inmigrantes.**

La seguridad de todos nuestros estudiantes y sus familias es siempre nuestra máxima prioridad.

Camino Nuevo no recopila, solicita ni comparte información sobre la ciudadanía o el estado migratorio. Nuestras políticas se alinean con la iniciativa Safe Haven del Departamento de Educación de California para asegurar que a ningún estudiante se le negará su derecho a una educación pública gratuita basada en su estatus migratorio, y que ningún estudiante será objeto de discriminación o acoso por ninguna razón, incluyendo su estatus de ciudadanía.

Queremos asegurarnos de que usted tiene el conocimiento y las herramientas con respecto a los recursos legales para protegerse si alguna vez se encuentra en situaciones relacionadas con la aplicación de la ley o de Inmigración y Aduanas.

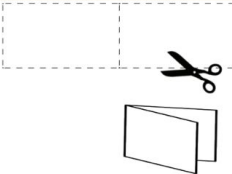
- **«Conozca sus derechos»** es un principio sencillo pero poderoso que le garantiza que conoce las protecciones y libertades que le otorga la ley. El recurso proporciona información general sobre qué hacer si te paran, arrestan o detienen los agentes de inmigración u otras fuerzas del orden.
- **Las cláusulas de Igual Protección y Debido Proceso de la 14ª Enmienda** protegen a los inmigrantes indocumentados garantizándoles la igualdad de trato ante la ley y salvaguardando su derecho a procesos legales justos y a la protección frente a detenciones arbitrarias. Debemos defender la ley con firmeza y compasión, y no dar la espalda a quienes necesitan ayuda.
- **En el caso Plyler contra Doe (1982)**, el Tribunal Supremo de EE.UU. dictaminó que las escuelas públicas no pueden denegar a los alumnos el acceso a la educación K-12 por su condición de inmigrantes. El tribunal sostuvo que tal denegación violaba la Cláusula de Igual Protección de la

Resource Sharing Across Schools & Districts

As a part of the LACEPS community, we have been sharing resources amongst ourselves, such as sample communications, training materials, and policies

To print at home, use heavy weight paper, or card stock. Cut out the cards along the dotted lines. If you're unable to print on both sides, you can simply fold on the center line to make a 2-sided card.

If you use a professional printer, we suggest you print 2-sided cards with white text on red card stock with rounded corners.



Usted tiene derechos constitucionales:

- **NO ABRA LA PUERTA** si un agente de inmigración está tocando la puerta.
- **NO CONTESTE NINGUNA PREGUNTA** de un agente de inmigración si el trata de hablar con usted. Usted tiene el derecho de mantenerse callado.
- **NO FIRME NADA** sin antes hablar con un abogado. Usted tiene el derecho de hablar con un abogado.
- Si usted está afuera de su casa, pregunte al agente si es libre para irse y si dice que sí, váyase con tranquilidad.
- **ENTREGUE ESTA TARJETA AL AGENTE.** Si usted está dentro de su casa, muestre la tarjeta por la ventana o pásela debajo de la puerta.

I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door.

I do not give you permission to search any of my belongings based on my 4th Amendment rights.

I choose to exercise my constitutional rights.

These cards are available to citizens and noncitizens alike.



Supporting Immigrant Students and Families Toolkit

Resources and Guidance for Schools, Students and Families



Taking a Stand



Adriana Abich • 1st

Chief Executive Officer at Camino Nuevo Charter Academy

1w •

...

This most recent statement from the current administration is in direct conflict with **Camino Nuevo Charter Academy**'s mission and is designed to prioritize enforcement over people, while creating fear and instability for innocent individuals, including students. These policies are designed to divide us – we can not let them. We must stand together as a community and continue to support each other in the face of discrimination. As the daughter of immigrants, a school leader, and a fellow parent, I am proud to stand alongside our families in this fight.

#somoscamino #uncamino #picounion #community

AB 699: Commitment to Equitable, Inclusive, and Safe Environments for All Resolution

- In 2018, the CNCA Board of Directors approved an AB699 Resolution in response to troubling immigration policies at the national level
- Today, we would like to ask the Board to approve an updated version of this resolution that reinforces CNCA's commitment to being an equitable, inclusive, and safe community for all students and families regardless of documentation status

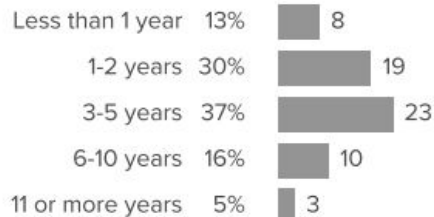
Questions?

Nov 2024 Belonging Survey Data

HSO Staff Members

Celebrations	Areas for Growth
• Sense of Belonging (92%, +4% from last time) • Maintain the priorities • SLT continuity • Love staff development	• Dips in Coaching, Management Structures and Professional Growth • Employee Retention • Data at the click of a button • More staff development • Communication

Q.1: For how many years do you want to stay in your current position?



Q.2: For how many years do you plan to continue working at CNCA?



Teachers

Celebrations	Areas for Growth
● Increases in 6 areas (out of 7 with comparisons) ● “How knowledgeable are school leaders about what’s going on in teachers’ classrooms?” +12% to 66% ● “How optimistic are you that your school will continue to improve in the future?” +13% to 68% ● Feedback & coaching: 90th percentile. “How useful do you find the feedback you receive on your teaching?” +5% to 70% ● “How much do you trust your leaders to lead school improvement?” +11% to 77% ● “How effective are your school leaders at cultivating a culture that supports student learning?” +17% to 75% ● “To what degree are the systems your school has in place effective in supporting communication with families?” 74% ● “Overall, how much do you learn about teaching from the leaders at your school?” +12% to 66% ● “To what extent does the professional learning community challenge you to be a more reflective, effective educator?” +9% to 64% ● Trends in top 3 things CNCA has done to improve: LOSC, 8-Week Vision, Math Curriculum, CBA/pay	● Teachers feel less capable than they did in the past to support students with issues of race & diversity ● Value of PD offered at school sites trended lower than other areas at 53% but +7% from the last survey

School Leaders

Celebrations	Areas for Growth
• Feeling supported by managers • Development & Growth (80% responding favorably) • Seeing a future at CNCA ○ 66% plan to work at CNCA 3+ years ○ 50% plan to stay in position 3+ years • Optimism for CNCA Improvement: 77% favorable and +6% from Spring • Frequency of coaching with supervisor +11% and high percentages for SOMs and APSS • Effectiveness of coaching: 77% favorable • SLT Communication: 80% • CNCA Good Place to Work: 76% • Guidance, support, oversight, and communications from the HSO generally strong	• Development & Growth for APIs relative area of growth (67% responding favorably) • Effectiveness of coaching for APIs relative area of growth (67% compared to 77%) • Optimism for CNCA Improvement for SOMs is relative area of growth: 40% favorable (-37% difference compared to leaders overall) • HSO Knowledge of Sites • There are a few areas where SLs would like more stronger guidance, support, oversight, and/or comms from the HSO

School Staff (Non-Credentialed)

Celebrations	Areas for Growth
• Creating a space to use your voice and feel heard - 82% • Teaching Assistants and Registrars are satisfied in most areas	• Office Staff, Campus Aides and Behavior Interventionists • CNCA Questions (confidence and belonging) and race questions are 53% or lower • Most scores are in the 60th percentile • Registrars - PD opportunities

6-12 Students

Celebrations	Areas for Growth
• Students appreciate Merit Days, activities, and events • 75% favorable for schools supporting with Racism • Students are not worried about: ○ Friendships - 78% ○ Family Res. - 65% • Connections to other students	• Students want more field trips • Connection to adults or teachers ○ Same teacher next year - 35% ○ Excited to see teachers - 35% • School Engagement ○ Classroom Participation ○ Classroom Focus • Improve ○ Lunch ○ Playground ○ Return Phones

3-5 Students

Celebrations	Areas for Growth
• Students love Fantastic Fridays and their teachers • Lots of shoutouts for the new playground • Overall, students feel respected by their teachers and school leaders • 76% feel proud to be part of CNCA • 82% favorable for schools supporting with Racism • 67% feel that they belong at school • 63% describe their school as supportive and 67% describe it as safe	• 54% favorable for “respect shown by other students” • 59% are worried about building friendships • 44% are worried about being able to focus in class • 42% are excited to participate in their classes

Coversheet

AB 699: Resolution for Camino Nuevo Charter Academy Schools: Commitment to Immigrant Students, Families and Staff

Section: XV. AB 699: Resolution
Item: A. AB 699: Resolution for Camino Nuevo Charter Academy Schools:
Commitment to Immigrant Students, Families and Staff
Purpose: Vote
Submitted by:
Related Material:
AB 699_ Resolution for Camino Nuevo Charter Schools Commitment to Immigrant Students, Families and Staff.pdf



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AB 699: Resolution for Camino Nuevo Charter Academy Schools: Commitment to Immigrant, Students, Families and Staff

Whereas, the 2024 presidential election resulted in the election of a candidate who campaigned on an anti-immigrant and anti-LGBTQ+ platform;

Whereas, at an open meeting of the Board of Directors in 2018, Camino Nuevo Charter Academy adopted Assembly Bill 699.

Whereas, there is a documented rise in anti-immigrant and anti-LGBTQ+ rhetoric and legislation in the United States, which creates division, increases risk factors for marginalized groups, and compromises mental health and school engagement;

Whereas, such harmful narratives and policies legalize discrimination, undermine the humanity of individuals, and perpetuate fear and anxiety within communities;

Whereas, Camino Nuevo Charter Academy Schools has always been a strong advocate for the dignity, respect, and inclusion of students, staff, and families of all identities;

Now, therefore, be it resolved:

1. **Camino Nuevo Charter Academy Schools** reaffirms its unwavering commitment to promoting the dignity and respect of all students, staff, and families across its school network.
2. Schools within the Camino Nuevo network will have ongoing access to age-appropriate educational materials and mental health resources to foster respect, understanding, and support for individuals of all identities and backgrounds.
3. Camino Nuevo will continue to take all necessary actions to protect and defend the well-being of the students in its care, recognizing this responsibility as shared by all members of the organization.

Be it finally resolved, Camino Nuevo Charter Academy Schools will remain steadfast in its mission to provide a safe, inclusive, and equitable learning environment where all community members thrive and succeed without fear of discrimination or prejudice.

Coversheet

Suspension and Expulsion Procedures

Section:	XVI. Suspension and Expulsion Procedures
Item:	A. Suspension and Expulsion Procedures
Purpose:	Vote
Submitted by:	
Related Material:	2-11-25 Board Meeting_ Suspension and Expulsion Procedures.pdf Summary of Student Expulsion Procedures.pdf

Summary of Student Expulsion Procedures



Camino
Nuevo
Charter
Academy

Student and Family Support Team



Summary of Student Expulsion Procedures

Camino Nuevo Charter Academy's priority is to maintain the physical and emotional safety of all members of the community.

The purpose of this document is to:

- Provide the Board and CNCA School Leaders with a clear and concise overview of our expulsion procedures, including:
 - The expulsion process for students with IEPs
 - The role of the Board in the expulsion process
 - The role of the Board in the appeal process





Notable Change in the Summary of Student Expulsion Procedures

- Clarity and alignment of roles and responsibilities
 - Responsibilities have shifted from the VP of HR and CO&SO to the VP of SFS



Board of Directors

Roles and Responsibilities

Discipline Committee

- One Board Member designee is required to participate in the Board Discipline Committee
 - Responsibilities may include but are not limited to:
 - Attending and participating in the Expulsion Hearing
 - Thoroughly reviewing all of the evidence presented at the Expulsion Hearing
 - Working with the Discipline Committee to make the final decision on the expulsion

Appeal Committee

- Any member of the Board of Directors that did not participate in the Expulsion Hearing
 - Responsibilities may include but are not limited to:
 - Reviewing the expulsion appeal
 - Attending and participating in the Readmission Hearing
 - Working with the Appeal Committee to make the final decision on the expulsion appeal



Thank You





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Camino Nuevo Charter Academy: Summary of Student Expulsion Procedures

Camino Nuevo Charter Academy's priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach using school-wide PBIS including: setting clear expectations, reinforcing positive behavior, redirecting misbehavior, and teaching conflict resolution skills. In response to misbehavior that infringes on the safety of our community, we aim to have a discipline system focused on being restorative rather than one with punitive consequences. However, we do recognize that some behaviors require a consequence more aligned with that of a suspension and/or expulsion.

The following information is provided to assist team members, students and parents in understanding Camino Nuevo's procedures when the expulsion of a student is being considered. Copies of this document, along with The Los Angeles Unified School District's Matrix for Student Suspension and Expulsions¹ and California Ed Code 48900 may be obtained upon request at the individual school sites.

A.THE SCHOOL

1. Student is charged with violating one or more subsections of Education Code (E.C.) section 48900; 48900.2, 48900.3, 48900.4, 48900.7; or 48915
2. The principal or designee will make every effort to hold an informal conference prior to suspension with the student and his/her parent or guardian. The conference may be omitted if an emergency situation exists.
3. At the time of suspension, a designated administrator shall make a reasonable effort to contact the parent/guardian by telephone or in-person to be followed up with a written notification regarding the suspension, including the Appeal Form and instructions on how to submit it.
4. A decision to recommend expulsion may not be made until after the Principal or designee has concluded the pre-expulsion conference² with the parent/guardian. If at all possible, the student should also be present. At this conference, the parent and the student are provided with an opportunity to respond to the charges and present a defense.
5. If the Principal or their designee decides to recommend expulsion and pending the disposition of the expulsion recommendation, the parent/guardian will be notified by mail and the student may be placed in an alternative educational program³. The principal/administrative designee will contact The Los Angeles Unified School District to support the Alternative Placement as per our MOU.
6. A hearing will be held within 30 days after the date that the school Principal or designee has determined that an act subject to expulsion has occurred and has evidence supporting the reason for expulsion. Should the parent choose to expedite the process, written notification must be provided, waiving their right to the timeline.

B.THE EXPULSION HEARING

1. The Board of Directors will designate a Board Discipline Committee consisting of at least three members, which includes one CNCA Board Member or designee (excluding the Chairman and President of the

¹ [LOS ANGELES UNIFIED SCHOOL DISTRICT Student Discipline & Expulsion Support Unit](#)

² For students with an IEP or a 504 Plan, the manifestation determination IEP or 504 Plan review meeting must be held prior to the pre-expulsion conference

³ [Alternative Placement MOU with the District](#)



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Board) and two CNCA school administrators from any CNCA school. The Board Discipline Committee has the authority to make a final decision on expulsion.

2. The following individuals should, when possible, be present at the hearing: the student, parent/guardian, principal, and any witnesses.
3. Parent/Guardian has the right to be represented by counsel or be accompanied by an advocate or other representative.
4. The school must present evidence to substantiate the charge; the parent/guardian and student have the right to also present evidence.
5. A Fact and Findings document will be prepared in order to summarize the evidence presented at the hearing and, to substantiate the expulsion decision by the CNCA Board Discipline Committee, CEO, or designee. This document shall serve as a summary of the conclusions regarding the underlying facts of the case under consideration by the CNCA Board Discipline Committee. The Facts and Findings documents will be included with the expulsion order and any other recommendations that the CNCA Board Discipline Committee deems appropriate.
 - a. The Board Discipline Committee may decide **to not recommend expulsion** (NRE). Should this occur, the expulsion process will stop, and the student will be permitted to return to school immediately.
 - b. Should the Board Discipline Committee decide **to recommend expulsion**, a written notice to expel will be sent by the school Principal or designee to the parent/guardian of any student who is expelled via certified mail and will include the specific offense(s) committed by the student for any of the acts listed under “Grounds for Suspension and Expulsion”, a notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Camino Nuevo Charter Academy, information regarding the reinstatement eligibility review date, a copy of the rehabilitation plan, the type of educational placement options during the period of expulsion and the Appeal procedures.

C. THE APPEAL PROCESS

1. To appeal an in or out of school expulsion, a student’s parent/guardian must submit a written appeal of expulsion form to the Camino Nuevo Vice President of Student and Family Supports⁴. The appeal of expulsion form can be obtained at the CNCA Home Office and must be submitted within 5 days of receipt of the student’s expulsion order.
2. Upon recommendation for expulsion by the principal/principal’s designee and approval by the CNCA Board Discipline Committee, parents will be notified in writing that they may appeal the student’s expulsion.
3. The student will continue in the interim placement until a meeting is scheduled to hear the appeal (within 10 working days of receipt of the expulsion appeal).
4. The Vice President of Student and Family Supports shall form an expulsion appeal committee made up of CNCA Board of Directors members not involved in the recommendation for expulsion, expulsion proceedings, or any previous discipline related to the student to review the appeal of expulsion within 5 school days of the submission of the appeal.

⁴ This is a change from the original charter petitions. Some state this is the responsibility of the Vice President of HR or the Chief Operations and Strategy Officer; however, since the last Charter Renewal, Camino Nuevo has employed a Vice President of Student and Family Supports and this is more aligned with the scope of their role.



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5. The Vice President of Student and Family Supports will notify the parent/guardian in writing of the decision of the appeal within 3 working days of the expulsion appeal committee's decision.
6. The decision communicated by the Vice President of Student and Family Supports is final and may not be further appealed. The results shall be documented and kept as student records.
7. The parent/guardian may submit a written objection to the final decision, which will be kept in the student's records. Submission of a written objection to the Vice President of Student and Family Supports will not result in further appeal actions.
8. CNCA will work cooperatively with the district of residence, county and/or charter schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates via phone or submission of the expulsion order via certified mail.
9. All information including the expulsion order and the rehabilitation plan must be provided to the CNCA Board of Directors.
10. The Board of Directors will determine if enrollment will be granted upon review of expulsion on a case by case basis at a readmission hearing no later than the semester following the year of expulsion.