



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on February 5, 2026 at 6:26 PM PST

Date and Time

Tuesday February 10, 2026 at 4:30 PM PST

Location

Dalzell Lance High School
3500 W Temple St
Los Angeles, CA 90004

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

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
C. Welcome		David Gidlow	5 m
II. Approve Minutes			4:37 PM
A. Approve 12-2-2025 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:38 PM
A. 2-Minute Limit per Speaker			5 m
IV. Election of New Board Member			4:43 PM
A. Amber Medina	Vote	David Gidlow	1 m
V. Consent Items			4:44 PM
A. Burlington Overnight Field Trip	Vote	Lindsey Rojas	1 m
The board will vote to approve the one additional staff member to the number of chaperones of the Burlington overnight trip in order to support the number of students attending. This increased the overall cost by \$3,200.			
B. A&M Custodial Staffing Agreement	Vote	Natasha Barriga	1 m
The board will vote to approve the amended contract with A&M custodial for all CNCA Schools and the ELOP Program.			

	Purpose	Presenter	Time
C. Comprehensive School Safety Plan	Vote	Natasha Barriga	1 m
<p>California law (Education Code 32280-32289) requires all K-12 public schools to develop, update, and adopt a Comprehensive School Safety Plan (CSSP) by March 1 annually.</p> <p>The board will vote to approve the CSSPs for CNCA, CNCA 2, CNCA ES 3, CNCA 4, CNCA HS2, which cover emergency procedures, disaster protocols, and strategies to address violence and bullying.</p>			
D. Fiscal Policy Updates	Vote	Sonia Oliva	1 m
<p>The board will vote to approve updates to the Fiscal Policy as outlined in the summary of recommended changes; deposits and expense limits.</p>			
VI. Mid-Year LCAP Report			4:48 PM
A. Mid-Year LCAP Report	Vote	Natasha Barriga	5 m
<p>The board will vote to approve the Mid-Year LCAP.</p>			
VII. School Accountability Report Card			4:53 PM
A. School Accountability Report Card	Vote	Natasha Barriga	5 m
<p>The Board will vote to approve the School Accountability Report Cards for the following schools: CNCA, CNCA 2, CNCA ES 3, CNCA 4, CNCA HS2.</p>			
VIII. Referral Protocols Addressing Pupil Behavioral Health			4:58 PM
A. Referral Protocols Addressing Pupil Behavioral Health	Vote	Jessica Cuellar	5 m
<p>The board will vote to approve the Referral Protocols for Addressing Pupil Behavioral Health. This policy formalizes CNCA's referral protocols and staff training requirements for addressing student behavioral health needs in grades 7–12, ensuring equitable access, clear referral pathways, and compliance with state law.</p>			
IX. School and Academic Updates			5:03 PM
A. Attendance Update	FYI	Katerin Ortiz/Jessica Cuellar	6 m

	Purpose	Presenter	Time	
SFS team members will share an attendance update.				
B.	Enrollment Update	FYI	Jeannette Sandoval/Jessica Cuellar	6 m
SFS team will share an enrollment update.				
C.	VP of Schools Update	FYI	Charles Miller	10 m
The VP of Schools will provide an update on middle of the year student academic progress and the instructional coaching progress.				
X.	Financials			5:25 PM
A.	Finance Committee Update	FYI	Tamara Powers	6 m
The Finance Committee Chair will update the board on the last finance committee meeting.				
B.	December 2025 Financials	Discuss	Sonia Oliva	8 m
ExEd will present the CNCA December 2025 Financials.				
C.	First Interim submitted to LAUSD	Vote	Sonia Oliva/Nancy Cabrel	6 m
The board will vote to approve the First Interim Reports (October Financials) submitted to LAUSD for CNCA, CNCA 2, CNCA 3, CNCA 4, CNHS 2.				
XI.	Resolution Establishing a Student Board Member Role			5:45 PM
A.	Resolution Establishing a Student Board Member Role	Vote	Adriana Abich	5 m
The Board will vote on a resolution that would establish the role of student board member starting with the 2026-27 school year. The student board member, a high school senior, would serve in a non-voting advisory role to the Board, participating in meetings and the annual board retreat, but not counting toward quorum or participating in closed sessions.				
XII.	CEO Update			5:50 PM
A.	CEO Update	FYI	Adriana Abich	10 m

	Purpose	Presenter	Time
The CEO will share updates about legislation impacting CNCA in 2026 and staff participation in statewide conferences.			
XIII. Closed Session			6:00 PM
A. Public Employee Performance Evaluation CEO G.C. 54957(b)(1)	FYI	Adriana Abich	29 m
XIV. Closing Items			6:29 PM
A. Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 12-2-2025 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: A. Approve 12-2-2025 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on December 2, 2025

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday December 2, 2025 at 4:30 PM

Location

Dalzell Lance High School
3500 W Temple St
Los Angeles, CA 90004

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

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CNCA Jane B. Eisner 2755 W 15th St., Los Angeles, CA 90006
CNCA Sandra Cisneros 1018 Mohawk St., Los Angeles, CA 90026

A board member will log in virtually from the following location:

656 18th St, Manhattan Beach, CA 90266

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Directors Present

A. Arevalo, D. Gidlow, F. Jimenez, G. Flores, R. Arenas (remote)

Directors Absent

C. Garcia Alvarado, J. Hernandez, L. Jennings, T. Powers

Guests Present

A. Skrumbis, Am, N. Cabrel, Natasha Barriga-Siperstein, Rachel Hazlehurst, 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 2, 2025 at 4:44 PM.

D. Gidlow made a motion to allow Ronnie Arenas to be able to join remotely under the just cause exception.

G. Flores seconded the motion.

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

Roll Call

L. Jennings Absent

T. Powers Absent

J. Hernandez Absent

C. Garcia Alvarado Absent

C. Welcome

Board Chair David Gidlow gave welcome remarks.

II. Approve Minutes

A. Approve 10-7-2025 CNCA Regular Board Meeting Minutes

F. Jimenez made a motion to approve the minutes from CNCA Regular Board Meeting on 10-07-25.

D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Public Comment

A. 2-Minute Limit per Speaker

Charlayne Mendoza from the Jose Castellanos campus, and President of CNTA, addressed the board.

IV. Consent Items

A. LAUSD Compliance Monitoring

G. Flores made a motion to approve consent item "A" LAUSD Compliance Monitoring.
F. Jimenez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Updated Homeless and Foster Youth Policy

G. Flores made a motion to approve Consent item "B" Updated Homeless & Foster Youth Policy.
F. Jimenez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Hernandez	Absent
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Roll Call

- L. Jennings Absent
- C. Garcia Alvarado Absent
- T. Powers Absent
- G. Flores Aye
- F. Jimenez Aye
- A. Arevalo Aye
- R. Arenas Aye
- D. Gidlow Aye

V. Burlington Overnight Field Trip

A. Burlington Overnight Field Trip

F. Jimenez made a motion to approve funding for the Burlington overnight field trip to Washington D.C.

D. Gidlow seconded the motion.

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

Roll Call

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

VI. Prop 28 Funding - DAL Auditorium Enhancements

A. Prop 28 Funding - DAL Auditorium Enhancements

G. Flores made a motion to approve funding of the DAL Auditorium enhancements.

F. Jimenez seconded the motion.

Board approved funding for auditorium enhancements up to total of \$185,000.

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

Roll Call

- T. Powers Absent
- J. Hernandez Absent
- L. Jennings Absent
- C. Garcia Alvarado Absent

VII. Development Update

A.

Development Update

Amber Skrumbis, Senior Director of Development, provided the board with an update on fundraising and communication strategies.

VIII. School and Academic Updates

A. Attendance & Enrollment Updates

The SFS team provided the board with updates on attendance and enrollment for the first month of school.

B. Charter Petition Renewal update

Natasha Barriga, VP of Strategy & Operations, provided an update on the Charter Petition renewal for the Sandra Cisneros campus.

C. J-13A Status Update

Natasha Barriga, VP of Strategy & Operations, presented the Board with an update on the status of the J-13A's for the 2023-2024 and 2024-2025 school years.

D. Cyber Security Update

Naomi Jauregui, Director of IT, presented an update on CNCA's efforts around cyber security.

IX. Financials

A. Finance Committee Update

The update from the finance committee was postponed to the next board meeting.

B. October 2025 Financials

Nancy Cabrel, Director of Finance, presented a review of October 2025 financial statements.

C. Closure of Wells Fargo Accounts

D. Gidlow made a motion to approve the closure of the Wells Fargo accounts as of 1/9/26.

F. Jimenez seconded the motion.

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

D. Audit Committee Update

Gil Flores, Chair of the Audit Committee, gave an update on the November committee meeting.

E.

2024-2025 Audit Report

D. Gidlow made a motion to approve the Cliff Larson Allen 2024-2025 Audit Report.

F. Jimenez seconded the motion.

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

Roll Call

J. Hernandez	Absent
C. Garcia Alvarado	Absent
L. Jennings	Absent
T. Powers	Absent

F. Audit Firm Selection Fiscal Year 2025-2026

G. Flores made a motion to approve selection of Cliff Larson Allen, LLP as the audit firm for fiscal year 2025-2026.

A. Arevalo seconded the motion.

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

Roll Call

C. Garcia Alvarado	Absent
L. Jennings	Absent
J. Hernandez	Absent
T. Powers	Absent

X. CAO Update

A. CAO Update

Rachel Hazlehurst, CAO, provided an update on the progress toward 25-26 priorities: Intellectual engagement & belonging.

XI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:35 PM.

Respectfully Submitted,

G. Flores

D. Gidlow made a motion to adjourn the meeting.

G. Flores seconded the motion.

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

Roll Call

L. Jennings	Absent
G. Flores	Aye
F. Jimenez	Aye

Roll Call

D. Gidlow	Aye
T. Powers	Absent
J. Hernandez	Absent
A. Arevalo	Aye
C. Garcia Alvarado	Absent
R. Arenas	Aye

Coversheet

Amber Medina

Section: IV. Election of New Board Member
Item: A. Amber Medina
Purpose: Vote
Submitted by:
Related Material: Amber Young Medina Resume.pdf

AMBER@TOBETRUETEAM.COM • 310.663.6135

AMBER YOUNG MEDINA

PROFESSIONAL SUMMARY

Executive coach and former Chief of Schools with 20+ years of leadership experience helping organizations strengthen people leadership, build aligned systems, and navigate complex change. Known for developing emerging and senior leaders, fostering healthy team culture, and supporting leaders through strategic challenges. Brings a track record of designing large-scale improvement efforts, elevating organizational performance, and creating conditions where adults and teams thrive.

EMPLOYMENT HISTORY

FOUNDER

Apr 2025 - Present

To Be True LLC

- ◆ Founded consulting practice that partners with leaders and organizations to turn bold visions into actualized goals and systems that drive impact
- ◆ Focuses on developing leaders, improving school health, and navigating the complexities of leading organizations at scale
- ◆ Specializes in executive coaching, system and program design, observation and feedback, and thought partnership and ideation

LEADERSHIP COACH

Jul 2016 - Present

KIPP Foundation

- ◆ Coaches principals, regional academic leaders, and senior organizational leaders to strengthen strategic clarity, people leadership, and decision-making.
- ◆ Builds long-term coaching relationships rooted in exceptional retention and high satisfaction, with leaders consistently renewing their engagements.
- ◆ Supports leaders in strengthening their authentic leadership style, improving team effectiveness, and fostering healthy, high-trust organizational cultures.

CHIEF OF SCHOOLS

Mar 2021 - Aug 2025

KIPP SoCal Public Schools

Los Angeles, CA

- ◆ Led and set direction for the Director of Schools and Students Services team across 20+ schools to improve school health
- ◆ Collaborated with the Senior Leadership Team to set organizational direction and improved channels of collaboration across regional departments to increase coordinated efforts to better support schools
- ◆ Navigated the complexities of leading schools and the regional through COVID-19 and school closures due to low-enrollment
- ◆ Established region-wide implementation of PBIS to build skill of team members and establish clarity of expectations to improve student experience
- ◆ Retained all regional leader direct reports, including two leaders with seventeen years as their manager
- ◆ Strengthened the SL community, established an annual retreat to deepen relationships and created new collaborative structures to leverage leader strengths and increase leader collaboration
- ◆ Designed leadership development vision and content as part of national task forces with KIPP Foundation

MANAGING DIRECTOR OF ACADEMICS

Aug 2014 - Mar 2021

KIPP LA Schools

Los Angeles, CA

- ◆ Established and led school management strategy and approach for region of 17 schools
- ◆ Managed School Managers and five schools directly in driving school health
- ◆ Responsible for talent development across region and manage Director of Talent Development

FOUNDING PRINCIPAL

Aug 2008 - Aug 2014

KIPP Raíces Academy, KIPP LA Schools

Los Angeles, CA

- ◆ Founded elementary school in East Los Angeles with an API of 963 and 91% of students scoring Proficient or Advanced in English-Language Arts and 93% in math on the CST
- ◆ Created and oversaw all aspects of the establishment of the school including hiring and training the team, planning curriculum, designing the school culture, developing operational systems, and building relationships with the students, families, and community
- ◆ Led school to being a California Distinguished School and recognized as a 2015 National Blue Ribbon High Performing School
- ◆ Supported the establishment of KIPP LA Schools through developing systems and procedures for the region

FISHER FELLOW***KIPP Foundation*****Jun 2007 - Jul 2008*****San Francisco, CA***

- ◆ Planned and designed KIPP Raíces Academy including writing the charter petition
- ◆ Supported KIPP schools through sharing best practices and strengthened leadership skills during the residency period while gleaning excellent ideas and practices for KIPP Raíces Academy

INTERIM PRINCIPAL***Bunche Elementary, Compton Unified School District*****Aug 2005 - Jun 2007*****Carson, CA***

- ◆ Led and managed all aspects of the school functions, including the instructional program, student support, certificated and classified support and evaluations, parent relations, and budget and spending
- ◆ Maintained successful operations and high academic expectations at this CA Distinguished School and two time Title I Academic Achievement Award winning school
- ◆ Promoted and continued the positive school culture committed to student achievement and results

RESOURCE TEACHER***Bunche Elementary, Compton Unified School District*****Sep 2004 - Aug 2005*****Carson, CA***

- ◆ Mentored and coached teachers on designing and implementing effective standards aligned lessons that drive forward students' mastery of state content standards
- ◆ Facilitated increased student achievement by bringing resources and support to staff and students
- ◆ Prepared categorical program budget to use funds effectively towards achieving school goals
- ◆ Supported administrator and school by successfully fulfilling a multitude of duties and responsibilities

SECOND GRADE TEACHER***Bunche Elementary, Compton Unified School District*****Sep 2001 - Jul 2004*****Carson, CA***

- ◆ Raised student achievement dramatically in all subject areas by designing and implementing assessment driven, standards aligned, eight step lesson plans, and differentiating instruction
- ◆ Developed grade level cohesiveness as chair and developed school wide plan as member of leadership team and Teach For America corps member
- ◆ Created "College Bound Program" to inspire students to achieve their educational goals by arranging motivational classroom visits and letters by representatives of student organizations and alumni of top universities

CORP MEMBER***Teach For America*****Jul 2001 - Jun 2003*****Los Angeles, CA***

- ◆ Raised student achievement dramatically in all subject areas by designing and implementing assessment driven, standards aligned, eight step lesson plans, and differentiating instruction
- ◆ Developed grade level cohesiveness as chair and developed school wide plan as member of leadership team and Teach For America corps member
- ◆ Created "College Bound Program" to inspire students to achieve their educational goals by arranging motivational classroom visits and letters by representatives of student organizations and alumni of top universities

EDUCATION**MASTERS OF ARTS IN ADMINISTRATION WITH A CLEAR ADMINISTRATIVE SERVICES CREDENTIAL*****Loyola Marymount University*****Sep 2004 - Aug 2005*****Westchester, CA*****MASTERS OF ARTS IN ELEMENTARY EDUCATION WITH A CLEAR MULTIPLE SUBJECT TEACHING CREDENTIAL*****Loyola Marymount University*****Sep 2001 - May 2003*****Westchester, CA*****BACHELOR OF ARTS, DOUBLE MAJOR IN HISTORY AND SOCIOLOGY, MAGNA CUM LAUDE*****Amherst College*****Sep 1997 - May 2001*****Amherst, MA*****ADDITIONAL EXPERIENCE****FELLOWSHIP AND BOARD OF DIRECTORS EXPERIENCE**

- ◆ Pahara Institute, Pahara Fellow, September 2024-August 2025
- ◆ Bienvenidos/Hillsides, Board Member, Los Angeles, CA, March 2011-June 2018
- ◆ Larchmont Schools, Board Member, Los Angeles, CA, May 2010-May 2014

Coversheet

Burlington Overnight Field Trip

Section: V. Consent Items
Item: A. Burlington Overnight Field Trip
Purpose: Vote
Submitted by:
Related Material: EF Tour - 2026 DC + NYC 5-day extra chaps.pdf



**QUOTE
5-DAY**

LAUSD Vendor ID: 100008766

DATE: 12/2/2025

EF GroupTrip ID: 2937262AA

Two Education Circle
Cambridge, MA 02141
800.503.2323

For: Camino Nuevo Charter Academy
Tour: Washington D.C. & New York City
Duration: 5 days
Dates: 3/29/2026 - 4/2/2026

ATTN: SCHOOL SAA
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026 US

DESCRIPTION	QTY.	UNIT PRICE	TOTAL
Total trip program fee for student travelers , which includes round trip airfare, 4 hotel nights, entrance fees, all meals, Tour Director services, emergency services, and transportation costs.	40	\$2,750	\$110,000
Free chaperone spots based on the 10:1 student to chaperone ratio, which includes round trip airfare, 4 hotel nights, entrance fees, all meals, Tour Director services, emergency services, and transportation costs.	4	\$0	\$0
Total trip program fee for additional adult travelers, which includes round trip airfare, 4 hotel nights, entrance fees, all meals, Tour Director services, emergency services, and transportation costs.	2	\$3,200	\$6,400
Balance Due By		2/28/2026	\$116,400

Payment Instructions:

Make all checks payable to **EF Explore America**
Pay by credit card payment at www.exploreamerica.com on your personal website or by phone at 1-**888-333-9756**

Mailing Address:
EF Explore America
Attn: Lilly Beardsley
Two Educational Circle
Cambridge, MA 02141

If you have any questions concerning this quote, contact Lilly.Beardsley@ef.com
Thank you for traveling with EF Explore America!

Coversheet

A&M Custodial Staffing Agreement

Section: V. Consent Items
Item: B. A&M Custodial Staffing Agreement
Purpose: Vote
Submitted by:
Related Material: A&M Cleaning Services Agreement-January-5-2026-Revised.pdf

Camino Nuevo Charter Academy

Independent Contractor Agreement
A&M Cleaning Services, Inc.
Revised January 6, 2026
Agreement Number 3435-121825-CNCA-AM

This Agreement (the "Agreement") is made between Camino Nuevo Charter Academy, a nonprofit corporation, hereinafter, "CNCA") with a principal place of business at 3435 W. Temple Street, Los Angeles, CA 90026, and A& M Cleaning Services, Inc. (hereinafter, "Contractor"), with a principal place of business at 45 La Porte St., Arcadia, CA 91006. This Agreement will become effective on January 5, 2026 ("Effective Date") and supersedes any and all prior agreements.

1 *Services*

- A. This Agreement sets forth general working conditions, guidelines, rights, and obligations with respect to Contractor's provision of services to CNCA. This Agreement does not guarantee or otherwise provide for Contractor's engagement by CNCA for any particular project or event.
- B. In the event of Contractor's engagement by CNCA, the particular services to be performed by Contractor will be specified as cleaning services or temporary porters.
- C. Each CNCA site will set forth a detailed description of the work to be performed, which will include a concise summary of the project, materials, and personnel needed to perform the work, and an estimate of the time needed to complete the project. Attachment A will set forth terms of compensation for Contractor, including an estimated total cost of the project, the rates charged (whether hourly or otherwise) for all personnel anticipated to work on the project, and the date payment is due.
- D. The cleaning duties will be jointly drafted and negotiated by Contractor and CNCA on a per project basis.
- E. This Agreement does not obligate CNCA to engage Contractor for any particular project, nor does it obligate Contractor to accept any offer of work on a particular project.

2 *Expenses*

Contractor bears responsibility for all expenses which may be incurred in the course of providing night cleaning services under this Agreement. By way of example only, the expenses for which Contractor is responsible may include, without limitation:

- A. Fees required in the normal course of maintaining the appropriate business license, memberships, or professional dues.

Camino Nuevo Charter Academy

- B. Insurance premiums for insurance policies carried by Contractor for Contractor's professional or personal use.
- C. All costs related to Contractor's PPE, equipment and cleaning supplies, including but not limited to, cleaning products, tools, materials, and uniforms.
- D. Contractor's use and operation of a personal vehicle.

3 *Independent Contractor Status*

Contractor is an Independent Contractor and is not an employee of CNCA. Contractor and CNCA, and each of them, may have existing projects separate from this Agreement. Nothing in this Agreement will be construed to obligate Contractor or CNCA to share work or any undertaking with each other. Contractor remains free to work on projects unaffiliated with CNCA, unless such work conflicts with Contractor's ability to fulfill its obligations under this Agreement.

Contractor retains the sole right to control and direct the means, manner, and method by which the services are to be performed (consistent with industry best practices and in compliance with all laws). Contractor will furnish all equipment and materials used to provide the services required hereunder.

4 *Contractor's Employees/Subcontractors*

Contractor may engage subcontractors to perform work under this Agreement and any SOW only with CNCA's written approval.

To the extent Contractor engages subcontractors or employees to perform any duties under one or more cleaning duties, Contractor agrees that it will take all commercially reasonable steps to verify that all such subcontractors or employees have the qualifications necessary for the duties to be performed.

Additionally, Contractor must run a lawful background check on all such engaged subcontractors and employees. Without limitation, Contractor must confirm and certify that neither Contractor nor any engaged subcontractors or employees have any restrictions or disqualifications that would prevent them from performing work at a school or being in proximity to children consistent with the California Code of Education and other applicable laws. Contractor verifies that any individual working at a CNCA-affiliated school more than seven (7) hours per day has provided to Contractor proof of a negative TB test within 60 days of employment or engagement with Contractor (and at least once each four years, or more often if required by statute, thereafter). Contractor will retain records confirming the suitability of subcontractors and employees, and provide them to CNCA upon request.

CNCA has, and shall have, no right of control, supervision, hiring, firing, discipline, or otherwise over the terms and conditions of such subcontractors' or employees' engagements, the Contractor alone retaining all such authority. Nothing herein shall be construed to form an employment relationship between Contractor or any of Contractor's subcontractors or employees or CNCA to

Camino Nuevo Charter Academy

create any joint employment relationship between CNCA and any of Contractor's subcontractors or employees.

5 *Indemnification*

Contractor agrees to indemnify and hold harmless, including the payment of CNCA's reasonable attorney's fees and costs, CNCA, its affiliates (including Camino Nuevo Charter Academy and Pueblo Nuevo Education Development Group), and their respective shareholders, officers, directors, agents, and employees from any and all claims, demands, losses, taxes, penalties, interest, causes of action, damage, lawsuits, and judgments arising out of or related to: Contractor's performance of services under this Agreement or any SOW; and Contractor's payment of any tax or fee obligations (or failure to pay any tax or fee obligations) with respect to any compensation that CNCA pays to Contractor hereunder and any wages or compensation that Contractor pays to Contractor's employees or subcontractors. This indemnification includes, but is not limited to, a determination by any taxing authority that Contractor's acts or omissions have prevented Contractor from having independent contractor status.

Contractor shall defend, by counsel of CNCA's reasonable selection, hold harmless and indemnify CNCA with respect to all actual and threatened wage and hour or other employment law claims by any employee(s) or independent contractors of Contractor under any provision of federal, state, county, or local statutory or common law, including without limitation all representative and class claims. This provision includes, without limitation, all claims made against CNCA pursuant to Labor Code section 2810.3 and the Labor Code Private Attorneys General Act (PAGA). All of Contractor's obligations in this Section 5 will survive any termination of this Agreement.

6 *Warranties*

Contractor warrants that all representations or information that Contractor has provided or will provide to CNCA regarding the experience and expertise of Contractor (or of Contractor's employees or subcontractors, as the case may be) are true and accurate. Contractor further represents and warrants that:

- A. All work performed hereunder by Contractor is original, Contractor is the sole author thereof, and no other person or entity has any rights therein.
- B. Such work contains no matter which is defamatory or otherwise unlawful, or which infringes any proprietary right, or which invades individual privacy.
- C. Contractor has not previously assigned, placed, or otherwise encumbered any of the work here under.
- D. Contractor has the full legal power to enter into this Agreement and to make the grants of rights contained in it.

Camino Nuevo Charter Academy

7 *Confidentiality*

Contractor agrees not disclose or use, either during or after the term of this Agreement, any proprietary or confidential information of CNCA without CNCA's prior written permission. By way of example only, such proprietary or confidential information may include, without limitation, in each case whether spoken, written, printed, electronic, or in any other form or medium (collectively, the "Confidential Information"):

- Any written, printed, graphic or electronically recorded materials furnished by CNCA for Contractor's use, or accessed by Contractor through digital means or information technology permissions.
- Business plans, student lists, employee & staff information, student data, operating procedures, trade secrets, design formulas, know-how and processes, computer programs and inventories, discoveries, and improvements of any kind.
- Information belonging to students or staff of CNCA (or affiliated companies) about whom Contractor gained knowledge because of Contractor's services to CNCA.
- All student or staff data made available to Contractor for purposes of Contractor's work with CNCA and any student data discovered by Contractor during the course of Contractor's work with CNCA.

Any Confidential Information that Contractor accesses or develops in connection with the services performed pursuant to this Agreement shall be subject to the terms and conditions of this clause. Contractor agrees to treat all Confidential Information as strictly confidential, not to disclose Confidential Information or permit it to be disclosed, in whole or part, to any third party without the prior written consent of CNCA in each instance, and not to use any Confidential Information for any purpose except as required in the performance of the services under this Agreement. Contractor shall require each its employees and contractors to execute written agreements containing obligations of confidentiality and non-disclosure of Confidential Information consistent with the provisions of this Section 7 prior to such employee or contractor providing any services under this Agreement. Contractor shall notify the CNCA immediately in the event Contractor becomes aware of any loss or disclosure of any Confidential Information.

Nothing in this Agreement shall be construed to prevent disclosure of Confidential Information as may be required by applicable law or regulation, or pursuant to the valid order of a court of competent jurisdiction or an authorized government agency, provided that the disclosure does not exceed the extent of disclosure required by such law, regulation, or order; or (b) prohibit or restrict Contractor from initiating communications directly with, responding to an inquiry from, providing testimony before, or otherwise participating in any investigation or proceeding conducted by the Securities and Exchange Commission (SEC), the Financial Industry Regulatory Authority (FINRA), any other self-regulatory organization, or any other federal or state regulatory authority regarding possible securities law violations.

Camino Nuevo Charter Academy

Notice of Immunity Under the Defend Trade Secrets Act of 2016 (“DTSA”). Notwithstanding any other provision of this Agreement: (a) Contractor will not be held criminally or civilly liable under any federal or state trade secret law for any disclosure of a trade secret that: (i) is made: (A) in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney; and (B) solely for the purpose of reporting or investigating a suspected violation of law; or (ii) is made in a complaint or other document that is filed under seal in a lawsuit or other proceeding. If Contractor files a lawsuit or demand for arbitration for retaliation by CNCA for reporting a suspected violation of law, Contractor may disclose CNCA’s trade secrets to its attorney and use the trade secret information in the court proceeding if Contractor: (i) files any document containing the trade secret under seal; and (ii) does not disclose the trade secret, except pursuant to court order.

Contractor shall not be restricted in using any material which is publicly available, already in Contractor’s possession or known to Contractor without restriction, or which is rightfully obtained by Contractor from sources other than CNCA, or its customers or suppliers. Upon termination of Contractor’s services to CNCA, or at CNCA’s request, Contractor shall provide to CNCA any requested materials in Contractor’s possession relating to CNCA’s business.

8 *Notice of Anti-Harassment & Anti-Discrimination Policies; Obligations of Contractor*

Contractor is hereby notified that CNCA is an equal opportunity enterprise and complies with all State and federal anti-harassment and anti-discrimination laws. CNCA will not tolerate any harassment of, or discrimination against any person based on age, race, sex, gender (including pregnancy, childbirth, breastfeeding and related medical conditions), gender identity, gender expression, genetic information, sexual orientation, creed, color, national origin (including native language), ancestry, military or veteran status, marital or status or Domestic Partnership status, medical condition, mental or physical disability, or any other status or category protected by law.

Contractor shall perform in full all legal obligations under applicable federal, state, county and local statutory and common law, including without limitation the California Labor Code, the California Government Code, the Fair Labor Standards Act, the California Fair Pay Act, California Fair Employment and Housing Act, Title VII of the Civil Rights Act of 1964, as amended, the Americans with Disabilities Act, the Family Medical Leave Act and otherwise. Contractor shall comply with all applicable federal, state, and local employment, wage and hour, and sexual harassment laws in connection with its employees. Without limitation, Contractor shall not discriminate against any worker, employee, or applicant for employment because of any category protected by federal or state law including, those listed in the paragraph immediately above.

9 *Business Permits, Certificates, and Licenses*

By executing this Agreement, Contractor represents and warrants to CNCA that Contractor has complied, or when necessary, will comply with all federal, state, and local laws requiring business permits, certificates, and licenses required to carry out the services to be performed under this Agreement. Contractor also makes such representation with respect to any employees or subcontractors who perform work under this Agreement. Without limitation:

Camino Nuevo Charter Academy

- A. Contractor must maintain in good standing throughout the term of this Agreement a valid and current: 1) a business license for janitorial or cleaning services if applicable; and 4) any other business license required by the locality in which the work is performed. If performing work in Los Angeles City, Contractor must maintain a Business Tax Registration Certificate with the City of Los Angeles, Office of Finance if required.
- B. Any proposed sub-contractors and any employees of Contractor performing work under this Agreement or any SOW must comply with paragraph A immediately above.

10 *State and Federal Taxes*

Contractor agrees to comply with all federal, state, and local tax laws applicable to the operation of Contractor's business, including without limitation, the reporting of all gross receipts therefrom as income from the operation of a business, the timely payment of income tax (including any estimated tax), the timely payment of all self-employment taxes, compliance with all employment tax or other tax requirements for reporting, withholding, and payment with respect to any compensation Contractor pays to its employees or subcontractors, and compliance with state employment and workers' compensation laws. Upon request, Contractor shall provide CNCA with proof of timely payment of taxes. Contractor acknowledges and agrees that CNCA will not treat Contractor as an employee with respect to the services provided hereunder, and CNCA shall not be responsible for withholding any taxes or other similar deductions from the compensation CNCA pays to Contractor hereunder or from any wages that Contractor pays to Contractor's employees or subcontractors.

11 *No Fringe Benefits*

Contractor understands and acknowledges that this Agreement creates no right of participation in any employee pension, health, vacation pay, sick pay, or other fringe benefit plan of CNCA, if any.

12 *No Workers' Compensation*

CNCA shall not obtain workers' compensation insurance on behalf of Contractor or Contractor's employees. If Contractor hires employees to perform any work under this Agreement, Contractor will take all appropriate steps to ensure their coverage with workers' compensation insurance and will provide CNCA with a certificate of workers' compensation insurance before the employees begin the work.

13 *No Unemployment Compensation*

CNCA shall make no state or federal unemployment compensation payments on behalf of Contractor or Contractor's employees or contract personnel. Neither Contractor nor Contractor's employees or subcontractors will not be entitled to unemployment insurance benefits in connection with work performed under this Agreement.

Camino Nuevo Charter Academy

14 *Insurance*

In addition to maintaining adequate workers' compensation insurance for Contractors' employees, Contractor agrees to maintain:

- A. Commercial general liability insurance with limits not less than \$1,000,000 per occurrence and \$3,000,000 aggregate for bodily injury and property damage. Contractor shall provide a Certificate of Liability Insurance naming CNCA as an additional insured prior to commencing any work under this Agreement. Such insurance will cover any losses resulting from Consultant's acts or omissions or the acts or omissions of Consultant's agents, contractors, servants, or employees. Contractor shall ensure such insurance remains in effect throughout the term of this Agreement.
- B. Automobile liability insurance covering all vehicles used in the performance of this Agreement, including owned, non-owned, leased, or hired vehicles, with minimum liability limits of \$1,000,000 combined single limit for bodily injury, personal injury, and property damage per occurrence. Contractor shall provide a Certificate of Liability Insurance naming CNCA as an additional insured prior to commencing any work under this Agreement. Contractor shall ensure such insurance remains in effect throughout the term of this Agreement.

15 *Terminating the Agreement*

- A. Contractor's obligation to provide the services described in a SOW shall begin on the date specified in the SOW and shall terminate as of the date indicated in the SOW, unless earlier terminated or extended pursuant to a written amendment to the SOW executed by both parties.
- B. Either party may terminate this Agreement without cause upon thirty (30) days' written notice to the other party.
- C. Either party may terminate this Agreement, effective immediately upon written notice to the other party, if the other party breaches the Agreement, and such breach is incapable of cure, or with respect to a breach capable of cure, the other party does not cure such breach within five (5) days after receipt of written notice of breach.
- D. The termination of this Agreement automatically terminates any and all SOWs then in effect, unless otherwise extended in a writing signed by both parties.
- E. The term of this Agreement shall be for an initial period of two (2) years commencing on the Effective Date, with an option to renew for one additional one (1) year term upon mutual written agreement of the parties prior to the expiration of the initial term.

Camino Nuevo Charter Academy

- F. In the event of an early termination of this Agreement, CNCA will pay Contractor for services rendered up to the date of early termination. Contractor will submit a final invoice within fourteen (14) days after the early termination date, and CNCA will pay the invoice, to the extent it reflects services rendered up to the date of early termination that remain unpaid, within fourteen (14) days after receipt thereof.
- G. Notwithstanding the foregoing, upon the expiration or earlier termination of this Agreement, the rights and obligations set forth in this Agreement regarding Confidentiality and Indemnification shall survive such expiration or earlier termination of this Agreement.

16 *Exclusive Agreement*

This Agreement is the entire agreement between the parties, and supersedes all previous or contemporaneous representations, promises, or discussions between the parties.

17 *Severability*

If any part of this Agreement is held unenforceable, the remainder of the Agreement will continue in effect.

18 *Applicable Law*

The laws of the state of California will govern this Agreement.

19 *Attorneys' Fees*

In the event of litigation or arbitration in connection with this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs from the losing party.

20 *Notices*

Any notice given under this Agreement must be in writing and will be deemed effective (i) upon receipt, if delivered personally or (ii) on the next business day, if delivered by guaranteed overnight courier; or (iii) upon receipt, if transmitted by email or other electronic means with acknowledgment of receipt by the other Party; provided, that, in each instance, that the notice is addressed as follows, as that information may be updated by written notice to the other Party.

If to Contractor: Attn: Shannon Balladarez, President

A&M Cleaning Services, Inc.
45 La Porte St.
Arcadia, CA 91006
ShannonB@amcleaninc.com

Camino Nuevo Charter Academy

If to CNCA: Natasha Barriga, VP Operations & Strategy

3435 W. Temple Street
Los Angeles, CA 90026
natasha.barriga@PuebloNuevo.org

21 *Arbitration Agreement*

Any dispute, controversy, or claim arising out of or related to this Agreement or any SOW, or any breach or termination of this Agreement, including but not limited to the services Contractor provides to the CNCA under this Agreement or any SOW, and any alleged violation of any federal, state, or local statute, regulation, common law, or public policy, whether sounding in contract, tort, or statute, shall be submitted to and decided by binding arbitration. Arbitration shall be governed by the Federal Arbitration Act (FAA) and administered by the JAMS, pursuant to the JAMS Comprehensive Arbitration Rules & Procedures (“JAMS Rules”) (available at <https://www.jamsadr.com/rules-comprehensive-arbitration/>), and held in Los Angeles City. The arbitration will be heard before a single arbitrator in accordance with the JAMS Rules, as well as any requirements imposed by California law. Any arbitral award determination shall be final and binding upon the Parties. Judgment on the arbitrator's award may be entered in any court of competent jurisdiction.

Except for representative claims which cannot be waived under applicable law and which are therefore excluded from this Agreement, the Parties waive the right to assert, participate in, or receive money or any other relief from any class or collective claims against each other in court, arbitration, or any other proceeding. Each party shall only submit their own individual claims against the other and will not seek to represent the interests of any other person. The arbitrator shall have no jurisdiction or authority to compel any class or collective claim, or to consolidate different arbitration proceedings with or join any other party to an arbitration between the Parties. The arbitrator, not any court, shall have exclusive authority to resolve any dispute relating to the enforceability or formation of this Agreement and the arbitrability of any dispute between the Parties, except for any dispute relating to the enforceability or scope of the class and collective action waiver, and the application of the Ending Forced Arbitration of Sexual Assault and Sexual Harassment Act, which shall be determined by a court of competent jurisdiction.

The obligations in this section 21 shall survive expiration or termination of this Agreement.

22 *No Partnership*

Nothing in this Agreement is intended to, nor does this Agreement create a partnership relationship. Contractor does not have authority to enter into contracts on CNCA's behalf.

Camino Nuevo Charter Academy

Please sign below to accept and agree to the terms outlined above.

Signature: _____

Printed Name: Shannon Balladarez, President

Date: January 5, 2026

Business Name: A&M Cleaning Services, Inc.

Email: ShannonB@amcleaninc.com

Taxpayer ID Number: 93-4319932

If Agreement Is emailed:

Contractor and CNCA agree that this Agreement will be considered signed when the signature of a party is delivered by email transmission. Signatures transmitted by email shall have the same effect as original signatures.

Camino Nuevo Charter Academy

Statement of Work Agreement for Independent Contractor

This Statement of Work Agreement is made between Camino Nuevo Charter Academy, a nonprofit corporation, (hereinafter “CNCA”) and A&M Cleaning Services, Inc. (hereinafter, “Contractor”), an independent contractor engaged to provide services as more fully described below. This Statement of Work Agreement incorporates by reference all terms of that certain Independent Contractor Agreement as previously agreed and entered into by CNCA and Contractor, on or about July 1, 2025.

I. Work Description

Contractor shall provide janitorial cleaning services, night cleaning, day porters and floor work to CNCA in relation to CNCA Schools for the period of July 1, 2025 through June 30, 2026.

Cleaning duties will include but are not limited to:

- Night cleaning services based on proposal.
- Day porters upon request with 24-hour notice to be billed separately.
- Detail cleaning by request. CNCA will issue a separate purchase order.
- EDLA Dance Studios and Yellow House (Apartment) cleaning

II. Payment Terms

Contractor shall be compensated at the following rates:

- \$28.50 per hour per person for night cleaners assigned to Schools.
- \$30.50 per hour per person for ELOP assigned cleaners.
- \$30.50 for temporary porters and detail cleaning (TAG jobs).
- School night cleaning and ELOP cleaning may be invoiced in advance.
- Day porter and detail cleaning will be invoiced per occurrence.
- Contractor shall invoice CNCA no later than 30 days after the final date of additional requested services.

III. Estimates & Costs

Night Cleaning:

- **Burlington – night cleaning 6 hours nightly @ \$28.50 = \$4,959.00. Bill to BUR.**
- **Burlington – ELOP 10 hours nightly @ \$30.50 = \$10,614.00. Bill to ELOP.**
- **Burlington - 661 Dance Studios – 2X per week \$400.00. Bill to Burlington.**
- **Castellanos – night cleaning 4 hours nightly @ \$28.50 = \$2,479.50**
- **Castellanos – ELOP 8 hours nightly @ \$30.50 = \$5,307.00**
- **Dalzell – day porter 5 hours per day @ \$28.50 = \$3,078.00**
- **Dalzell – night cleaning 12 hours nightly @ \$28.50 = \$7,438.50**
- **Yellow House – 3X week \$1,575.00. Bill to GNLA.**

Day Porter and extra services, hourly rate upon request.

- **\$28.50 per hour (TAG job)**

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For additional requested services: a quote will be provided prior to acceptance and may be outside this Agreement.

A&M Cleaning Services, Inc.

Name: Shannon Balladarez, President

Signature: _____ Date: _____

Camino Nuevo Charter Academy:

Name: Adriana Abich, CEO

Signature: _____ Date: _____

Coversheet

Comprehensive School Safety Plan

Section: V. Consent Items
Item: C. Comprehensive School Safety Plan
Purpose: Vote
Submitted by:
Related Material: 26-27 Safety Plan Template.pdf



**Camino
Nuevo
Charter
Academy**

COMPREHENSIVE SCHOOL SAFETY PLAN

Camino Nuevo Charter Academy
School Site
2026-2027

Site Address

Site Phone

www.caminonuevo.org





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Introduction

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

Schools and districts must comply with California Education Code (EC) sections 32280–89. It is each school's responsibility to ensure ongoing compliance with requirements including the development, revision, and updating of its comprehensive school safety plan through a collaborative process. School site councils or designated safety committees must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current.

Law enforcement/fire department input:

Farid Amirfarzaneh, Police Officer

Los Angeles School Police Department

Current Status of School Crime

Suspension/Expulsion rate for 2024 – 2025:

Attendance rate for 2024-2025:

Child Neglect and Abuse Reporting Procedures

Any CNCA employee who knows or reasonably suspects a child has been the victim of child abuse shall promptly report the instance to law enforcement.

Child abuse or neglect includes physical injury or death inflicted by other than accidental means upon a child by another person, sexual abuse, neglect, the willful harming or injuring of a child, or the endangering of the person or health of the child, also unlawful corporal punishment. Child abuse or neglect does not include a mutual affray between minors. Child abuse or neglect does not include an injury caused by reasonable and necessary force used by a peace officer acting within the scope and course of his/her employment as a peace officer. School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Mandated reporters in their professional capacities, or within the scope of employment, must report whenever they have knowledge of or observe a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter must make an initial report by telephone to the agency immediately or as soon as practicably possible, and must prepare and send a written follow-up within 36 hours of receiving information concerning the incident.



In the case of suspected child abuse, “reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a similar position, drawing on his or her training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty of the occurrence of child abuse or a specific medical indication of child abuse.

Child abuse must be reported immediately by phone to the Los Angeles Police Department (911) or the Los Angeles County Department of Child and Family Services (1- 800-540-4000). The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents/guardian.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School Principal, a School Counselor, coworker or other person shall not be a substitute for making a mandated report to law enforcement.



Campus Emergency Procedures

EDUCATION CODE SECTION 32001:

Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

This manual is intended as a guide for each Camino Nuevo Charter Academy school site. Each school site Safety Coordinator is responsible for assigning staff to every emergency preparedness team, and for ensuring that the list is updated regularly. Please make sure to include an evacuation map specific to your school site and keep any information specific to your school site with your copy of this manual. All school site staff are considered first responders in the event of an emergency. In the event that an emergency situation extends past school hours, all staff is required to stay on-site until all students have been safely escorted off the campus.

Please note: if your school site has an after-school program, make sure to share the procedures with them and collect contact information for any on-site personnel. Please instruct any evening custodial staff to assist after-school staff with emergency supplies as needed.



Emergency Teams

Assign at least two staff members to each team. If mobile phone numbers are available please include them or an alternate method of contact besides school site contact information.

Incident Commander: Principal			
Public Information Officer and Agency Liaison: APSS			
Safety Coordinator: SOM			
First Aid Team			
Psychological First Aid			
Search and Rescue			
Security/ Utilities			
Supply/ Equipment			
Assembly area			
Request gate			
Reunion gate			

Community and HSO Contacts

Natasha Barriga VP of Strategy & Operations	T: (213) C: 417-3400
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	Natasha.barriga@caminonuevo.org
Margaret Domingo VP of Human Resources	T: (213) 417-3400 C: (626) 274-0392 Margarita.domingo@caminonuevo.org
Rodolfo Andalon Director of Operations	T: (213) 417-3400 C: (213) 926-7841 Rodolfo.andalon@caminonuevo.org
Jonathan Hidalgo Director of Facilities	T: (213) 417-3400 C: (213) 693-1735 jonathan.hidalgo@caminonuevo.org
Our Local Police Station	Insert Local Police Station
Our Local Fire Station	Insert Local Fire Station
Animal Control	North Central Animal Care and Control Center 3201 Lacy Street Los Angeles, CA 90031 (213)485-8855



Emergency Drills

Type	Elementary	Middle	Sr. High and Adult
Fire	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
Lockdown	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
Earthquake (Drop/Cover/Hold On)	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
Shelter-in-Place	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
Take Cover	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

*Emergency drills are only required in months that students attend classes in person.

Emergency Drill Log can be found on the following page.



Emergency Drill Log Template

2025-2026 Emergency Drill Log		
Drill Date (Monthly)	Type	Comments:
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		



Emergency assembly location

This location should allow all on the school site to assemble for instructions (e.g. Playground, MPR, etc.)

Team Assembly Location

This location should be at or near the emergency assembly location (e.g. Stage, basketball court, east gate, etc.)

Selected assembly location must allow sufficient space for stable student groups to stay together and not intermingle. Include designated evacuation spot for each classroom and each stable group on emergency plan and map. Reassign staff parking spaces to confine staff parking to one area of parking lot if the rest of the lot is used as evacuation location.

It may be advisable that during regular arrival, if students are not going directly to their classroom that they wait for their teacher in this same designated area, in social distancing stance for added practice.

Evacuation routes will follow decided traffic flow (or vice versa)

On Site Evacuation:

List Locations and insert map

Off-Site Evacuation if needed:

List Locations and insert map



Evacuation Routes:

Insert evacuation Routes for all buildings



Emergency Shut-Off Valve Locations:

Type	Location	Instructions
Electrical	SOM & Custodial	
Water	SOM & Custodial	
Gas	SOM & Custodial	
HVAC	Ems.caminonuevo.org	<p>Safety coordinator or designated staff should login to: ems.caminonuevo.org > go to Unit Summary > Schedule Override > Select Override > set Duration (Permanent?) or hours long?</p> <p>NOTE: this function may not work if your internet is down.</p>

***The Incident Commander, Safety Coordinator, and the Security/Utilities team lead must know how to shut off all valves. If your school site custodial staff does not know how to shut off the valves, notify the HSO immediately so that training can be scheduled.



Emergency Supplies:

Classroom Lockdown Kit:

All CNCA Classrooms must have a classroom lockdown kit in case of an extended shelter-in-place or lockdown situation. Lockdown kits must contain the following:

- First Aid Kit (should contain sanitary napkins and tissues)
- 5- gallon bucket
- Emergency Toilet Seat
- 20 Bags for bucket
- 2 rolls of toilet paper
- Poly tarp or privacy screen
- 1 box of disposable gloves
- 1 flashlight with batteries
- 1 roll duct tape
- 1 case of bottled water, or multi-gallon bottles of water and disposable cups
- Shelf-stable snacks

Recommended Supplies for Each Classroom

Item	Recommended Quantity	Quantity at Hand
Backpack	1	
Flashlight	1	
Batteries	2	
Pair of scissors	1	
First Aid instruction summary sheet	1	
Pad of paper (for name tags, etc.)	1	
Pen	1	
Pencil	1	
Light stick	1	
Whistle	1	
Solar blanket	1	



Box of Band-Aids	1	
Cold packs	2	
Pair of disposable gloves	10	
Box of toilet tissue	1	
Sanitary napkins	1	



Recommended for Each School Site:

Type	Item	Recommended Quantity	Quantity at Hand
Water	Store one gallon of water per person per day for up to 3 days, note that the classroom water allowance counts toward the total		
Food	<i>*Intended for 100 people for 72 hours</i>		
	Datrex Emergency Food Bar		2400 calories
			30 cases
First Aid	First Aid Manual (Red Cross, up-to-date)	1	1
	Band-Aids – assorted sizes	8 boxes	20
	Bandage – ACE wrap, Kerlix, Kling or other conforming bandage of several widths – 2, 3, 4, 6 inch	4 boxes each	4
	Bandage scissors – blunt nose type	9 pairs	10
	Bandage, triangular – 36 x 40 x 55 inch	30	30
	Blankets – space or disposable	150	100
	Blood pressure cuff with manometer	6	3
	Burn sheets – sterile, disposable	4 packages	5
	Disinfectant – hand washing	4 gallons	4 gallons
	Dressings – 2x2's, 3x3's & 4x4's sterile	4 boxes each	5
	Dressings – 5x9's & 8x10's sterile	4 boxes each	5



Type	Item	Recommended Quantity	Quantity at Hand
First Aid	Dressings – eye pad, oval sterile	15 boxes	5
	Dressings – Vaseline gauze 3x36 inch sterile	4 boxes	5
	Icepacks	4 bottles	1 box
	Kleenex	10 boxes	30
	Marking pens – for all surfaces	6	10
	Note pads	20	20
	Paper cups	4 boxes	5
	Paper bags	4 boxes	5
	Paper towels	4 cases	5
	Pencils or ball point pens	4 packages	5
	Petroleum jelly	4 large jars	5
	Pitcher or jar with cover – can be used as a measuring	4 one quart size	1
	Q-tip swabs	6 packages	5
	Sanitary napkins – can be used for heavy bleeding wounds	2 cases	2
	Spine board – long and short	2 each	4
	Splints – inflatable, boards, magazines or other	Several sets	4
	Standard surgical gloves – medium and large	4 boxes	4
Table	4	4	
Thermometer – oral – Tempa-dot, disposable	4 boxes each	5	



Type	Item	Recommended Quantity	Quantity at Hand
First Aid	Toilet tissue	4 cases	5
	Tongue depressors	4 packages	5
	Towelettes – moist	15 boxes	10
	Treatment log	1	5
	Tweezers – large	9 pairs	10
	Water purification tablets	4 bottles	6

Other supply resources: <http://www.sosproducts.com/School-Emergency-s/1832.htm>

Action and/or Communication for Emergency Responses:

Surrounding Event Actual (Onsite Students)

School safety issues that are not in the school proper, but rather in the area surrounding the school affect CNCA campuses sometimes. CNCA examples that have required similar action are: homeless people near the school, helicopters in the area, fire in a building behind Burlington, Miguel Contreras initiating a lockdown that affected Miramar too. If this happens during the school day:

1. Assess the situation. If you believe the situation is dangerous, call 911. If you are not sure, call 911. Law enforcement may contact the school to alert you to a safety concern, you may ask them if they suggest a course of action, “Should we lockdown or shelter in place, do we need to evacuate?” Parents or staff members may report activity like a helicopter or a suspicious person in the area. If the situation does not seem like a police emergency, you can try calling the LAPD non-emergency number (877-ASK-LAPD). If they do not answer or you are on hold too long and need the information urgently, call 911.
2. Decide on an action (Duck and Cover, Shelter-In-Place, Lock Down, Evacuate Building, Off-Site Evacuation). Remember that Shelter-in-Place is very similar to a school’s inclement weather schedule. Students remain indoors but can move about the buildings, however, Shelter-in-Place requires exterior doors to be locked and may involve shutting down HVAC is the danger is environmental. Depending on the situation, it may be that instituting an inclement weather schedule will be sufficient.
3. After you have selected a course of action, please contact HSO Sr. Leadership as soon as it is safe to do so and notify them of your situation.
4. If you are having an emergency and need immediate Guidance/Support/Oversight (GSO), call senior leaders in this order until you reach someone:
 - a. Charles Miller, VP of Schools, 213-417-3400 (All issues)



- b. Margaret Domingo, VP of HR, 626-274-0392 (HR or Personnel)
5. If your issue is not an emergency, but is time-sensitive and/or important, call the previous list in that order with 15-minute intervals in between until you reach someone.
6. After the situation is resolved. Please directly email the senior leader who assisted you with a summary of the actions taken. Remember to include details such as dates and times, law enforcement instructions, affected students or staff members, and actions that originated from the school such as communication.
 1. As needed, schedule a final conversation with the Senior Leader who supported you or your team
 2. Debrief how the situation was resolved: note successes and growth areas
 3. Ensure all follow-steps were completed with your school site staff and HSO.

Surrounding Event Reactive

If a school safety or emotional trauma issue happens outside of the school day, your school may still need to respond in some way, or action may still be required for a period of time afterward. If this is the case, contact the Sr. Leadership team for GSO according to the instructions in 4 and 5 above. CNCA examples of times when this was necessary are: Talk of walkouts following politically charged events, death of student or student family member that becomes widely known, deportation trauma.

In-School Emergency

Follow the procedures in your school safety plan. Notify Sr. Leadership as soon as it is safe to do so and as needed follow instructions in 4-9.

When/How to Notify Families

Onsite “Classroom” rosters must have the students, parent/emergency contact info and any CNCA siblings, same campus or otherwise. And if the sibling is DL or OS.

If evacuating, office staff will robocall, teachers will follow up. Each teacher will follow up with their student load until they are all picked up. If the teacher is incapacitated, then office staff will follow up.

If your school experiences an emergency where evacuation is necessary then notify parents via robocall as soon as possible and prepare for request/reunion at your evacuation location. Remember to include where parents can pick up the students.

If students are not in danger and your school took an action as a precaution, do not send a mass notification to families. Instead, brief your staff (especially front office staff) on what they should share when concerned families call for information. This will help ensure that messaging is consistent for parents and can help avoid panic. Students will likely talk about the incident when they return home. Consider preparing a one-page notice that can be sent home with students.

Do not notify/Robo-call parents/families that the school has been put on lockdown or if there is not a major disaster, this may cause a panic.



Brief all front office staff on talking points so that if concerned families call they can get accurate and consistent information. Ex. “The school is on lockdown as a precaution because of police activity in the area, all the students are safe and accounted for. We will notify parents if the lockdown extends past 3:00pm.”

Only mass notify parents on lockdowns if it will impede dismissal.

If there is an event such as an earthquake and there are no injuries or damage, brief front office staff on messaging, no need to robocall.

How to Prepare Families Before

- Post a link to the school safety plan on the school website.
- Create a one- page guide that does the following:
 - Reassures families that the school maintains an updated, comprehensive Safety Plan that is reviewed annually
 - Encourages families to maintain updated Emergency Contacts as all emergency contacts will be notified in the event of an emergency/school evacuation etc....
 - Locations of both the onsite and offsite Evacuation Areas

Emergency Administrative Staff Assignment Descriptions

Incident Commander (School Site Principal)

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Assessing the situation.
- Directing the Safety Coordinator.
- Determining the need for, and requesting, outside assistance.
- Communicating with and updating the Home Support Office.

Public Information Officer and Agency Liaison

The Public Information Officer (CEO, CAO, or Director of Communications) and Agency Liaison (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements, including any information that may be disseminated to concerned parents during an emergency. The PIO is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between the Incident Commander and the agencies. Specific duties of the Public Information Officer and Agency Liaison may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Periodically interacting with the media and District Communications.



- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.
- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions
- Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

Safety Coordinator

The Safety Coordinator responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.
- Maintaining and updating the site's Emergency Preparedness Manual

Response Team Descriptions and Duties

First Aid Team

The First Aid Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency. The First Aid Team is responsible for interacting with the incident Commander to determine medical needs and planned actions. Specific duties of the First Aid Team may include:

- Assigning additional First Aid personnel if needed and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Setting up first aid area, triage and/or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Organize/assist in the safe transport of any disabled staff or students since



- elevators may not be used during an emergency
- Reporting deaths immediately to Incident Commander

Suggested First Aid Supplies and Equipment:

- Vest or position identifier
- First aid supplies
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Notebook or pad and pen/pencil

Psychological First Aid Team

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency. The Psychological First Aid Team is responsible for interacting with the Incident Commander to identify problems and report status. The Psychological First Aid Team is also responsible for assigning additional personnel as needed. The Psychological First Aid Team is responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the PIO. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed
- Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

Suggested Supplies and Equipment:

- Vest or position identifier
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

Search and Rescue Team

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency.



Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Safety Coordinator upon discovery
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to Safety Coordinator on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search.

Suggested Supplies and Equipment:

- Vest or position identifier
- Hard hat
- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers
- Water-type fire extinguishers
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack

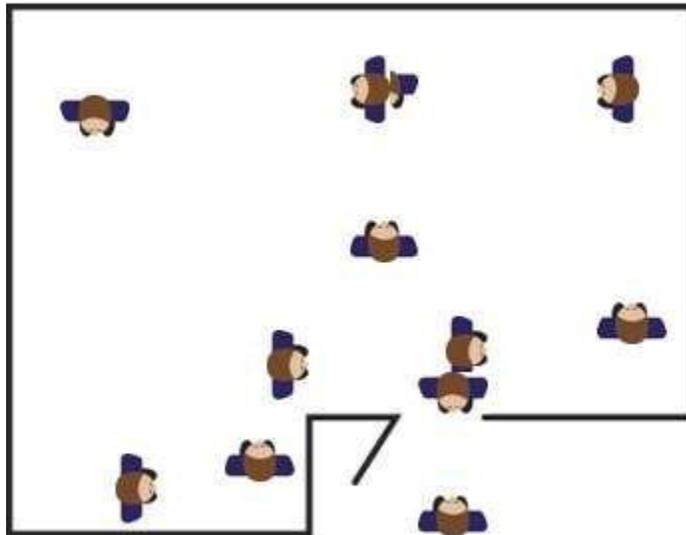
How to conduct Search and Rescue

Note: school site staff should only perform light search and rescue. If it is not safe to enter a building and do a search, stop, get help, or approach the task from another direction. If it is safe



to conduct a search and rescue, make sure that you have Personal Protective Equipment (PPE) such as: helmets, work gloves, masks, goggles, and non-latex gloves. Team should also have basic hand tools.

In a search, things may get confusing because of debris, lack of lighting, etc. Keep your search simple and follow these guidelines:



Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in “lock-down” to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the PIO.



Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to areas of need and to greet parents
- Keeping students out of buildings, as necessary
- Assisting at Reunion Gate as appropriate
- Checking emergency water supply and making it ready for distribution
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid and setting up temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.
- Notifying the Incident Commander in the event of a fire or hazardous material situation.

Suggested Supplies and Equipment:

- Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school's Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Custodial and food supply inventories
- Notebook containing site maps

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.

Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The Supply/Equipment Team is responsible for directing team activities and keeping the Incident Commander informed of overall status. The Supply/Equipment Team is responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies).

Specific duties of the Supply/Equipment Team may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.



Suggested Supplies and Equipment

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones

Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. – team will also ensure that evacuated classes are observing social distancing and help to guide classes to their assigned locations.

The Assembly Area Team is responsible for periodically interacting with the Incident Commander to identify problems and report status. The Assembly Area Team is also responsible for collecting the reports of injuries and/or missing persons from other teams and certificated staff. Teachers and school staff should be aware that injuries and/or missing persons should be reported to the Assembly Area Team.

Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering injury and missing persons reports
- Checking student emergency card for name of person(s) authorized to pick up student.
- Assisting the Reunion Gate Team as required.

Suggested Supplies and Equipment:

- Copy of emergency procedures and evacuation maps
- Student emergency cards
- Paper and pens/pencils
- Campus map
- Master keys
- Copies of staff and students rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.
- First Aid kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large campus map

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during



an emergency. The Request Gate Team is responsible for periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team will refer all outside requests for information to the PIO. The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate.

Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Issuing a tag or other identifications only to an authorized person.
- Directing parents or guardians to the Reunion Gate.

Suggested Supplies and Equipment

- Keys to Main Gate
- Bullhorn
- Tags or other identifications
- Materials for sign-out log

Reunion Gate Team

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus. The Reunion Gate Team is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the PIO. The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate.

Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Keeping a log of all students who are released to parents/guardians and submitting the log to the Safety Coordinator.

Suggested Supplies and Equipment:

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate
- Materials for sign-out log



Emergency Response Types

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. The Incident Commander is responsible for identifying the nature of the emergency and determining appropriate action. The Incident Commander is also responsible for making sure that all school staff is aware of the school site's emergency procedures.

Response Actions

Once the type of emergency has been identified, the Incident Commander will determine the appropriate response.

The most common response actions initiated during school emergencies are: Duck, Cover, and Hold Shelter-In-Place Lock Down (see Active Shooter section for Rapid Relocation Procedure) Evacuate Building Off-Site Evacuation All Clear

How to execute each action is outlined below:

Duck and Cover

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.
2. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
- 3.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING AN EARTHQUAKE. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS.”

4. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
5. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
6. Teachers and students should move away from windows.

Shelter-In-Place



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. Normally, Shelter-in-Place allows for movement within the building. During COVID-19 please restrict movement within the building as much as possible. Ex. Restroom use, teachers can communicate with each other to coordinate sending students to restrooms.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Please note: Shutdown of HVAC may not be necessary if there is no airborne contaminant. The Incident Commander will make a determination on whether HVAC systems need to be shut down.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, MPR). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.



5. Alert Cards: Flip them!

If your campus has experienced a structural issue and classes and staff are taking shelter in the classrooms, please use the Alert Cards to signal if someone inside needs immediate medical assistance. The alert cards allow first responders to triage the building, in the event of a severe emergency.

Note: This procedure should not be followed in a Lock Down due to armed assault since it could alert the assailant to where students could be hidden.

- a. Alert Cards for the Interior
 - i. Place alert cards, in the door window, of every classroom, office, or space where individuals work. Alert cards are 3" x 3" cards, with red on one side and green on the other side. (Size is approximate). If you do not have a window on the door, please place in the closest window or outside your classroom door. Velcro is recommended for affixing the alert cards to the window.
- b. Procedures for Alert Cards
 - i. Alert cards are to have the red side facing out at all times. During



Front/Red



Back/Green

an emergency, if you do not need immediate medical assistance, flip the card to the green side. If you need medical assistance, keep the alert card with the red side facing out.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK



CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, MPR).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
6. Initiate a robo-call to inform parents of the lockdown situation. Assure parents that student safety is the main concern and that students cannot be picked up while a lockdown is in effect. They will be notified when the lockdown is lifted and students will be available to be picked up.

Evacuate Building

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area. Reminding students to put on their masks and maintain social distancing while walking out. Teacher can assign an end-of-line monitor if there is no staff available. Ideally there will be two adults assigned to each class and/or stable student group.
4. Teachers will take the student roster and emergency backpack when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given. Ensure the students are 6’ (Two “arm-lengths”?) apart in the evacuation area and keep their masks on.
6. If the evacuation was due to a fire and there is a concern about breathing



injuries, students may take their masks off. Keep the students 6' apart from each other and get the student(s) medical attention as soon as possible.

Procedural adaptations for students with disabilities

If there are students with mobility disabilities, it may be necessary to evacuate them outside of a wheelchair. If this is the case, please use the following procedure:

Two-Person Swing Carry (also known as chair carry)

- One rescuer on each side of student
- Press in close to student when carrying for extra support
- One rescuer takes student's wheelchair/walker down the stairs
- Avoid putting pressure on student's arms, legs, or chest

Evacuation action is taken after the decision is made that it is unsafe to remain in the building.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Note: due to social distancing restraints, it may be necessary to utilize the secondary location during an onsite evacuation if there is not enough space at the primary location to observe social distancing.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. Each school site must determine what will be an appropriate designated off-site location, and may contact the HSO for assistance in selecting a location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.



4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

All-Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION. SUPERSTARTS WE ARE ALL CLEAR, SUPERSTARTS WE ARE ALL CLEAR, SUPERSTARS WE ARE ALL CLEAR.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Emergency Procedures

It is important to note that Incident Commanders are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, Incident Commanders must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

Procedures are provided for the 18 different types of emergencies listed below:

- A. [Aircraft Crash](#)
- B. [Animal Disturbance](#)
- C. [Armed Assault on Campus](#)
- D. [Biological or Chemical Release](#)
- E. [Bomb Threat](#)
- F. [Bus Disaster](#)
- G. [Disorderly Conduct](#)
- H. [Earthquake](#)
- I. [Explosion/Risk of Explosion](#)
- J. [Fire in Surrounding Area](#)
- K. [Fire On School Grounds](#)
- L. [Flooding](#)
- M. [Loss or Failure of Utilities](#)



- N. [Motor Vehicle Crash](#)
- O. [Psychological Trauma](#)
- P. [Suspected Contamination of Food or Water](#)
- Q. [Threat of Violence](#)
- R. [Unlawful Demonstration/Walkout](#)

AIRCRAFT CRASH

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to section D. Biological or Chemical Release. If a crash results in a utility interruption, refer to section M. Loss or Failure of Utilities.

Procedure

1. The Incident Commander will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described previously.
2. If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call “911” and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to section D. If the crash results in a utility interruption, refer to section M.
6. The Incident Commander will direct the Security/Utilities Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The Incident Commander will notify the HSO.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to do so.
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION, as described previously if warranted by changes in conditions.

ANIMAL DISTURBANCE



This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The Incident Commander will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call "911", Animal Control and/or the Department of Fish and Game (562) 590-5132 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured the First Aid Team will be notified
5. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

ACTIVE SHOOTER

An active shooter on campus involves one or more individuals armed with a firearm on school grounds who have already shot or attempted to shoot someone, and /or at least one of the following factors applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

During an active shooter situation, anyone can alert the need for a lockdown, anyone can and should call 911, from a landline if possible.

The initial response for an active shooter should be a lockdown. All students and staff should proceed to the nearest classroom or room, lock all doors and conceal the people inside as much as possible. If **students** have cell phones, they **should be shut off immediately**. This should be done in case the phones make noise and to prevent any posting on social media during the event. Please keep in mind that most active shooter situations are over in less than 20 minutes and the discomfort of having a phone turned off will be minimal. Teachers should silence cell phones but keep them on for any instructions or updates that may come in from School Leadership. **Once inside the lockdown location, do not open the door unless law enforcement calls the all clear and you are certain that it is safe.**

Remember that you can ask law enforcement to identify themselves or show you a badge before you open the door. You can also contact your admin or even call 911 to find out if it is safe to open the door.

During an active shooter event, keep in mind what the priorities are for law enforcement:



- Stop the threat!
- Hostage rescue and public safety
- Elevated sense of awareness
- Mutual aide

This means that when the police arrive during an active shooter event, their priority is stopping the threat, not helping students or staff members. Advise the school community not to approach police as they enter, and keep hands visible to indicate to police that they are not the threat.

Rapid Relocation Procedure

During an active shooter lockdown, circumstances may make it so that your current lockdown location is no longer a safe place to stay. If this is the case, the staff member in that lockdown location may decide it is necessary to leave and move their group of students to another location. If students are in imminent danger, then Rapid Relocation procedure may be used if it is safe to do so and offers the best protective action for the circumstances. The decision to initiate Rapid Relocation in response to an active shooter on campus must be determined as the safest course of action to preserve the lives of students. Consider the age, mobility, cognition, school layout and other school factors beforehand.

Rapid Relocation: Immediate removal of students from their Lockdown location (e.g. classroom, library, cafeteria, etc.) to a safe location

- On campus
- Off-site assembly area
- Alternate offsite location

The administrator or teacher MAY initiate a rapid relocation if that does not place students in additional danger.

- Three requirements must be met in order to initiate Rapid Relocation:
 1. EVERYBODY OR NOBODY
 2. NOTIFY YOUR ADMINISTRATION ONCE YOU HAVE MOVED
 3. NOTIFY POLICE

Rapid Relocation – After relocating

The school administrators/teachers should:

- Account for your group of students upon reaching your destination
- Call 911 then your administrator or HSO and:
 - Advise your location
 - Number of students
 - Injury information
- Calm students, create a perimeter to separate the school population from others who may be present
- Wait for patrol units to be dispatched to your location and directions from police



or HSO/Administration on how to return/dismiss students once the threat is over and students can be reunited with families.

BIOLOGICAL OR CHEMICAL RELEASE

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in the surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

1. The Incident Commander will initiate the EVACUATE BUILDING.
2. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
3. The Incident Commander will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
4. The Incident Commander will notify the HSO of the situation.
5. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
6. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
7. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
8. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Incident Commander and the emergency response personnel.
9. The Psychological First Aid Team will convene onsite and begin the process of



counseling and recovery.

10. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call “911” and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the HSO of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Incident Commander and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the Incident Commander or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, MPR). Teachers should communicate their locations to the Incident Commander, using



- the PA system or other means without leaving the building.
4. The Incident Commander will call “911” and will provide the exact location and nature of emergency.
 5. The Incident Commander will notify the HSO of the situation.
 6. The Incident Commander will turn on a radio or television station to monitor information concerning the incident.
 7. The school will remain in a SHELTER-IN-PLACE condition until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.

BOMB THREAT

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, “This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the Incident Commander:
3. The Incident Commander will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the Incident Commander will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

When a suspicious object or bomb is found, the Incident Commander shall issue the



EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

1. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
2. The Incident Commander will notify “911”, if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
3. The Incident Commander will notify the HSO of the situation.
4. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
5. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The Incident Commander will give the ALL CLEAR signal when appropriate.
6. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

BUS DISASTER

CNCA does not own or operate a bus fleet. In the event of an emergency of any nature while on a chartered school bus, follow directions as stipulated by bus company personnel.

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to section C. Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the Incident Commander.
3. The Incident Commander will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. If determined to be appropriate, the Incident Commander will call “911”.
5. If an immediate threat is not clearly evident, the Incident Commander or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The Incident Commander will notify the HSO of the situation.



EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the Incident Commander will initiate the EVACUATE BUILDING action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The Incident Commander will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff
10. The Incident Commander will contact the HSO to determine additional actions that may be necessary.
11. The Incident Commander will contact the HSO to arrange inspection to ensure buildings are safe for reoccupancy.
12. Any affected areas will not be reopened until the local authorities provide clearance and the Incident Commander gives authorization to do so.
13. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.
14. In the event an earthquake occurs during non- school hours: The Incident Commander and the Plant Manager will assess damages to determine any necessary corrective actions. The Incident Commander may ask the HSO to



participate.

15. The Incident Commander should confer with local authorities to determine if the school should be closed.
16. If the school must be closed, the Incident Commander will ensure that families are notified.

EXPLOSION/RISK OF EXPLOSION

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to section E.

Procedure

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
8. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
9. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
10. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. The Incident Commander will notify the HSO of the situation.
12. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
13. When it is determined safe to enter affected areas, the Incident Commander will advise the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the HSO to arrange inspection to ensure buildings



- are safe for occupancy.
15. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
 16. The Incident Commander will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The Incident Commander will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Incident Commander issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The Incident Commander will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
7. If the Incident Commander issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
9. The Incident Commander will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
10. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
11. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
12. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
13. The Incident Commander will notify the HSO of the situation.
14. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to do so.
15. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
16. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.



SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The Incident Commander will initiate the SHELTER-IN-PLACE response action
2. The Incident Commander will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues further instructions.

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The Incident Commander will initiate the SHELTER-IN-PLACE response action. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
2. The Incident Commander will notify “911” and provide details on the area and personnel affected at the school.
3. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
4. The Security/Utilities team will turn off the school’s main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
5. The Incident Commander will monitor radio or television announcements and initiate further actions as appropriate.
6. At the Incident Commander’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
7. The school will remain in a SHELTER-IN-PLACE condition until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues further instructions.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The Incident Commander will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander will notify “911” and will provide the location and nature of the



- emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
 4. The PIO will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
 5. If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
 6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
 7. The Incident Commander will keep a battery-powered radio tuned to a local radio station for emergency information.
 8. As appropriate, the Incident Commander will take measures to notify parents and families.
 9. The Incident Commander will notify the HSO of the emergency situation.
 10. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the Incident Commander.
2. The Incident Commander will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
5. The Utilities/Security Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The PIO will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify the HSO of the fire.
10. Any affected areas will not be reopened until the Los Angeles County Fire Department or appropriate agency provides clearance and the Incident Commander issues authorization



to do so.

11. For fires during non-school hours, the Incident Commander and the HSO will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The Incident Commander will notify “911” and will describe the nature and extent of the flooding.
3. The Incident Commander will keep a battery-powered radio tuned to a local radio station for information.
4. If the Incident Commander issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Incident Commander will notify the HSO of the emergency situation.
7. As appropriate, the Incident Commander will notify parents and families.
8. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
11. When it is determined safe to enter affected areas, the Incident Commander will advise the Search and Rescue Team to initiate search and rescue activities.
12. The Incident Commander will contact the HSO to arrange inspection to ensure buildings are safe for reoccupancy.
13. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
14. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.



LOSS OR FAILURE OF UTILITIES

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the Incident Commander immediately.
2. Upon notice of loss of utilities, the Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The Incident Commander will notify the HSO and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Incident Commander.
4. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
5. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to section I. Explosion/Risk of Explosion.

Plan for a Loss of Water

Main Water Line Outage	<ol style="list-style-type: none"> 1. Notify Facilities Director immediately. 2. Alert School Administration and SLT. 3. Evacuate School site. 	<ol style="list-style-type: none"> 1. Toilets & restrooms Will not function. 2. Food Service cannot proceed.
Water Pipe Breaks	<ol style="list-style-type: none"> 4. Notify Parents and request early student Pick up or relocate students. 5. Custodians need to shut down restrooms. 	<ol style="list-style-type: none"> 3. Port-a-potties and portable water.
Main Sewer Line Failure	<ol style="list-style-type: none"> 1. Same steps as Main Water Line. 2. Call plumbing contractor to repair. 	<ol style="list-style-type: none"> 1. Immediate evacuation.

(Note: If your campus experiences a loss of water, the authorities may instruct you to evacuate since you likely will not have fire sprinkler service):

- Toilets: Each classroom is equipped with an emergency toilet with supplies needed to use it including toilet paper, litter, gloves and a privacy tent.
- Drinking Water: Each classroom contains a lockdown bin that includes emergency water pouches for staff and students if needed. Emergency water is also located in our outdoor emergency bin

Plan for a Loss of Electricity



Power Outages	<ol style="list-style-type: none"> 1. Notify Lead Custodian or Facilities Director immediately. 2. Determine if outage is building only or an LADWP neighborhood wide outage. 3. Check building electrical main switch gear and electrical panels to see if there is damage inside an electrical room. 4. Shelter in place staff, students & visitors. 5. Contact LADWP to for outage duration. 1-800-342-5397, ladwp.com/outages. Long term outage determines if School or building should be relocated or evacuated. 6. Provide updates on when it is safe to return to building/school. All repairs should be completed and buildings determined safe. 	<ol style="list-style-type: none"> 1. All Schools have 90 minutes of emergency and exit lights. 2. Do not use elevators. 3. School HVAC will shut down but cooling will last one hour. 4. Most LADWP outages last 1-2 hours. 5. Extreme heat will force a School Closure. 6. Low temperatures will allow School to stay open.
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Plan for a Loss of Communication

CNCA’s Loss of Communication Procedures are as follows:

Loss of Internet

1. Call or Teams CNCA IT Department as soon as the outage is known. If there is no answer at the first number, go on to the next team member.

Team Member	Office Line	Cell Phone
Chance Mote	213-226-8761	
Ryley Langley-Lacy	213-417-3403	424-469-6894
Naomi Jauregui	213-417-3409	424-415-0601

2. Once IT is aware of the issue, the department will update you hourly on the repair progress. Internet is a critical system, it is treated as high- priority

Loss of Phones

1. Call CNCA IT Department from a cell phone as soon as the outage is known so that repairs can begin (IT will update hourly). PSC Schools: Contact CNCA IT first. IT will follow up with LAUSD as necessary.

Team Member	Office Line	Cell Phone
Chance Mote	213-226-8761	



Ryley Langley-Lacy	213-417-3403	424-469-6894
Naomi Jauregui	213-417-3409	424-415-0601

2. The IT Team will check systems to find out what is causing the outage.
 - a. **Outages >1 Hour:** Campus must send a parent square message to parents with an alternative contact number that parents may use until phone service is restored. *This robo call should be shared with Natasha Barriga and Rudy Andalon at the HSO so that they can support with communication.*
 - b. Number should be the CNCA cell phone number for the following positions
 - i. Connect Emergency Red phone to fax line and set fax number as the callback.
 - ii. SOMs Cell Phone
 - iii. Assistant Principal
3. Parent Square
 - Please make sure you have pre-built Rosters- staff must create a Parent Square list of students. Time is of the essence in these situations, and having these lists will expedite the process of getting necessary information to parents.
 - Ensure that the message is being sent out to the parent/guardian in the students Parent Square profile and include any emergency contacts if need be. Also, be sure to post a general message on the school's Parent Square home page.
 - Please see Parent Square Operations Manual [here](#), for instructions on how to set up alerts

If none of these options listed above are available, do the following

- If campus phone lines and CNCA cell phones are not connecting, move on to use the CNCA Emergency Cell Phone
- These phones must be plugged in and accessible at all times
- Instructions to the phones must be kept with the phones at all times
- The Push-to-Talk or "chirp" feature should always be attempted first, only if this fails should the call feature be attempted. Calls from these cell phones are given priority to nearby cell towers because they use an emergency frequency. Thus, the calls cost \$6.00 per minute that will be billed to your campus.

If there has been a disaster, do the following:

- If your campus has experienced a large scale emergency and none of the previous options are available:
- If internet, campus phone, CNCA cell phones, emergency cell phone chirping and calls have failed, there is one more available phone The Red Phone
- The Red Phone uses an old-fashioned landline connection. These phones will be attached to your main copy machine (or copy machine with fax)
- To use, plug the red phone's grey cable
- Into the LAN jack behind your copier
- Use the enclosed phone contact list to call emergency services, then HSO when it is safe to do so



Loss of Power

<p>Power Outages</p>	<p>1. Notify Lead Custodian or Facilities Director immediately.</p> <p>2. Determine if outage is building only or an LADWP neighborhood wide outage.</p> <p>3. Check building electrical main switch gear and electrical panels to see if there is damage inside an electrical room.</p> <p>4. Shelter in place staff, students & visitors.</p> <p>5. Contact LADWP to for outage duration. 1-800-342-5397, ladwp.com/outages. Long term outage determines if School or building should be relocated or evacuated.</p> <p>6. Provide updates on when it is safe to return to building/school. All repairs should be completed and buildings determined safe.</p>	<p>1. All Schools have 90 minutes of emergency and exit lights.</p> <p>2. Do not use elevators.</p> <p>3. School HVAC will shut down but cooling will last one hour.</p> <p>4. Most LADWP outages last 1-2 hours.</p> <p>5. Extreme heat will force a School Closure.</p> <p>6. Low temperatures will allow School to stay open.</p>
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Consider the start time of the outage and the estimated time you will be without power. After the appropriate utilities are contacted, factor in the estimated time for the tech(s) to arrive and assess the situation. The tech(s) will have to assess the issue before they may be able to provide an estimated time of repair. Keep in mind that they may not be able to provide a time. If this is the case, you will need to assume that it will exceed the emergency lighting time.

Item	Considerations
<p>Restrooms: Flushing mechanisms work on a battery, toilets should still be functional. If none of them are, then you may need to evacuate.</p>	<ul style="list-style-type: none"> • Does your school have restrooms that could get sunlight? • Will propping open doors provide enough light for students to use the restrooms safely? • Will this work for enough restrooms for your school to function? • Can an adult escort groups of students to the restroom with a flashlight? • Will this provide enough light for the students to use the restroom safely? <p>If this is not the case then you may need to evacuate.</p>
<p>Average Daily Attendance</p>	<p>Students need to be present for 30 minutes of the school day (regardless of grade level) in order for your school to collect your day's ADA.</p> <p>Was this an event that qualifies for a J-13A? Will you be able to recoup the ADA?</p>



Item	Considerations
<p>Indoor Classroom Temperature - When your HVAC/AC system is working effectively there should be about 45 minutes -2 hours of ambient comfort depending on the outside weather.</p> <p>*Ventilation should not be compromised in the event of a power outage*</p>	<p>California Ed Code recommends classroom indoor air temperatures in a range of 68 to 85 degrees.</p> <p>Is this a schoolwide issue or is it only a few classrooms? Can students be moved if the temperature reaches >85degrees?</p> <p>Can you utilize fans and open classroom doors to keep temperatures down?</p> <p>Are there portable cooling units on site that can be used to maintain an appropriate temperature?</p>
<p>Arrival/Dismissal - The CEO and CAO will make the call for school cancellation in the event of an emergency; however, the Incident Commander should make the decisions regarding evacuations on a school campus.</p>	<p>Did the event occur before student arrival/dismissal? If so, how close to the start of the day did the event occur?</p> <p>Is it safe for students to enter campus?</p>
<p>Refrigeration/Food Service - refrigeration will remain operational for several hours. Cold items such as milk or yogurt will remain safe to eat at mild room temperature for 2 hours. Less if it is a very hot day and the items are outside.</p>	<p>If your campus uses warmers and you will not be able to heat your meals onsite, call your vendor and ask if they can provide an alternative in the time between the power outage and lunch service. If they cannot, and you will not evacuate before your mealtime, you will need to get food to feed the students from another source (pizza, Subway, etc.).</p> <p>The back up meals will not be eligible for reimbursement as part of the meal program and the meals that went to waste will not be able to be claimed.</p> <p>Note: if this occurs on a day where meals/snacks are served there may be multiple days' worth of meals lost.</p>

Teacher/Staff Roles and Responsibilities

In the event that an emergency situation, all staff is required to stay on-site until all students have been safely escorted off the campus (even if the emergency situation extends past school hours). Depending on the situation, the Principal has discretion to dismiss staff after students have been safely escorted off campus.



If the emergency occurs during an alternate schedule day (students will be gone, but staff is supposed to stay) then the principal has discretion to keep staff onsite or dismiss them with instructions to work remotely.

Communication Reminder

Keep in mind that if your power fails so will your internet and phones. Please refer to the guidance on [loss of phones/internet](#) for full instructions.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to section D, Biological or Chemical Release. If a crash results in a utility interruption, refer to section M. Loss or Failure of Utilities.

Procedure

1. The Incident Commander will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
5. The Incident Commander will notify the HSO of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. The Incident Commander will direct the Security/Utilities Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to do so.
9. The Incident Commander will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

PSYCHOLOGICAL TRAUMA

Please follow the following procedure in the event of an emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.



Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

The Incident Commander will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.

The Psychological First Aid Team will provide direct intervention services.

If there is a need for additional assistance, the Incident Commander will notify the HSO.

The Psychological First Aid Team will advise and assist the Incident Commander to restore regular school functions as efficiently and as quickly as possible.

In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.

The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by the HSO or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

- The Incident Commander will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
- The Incident Commander will notify “911”, the HSO, and County Department of Health Services
- (213) 974-1234
- The Incident Commander will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
- The First Aid/Medical Team will assess the need for medical attention and provide first



aid as appropriate.

- The Incident Commander will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
- The Incident Commander will notify parents of the incident, as appropriate.

THREAT OF VIOLENCE

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

Procedure

- The Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.
- The Incident Commander will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
 - Category 1 – High violence potential; qualifies for arrest or hospitalization.
 - Category 2 – High violence potential; does not qualify for arrest or hospitalization.
 - Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others
 - Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
- In categorizing the risk, the Incident Commander will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
- The Incident Commander will notify the HSO and confer as needed with HSO senior staff to determine appropriate course of action.
- As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate



UNLAWFUL DEMONSTRATION/WALKOUT

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

As a school, it is our duty to respect our students' rights while providing guidance on effective use of first amendment rights. We recognize in these emotionally and politically charged times the importance of our students engaging in social activism and freedom of speech while also prioritizing instructional time. Thus, we are eager to foster an environment that emphasizes both the importance of students attending school during regular hours and the opportunity for students to connect with constructive outlets for social activism.

If you hear that students plan on walking out, gather as many details related to location, time, and participants of the walkout and notify school administration and HSO immediately. Our first goal is to ensure our students safety and this information will assist in providing the appropriate oversight of the event.

General walkout guidelines for students and staff:

Student Rights:

Students may engage in peaceful, non-disruptive walkouts under the First Amendment and California law. Staff must remain neutral and should not promote or lead walkouts.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive may result in disciplinary action against the student. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walkout causes a disruption to the general public, law enforcement may respond to the situation. Camino Nuevo has no control over how local law enforcement will handle the situation

The school administrator shall:

- Inform students in the presence of adult witnesses that they should attend classes.
- Notify individual students that they risk disciplinary action if they remain on campus but do not attend classes or if they attempt to leave campus. Note: No physical effort shall be made to prevent students from leaving the campus.
- Remind students that if they persist in unlawful activities following ample warning and notice of consequences, they may be subject to citation or arrest.
- As soon as possible, prepare a letter to notify parents of what occurred.

Staff Guidelines:

While CNCA recognizes and respects a student's freedom of speech rights, CNCA employees shall not promote, endorse, or participate in any student demonstration, distribution of



materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of CNCA.

After reporting for duty and during assigned hours of service, a certificated, classified, or unclassified employee of the CNCA may not (1) leave his/her assigned responsibilities to participate in a sit-in, a walk-out, picketing, or any demonstration in any school building or upon any school ground, street, sidewalk, or public way adjacent thereto, or (2) direct or advise any student to participate in any of the aforementioned activities or to absent himself/herself from class or to leave school for these purposes. Failure to comply may result in disciplinary actions.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Incident Commander.

School Site	Incident Commander
Burlington	Juliana Santos
Castellanos-Eisner	Suzette Torres
Cisneros	Shannon Leonard
Dalzell Lance	Lawrence Boone
Kayne Siart	Maria Duarte

2. The Incident Commander will initiate appropriate Immediate Response Actions, which should include either a SHELTER-IN-PLACE or a LOCKDOWN depending on the severity.
3. The Incident Commander or designated personnel will notify HSO, via a Group TEAMS Message, to request assistance and will provide the exact location and nature of emergency. Rodolfo Andalon acts as the liaison between Incident Commander and School Sites.

HSO Support Team	
Rodolfo Andalon	Director of Operations
Natasha Barriga	VP of Strategy and Operations
Charles Miller	VP of Schools
Jeannette Sandoval	Director of Student Supports



4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. Identify your request gate team/arrival and dismissal team below.

School Site	Gate Team
Burlington	<p>Arrival 697 - API (Rodriguez), Office Assistant (Barrios), Campus Aid (Galicia) 661 - TA (Cedillo), Intv. Teacher (Lagunas) , SFC (Romero) 653 - Registrar (Villacorta), Campus Aid (Ramirez), APSS (Ramirez)</p> <p>Dismissal 697 - Food Clerk (Mendoza), Office Assistant (Barrios), TOSA (Guizar) or API (Rodriguez) 661 - TA (Hernandez), SFC (Romero) , Principal (Santos) 653 - Registrar (Villacorta), Office Assistant (Gonzalez), IEP Clerk (Martinez), Lead CA (Romero), SOM (Varela), APSS (Ramirez)</p> <p>Add : SPED CC (Fuentes), API (D. Ramirez), CII (Covarubias) Security: Alma & Extra Guard</p>
Castellanos	<p>Arrival: Cordova Gate: Mr. Delgadillo (SOM), Ms. Munoz, Ms. Gutierrez, and Ms. Rocha (TA's), Ms. Castillo (API)</p> <p>Dismissal Cordova Gate: Ms. Palacios, Ms. Eunice (CA's), Ms. Mendoza (P), Ms. Rivas (FSC)</p> <p>Office Phone communication: Ms. Nunez (office assistant) and Ms. Solis (Registrar) Hallways: Ms. Ramirez (TOSA) First floor and Ms. Lorenzana (Second floor)</p>
Cisneros	<p>Front Gate: Shannon Leonard (Principal), Helga Camarillo (IEP Clerk), Manuel Enriquez (Registrar), Eduardo Lezama (Campus Aide)</p> <p>Campus (halls, bathrooms, stairwells): Ellie Franco (API), Emmanuel Soto (APSS), Julio Marquez (lead campus aide)</p> <p>MPR: Daisy Aguirre (Student and Family Services Coordinator) Office: Haysha Maldonado (School Operations Manager), Silvia</p>



School Site	Gate Team
	Gonzalez (Office Clerk) Student mental health support: Estela Magana (Licensed Clinical Supervisor) Extra support: Cesar Soto (lead custodian), Adriana Ortiz (custodian)
Dalzell Lance	Front Gate -Larry , Roger and Christine Campus -Citlalli Office phone communications -Susana, & Liz Parking Lot (Have gate by lunch area closed all days)-Chelsey and Brenda Security gate by 307 -Jessica and Reuben Rolling gate by 115-John and Rodrigo Bathrooms -Emilia Extra support staff to ensure students are in class Teachers Aides
Eisner	Front Gate: P (Laughlin) and APSS (Guzman) 15th Door: CA (Fajardo) and API (Shah) Campus: OM (Guerra) and Lead CA (De Haro) Office phone communication: OM (Guerra) and Registrar (Torres) Emergency Exit Room 7 and 10: CA (Renteria) Emergency Exit Room 6: Teacher (Aste)
Kayne Siart	Insert information here

5. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Incident Commander. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped. **Note:** No physical effort shall be made to prevent students from leaving the campus.
6. Staff members should keep an accurate record of events, conversations and actions.
7. All media inquiries will be referred to the Camino Nuevo CEO.
8. The Incident Commander should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Incident Commander will notify parents of the incident, as appropriate

Attendance

Attendance during a lockdown or a shelter in place is only effective if appropriate attendance has been taken already. It is imperative that teachers and school site staff understand the importance of accurate, daily attendance - especially during a school emergency protocol.

- **Step 1:** Call a lockdown or a shelter in place
- **Step 2:** Take attendance of all students and adults on campus



- **Step 3:** Cross-Reference that attendance with PowerSchool attendance for the day
- **Step 4:** Immediately notify any parents of students who may be missing

Communication & Preparation

Notify staff and families in advance if a walkout is anticipated. Provide context, clarify student rights, review staff roles, and ensure familiarity with de-escalation practices.

Role of Staff During a Walkout

Staff should supervise for safety, without encouraging or preventing participation. Do not block exits or treat political expression differently than other conduct.

School Security

It is the responsibility of the school administrator to maintain adequate safeguards to ensure the safety and welfare of students, school personnel, and school property. If necessary, the school administrator must ensure that the school initiates a lockdown and, if a lockdown is initiated, the administrator should take the following steps as appropriate:

1. Designate only one entrance and one exit for all persons entering or leaving the school site.
2. Do not allow the public or any unauthorized individuals or groups, including parents, to enter the campus.
3. Require each person entering the campus to sign his/her name and record his/her address, telephone number, and the time entered and departed.
4. Remind teachers to keep classroom doors locked and not release students for any reason.
5. Assign staff members to receive and direct all telephone calls related to the emergency. Provide designated persons with a script containing all information to be released.
6. Communicate and update staff using the school public address system, email, Blackboard Connect, or other means as appropriate.
7. Provide written updates or utilize faculty meetings to keep staff informed of developments. Also, identify key faculty members to help keep staff informed.
8. Maintain a “log” to record the date, time, and nature of each incident, names of the persons involved, reliable witnesses to the event, and description of the action taken.
9. Make plans for the school schedule and supervision program for the following day.

Debrief & Follow-Up

After the walkout, debrief with students and staff. Document the event and update protocols as needed.



Suspension/Expulsion Procedures

School Climate and Student Discipline System

CNCA's ultimate 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. CNCA will provide professional development to staff on the school's discipline policy and progressive discipline practices at the beginning of each year and throughout the year as necessary. The school's leadership team will review student behavior data regularly, including at weekly meetings, monthly culture team huddles, and at quarterly data deep dives to identify trends or outliers that needs to be unpacked and/or addressed. Teachers are supported through coaching to resolve tier 1 concerns in the classroom, tier 2 concerns in coaching and by potentially initiating the SSPT process. Tier 3 and 4 discipline concerns are supported through interventions by the administration including case management of student services interventions and disciplinary consequences. CNCA's Tiered Approach to Student Support guides the supports that students receive and also provides administrators with a framework for staff coaching and professional development. Preventions and interventions are outlined for students based on universal, targeted, and intensive individual support strategies. Please see the diagram below for CNCA's Tiered Approach to Student Support



Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
<p>Tier 1 Universal supports: Instruction and supports that are preventive, proactive and implemented for all students: -Student-Centered Coaching -Cognitive Coaching</p>	<p><i>Interventions and supports at the Universal Level include:</i></p> <ul style="list-style-type: none"> ● Essential Standards student tracking charts for each student ● Grade-level teams ● Student-Centered Coaching ● Cognitive Coaching ● Common assessments given for every essential standard ● Differentiation provided during math, ELD, and literacy courses ● Teacher Assessments (informal/formal) ● Diagnostics ● Universal Design for Learning (anticipate full range of student needs and eliminate barriers foreseen) ● Walk-throughs and Observations 	<p><i>Interventions and supports include school-wide mental health promotion and efforts to create a welcoming school culture and climate, a safe campus, school connectedness, and positive behavior:</i></p> <ul style="list-style-type: none"> ● DeansList ● Positive School ● Climate (consistent discipline strategies; effective classroom management; school-wide bullying prevention) ● Reinforce Good Habits (have routines, structure in place) ● Counsel ● Parent-Teacher conferences ● Student-Centered Coaching ● Cognitive Coaching <ol style="list-style-type: none"> 1. Classroom presentations (conflict mediation, anti-bullying) 2. Staff development (Responding to behavior; discipline, crisis intervention) 3. Parent education and 	<p>Gen. Ed. Teacher Leadership Team Parent Comm. Agencies CNCA Specialists/Directors</p>



Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
		training (discipline, homework help etc.) 4. Grade-level teams 5. Walk-throughs observations	
<p>Tier 2 Targeted Supports: students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. -SSPT's</p>	<p><i>At this level, students provided targeted intervention groups focused on language/literacy and/or math skills in either English or Spanish for six-week cycles. Instruction takes place either during the school day or before school, and progress is closely monitored and shared with their primary teacher so as to ensure that the support continues to be data-based.</i></p> <ul style="list-style-type: none"> If a student is not meeting the determined goals set forth in the SSPT, follow up meetings are held to consider other interventions. As a final measure of intervention the SSPT team may consider referral for a special education assessment with parent consent. 	<p><i>Targeted Support Services are for students who have been identified at risk or are beginning to exhibit signs of emotional and/or behavioral problems. Interventions at this level are designed to counter that risk and promote resiliency, well-being, and academic success.</i></p> <ul style="list-style-type: none"> Record Review (cumulative record file, health record) SSPT Social Skills instruction (Social Stories; re-teach expectations/rules, changing seating arrangements, conferences with parent and/or student, provide choices, removing tempting items from the classroom, redirection, failure to earn a privilege, restitution/apology, 	<ul style="list-style-type: none"> Gen. Ed. Teacher Leadership Team Parents Comm. Agencies CNCA Specialists/Directors Special Education staff (RSP Teacher, School Psych, SLP's) Counselor SSPT coordinator



Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
	<ul style="list-style-type: none"> • Differentiation (Design lessons based on students' learning styles; Group students by shared interest, topic or ability for assignments; continually assess and adjust lesson content to meet students' needs) • Academic Intervention group • Frequent informal/formal academic assessment • Leader/CNCA staff observations 	<p>prompt and cue (verbal and non-verbal etc.)</p> <ul style="list-style-type: none"> • Behavior contracts trackers • Incentive system • Participation in a restorative justice program. • Guidance teams or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents • Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling. • School-based mentoring • Home visits • Grade level parent meetings with at-risk students • Parent education 	



Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
		<ul style="list-style-type: none"> • After-school enrichment programs • Attendance watch list and monthly check • Leader/CNCA staff observations 	
<p>Tier 3 Intensive, Individual Supports: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.</p> <ul style="list-style-type: none"> • Assessment-based • Special Education • 504 plans 	<p><i>Intensive Support Services aimed at students who have significant academic skill deficits may include:</i></p> <ul style="list-style-type: none"> • Linda-Mood Bell (Seeing Stars, Visualizing and Verbalizing) • Co-planning: The Resource Specialist Teacher co-plans with multiple teachers on a weekly basis to identify further ways to increase access to the content through a “universal design” approach. • Referral for a comprehensive psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act • Co-Teaching: The RSP teacher also serves as an additional implementer of 	<p><i>Intensive Support Services are aimed at students who have significant emotional and behavioral barriers and may include:</i></p> <ul style="list-style-type: none"> • Referral for a comprehensive psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act * <i>if the concerns are strictly behavioral/social-emotional a mental health evaluation should precede a psycho-educational evaluation</i> • Referral for mental health evaluation through a mental health agency/hospital • Behavior Support Plan for students with an IEP 	<ul style="list-style-type: none"> • Gen. Ed. Teacher • Leadership Team • Parent • Community Agencies • CNCA Specialists/Directors • LAUSD Specialists • Special Education staff (School Psych., RSP, SLP, Contracted School Nurse) • Counselor • 504 Plan



Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
	<p>student accommodations while co-teaching. In the Learning Center, the RSP teacher allocates time between proactive pre-teaching, intervention, executive functioning support, and on-going needs for re-teaching informed by the core classes</p> <ul style="list-style-type: none"> • Leader/CNCA staff observations 	<ul style="list-style-type: none"> • DIS Counseling and Guidance for students with IEP • Functional Behavior Assessment for students with an IEP • Behavior Intervention Plan for students without an IEP • Mental Health Agency services: Individual and group therapy; Family Outreach and counseling • Suicide/violence/threat /risk assessment and management • Home visits • After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. • Referral and linkage to District and community resources • Leader/CNCA staff observations 	



School responses to misbehavior may include but are not limited to: loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, in/out-of-school suspension, intervention service referrals, and/or a Student Success Team meeting. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

School-wide expectations and school values are taught and unpacked during the schools' advisory block. The advisory curriculum is planned by teacher leaders with support from the AP and the Home Support office. CNCA uses Deans List, a school culture data and monitoring program as part of its PBIS supports. The leadership team and teachers manage student rewards and incentives such as free dress days and behavior interventions using this tool. Students and families receive reports and updates regularly regarding their progress. Restorative Justice Practices including the use of community building circles and the use of community building games and activities will be used in advisory. If and when harm occurs, a repair or harm circle, in addition to the use of restorative dialogue and affective statements will be used to resolve conflict as an option. Alternatives to suspension that the school may use to resolve disciplinary incidents include referrals for services such as counseling, a skill building intervention, or mentoring. Alternatives also include reflective assignments, community service, a behavior contract, or a loss of privileges. CNCA will provide ongoing professional development based on CNCA's Tiered Approach to Student Support in order to ensure that staff is equipped to adequately implement the established discipline policies.

Egregious misbehavior is met with consequences such as in-school or out-of-school suspension and/or expulsion. Parents/guardians shall be notified prior to suspensions and are asked to come to school for an informal suspension conference, which may include the Principal or designee, teacher and/or student.

At the suspension conference, an individual behavior plan may be developed for the student. CNCA's student discipline policy is included in the student/family handbook. School staff review the discipline policy with students and families at the beginning of the school year and/or upon admission to CNCA. By enrolling in the school, the students and families acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy includes student rights and responsibilities and the school's suspension and expulsion policies. The discipline policy will not be implemented in a way that is discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

Student Suspension & Expulsion Procedures

Alternatives to Suspension

The Principal or designee may implement alternative consequences to suspension as appropriate. Alternatives to suspension include but are not limited to: a loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, intervention service referrals, and/or a Student Success Team meeting. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.



In-School Suspension

Using their discretion, the Principal or one of the Assistant Principals may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff. In-school suspensions will be served in the office of a school administrator. The Principal or one of the Assistant Principals will supervise the students. During the suspension, the Principal or Assistant Principal will work with teachers to ensure that the student has access to their class-work and the required instructional support to complete it. The student will receive access to supports that they already receive including but not limited to Special Education Services and mental health counseling.

Additionally, the student will receive support from the Principal or Assistant Principal in processing the reason for the disciplinary consequence and coaching to help prevent the same behavior from occurring again. As the Principal or one of the Assistant Principal develops interventions for the student, those will be shared with teachers and staff who work directly with the student on a daily basis. A student may be suspended in-school for a maximum of five (5) school days and a maximum of twenty (20) instructional days per academic year. Students will not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition. CNCA may assign in-school suspension as a consequence for the offenses listed below in the Matrix for Suspension/Expulsion Recommendations. In order to maintain safety for students, visitors, and staff, the Principal will assess the situation and consider evaluations made by the school's mental health counselor, school police, psychological evaluation team, and LAPD (as applicable) to determine the credibility of threats and a student's need for services prior to determining if a suspension should be served in or out of school. A student who is suspended in-school for any of the listed offenses would work in the office of an administrator, while being supervised, away from others. The student would be escorted when traveling on campus and the student's schedule would be re-organized if necessary to prevent contact with victims or those affected by the student's behavior. An in-school suspension option for these behaviors is in the best interest of students in that it allows the school to both respond to the concern and provide services to the student, which will hopefully help to prevent the re-occurrence of the behavior which is in the best interest of students, and the school.

No student shall be involuntarily removed by CNCA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to Education Code section 47605(b)(5)(J)(i) and (ii) (the suspension procedures described below). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in Education Code section 47605(b)(5)(J)(ii), before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in Education Code section 47605(b)(5)(J)(ii), the student shall remain enrolled and shall not be removed until CNCA issues a final decision.

The parent, guardian, or educational rights holder shall have the right to appeal the involuntary removal and the pupil shall not be removed from the school until a final decision is issued.



Grounds for Suspension and Expulsion

For students with suspensions of fewer than ten (10) days, CNCA will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the student's side of the story. (Education Code section 47605(b)(5)(J)(i).)

For students with suspensions of ten (10) days or more and all other expulsions for disciplinary reasons, CNCA will (1) provide timely, written notice of the charges against the student and an explanation of the student's basic rights, and (2) provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. (Education Code section 47605(b)(5)(J)(ii).)

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Matrix for Suspension/Expulsion Recommendations

Procedure to Notify Teachers of Dangerous Pupils

Administrators will communicate with appropriate staff and parents while keeping confidentiality through:

- Emails
- Coaching Meetings
- Teams Messages

Nondiscrimination Policy

BP 0140: Nondiscrimination in CNCA Programs and Activities, approved by the CNCA governing board on June 13, 2017

CNCA is committed to equal opportunity for all individuals in education. CNCA programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristics contained in the definition of hate crimes in Penal Code section 422.55 or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all CNCA activities.



Annually, the CEO or designee shall review its programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing CNCA programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The CEO or designee shall report his/her findings and recommendations to the Board after each review.

The CEO or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about CNCA's policy on nondiscrimination and related complaint procedures. Such notifications shall be included in handbooks, job announcements, applications and other recruitment materials distributed to these groups.

CNCA's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

CNCA programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing CNCA facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the CEO or designee shall develop a transition plan that sets forth the steps for completing the changes.

The CEO or designee shall ensure that CNCA provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to CNCA and school web sites, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the school principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

Harassment, Discrimination and Bullying Policy

CNCA is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination for any reason and of any type. CNCA believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. CNCA prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.



What is “bullying”?

“Bullying” is defined as any severe or pervasive physical or verbal act or conduct including communications made in writing or by means of an electronic act, and including one or more acts committed by a student group or group of students that constitute sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following (CA Education Code Section 48900):

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CNCA.

Cyberbullying

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Reporting an Act of Bullying

CNCA expects all students and/or staff to immediately report incidents of bullying to the principal. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off 36 campus, and during a school-sponsored activity. To ensure bullying does not occur on school campuses, CNCA will provide staff training in bullying prevention and cultivate acceptance and understanding in all students and staff in order to build each school’s capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Student Bullying Code of Conduct

The Student Bullying Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the student or the parent/guardian of the student



feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intervention and Investigation

The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff, students and their families/guardians will receive a summary of this policy prohibiting bullying.
- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
- After an investigation, the school will implement consequences based on CNCA's discipline policy.

Schoolwide Dress Code

Why does Camino Nuevo Charter Academy have uniforms? CNCA'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. Part of this education is teaching all students to make a good impression. Our top reasons for asking our students to wear uniforms are:

- There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
- The clothing we wear indicates our purpose. When we go to the beach, we wear swimsuits. When we go to a wedding, we put on our best clothes. At CNCA, we dress for learning.
- School uniforms put the focus on learning, not fashion. Uniforms can also reduce bullying and teasing. Please support our mission by taking our uniform seriously and wearing it with pride.

Uniform items should be no larger/smaller than one size of the student's clothing size. Out of uniform consequences may include:

1. 1st offense – Verbal warning
2. 2nd offense – Parent/Guardian phone call
3. 3rd offense – Parent/Guardian meeting

A student may also be loaned a school-issued uniform if they arrive to school out of uniform. All school issued uniform attire must be washed and returned to the school site. Upon the return of school-issued uniforms, students will be given their "free dress" items back.



The CNCA high school uniform is:

- Light heather grey CNCA polo shirt
- Black bottoms – pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)

The CNCA Pre-K – 5th grade uniform is:

- Dark heather grey CNCA polo shirt
- Khaki bottoms pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)

The CNCA 6th - 8th grade uniform is:

- Dark heather grey CNCA polo shirt
- Khaki/black bottoms pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)

For all CNCA Schools:

- No baseball caps, or hats of any kind. Beanies may be permitted during inclement weather only
- Only closed-toe footwear with flat rubber soles.
- Any attire that may be a distraction may be confiscated. Distracting attire may include but is not limited to accessories such as belts not in the belt loops, extra clothing pieces, and excessive or large pieces of jewelry. School site personnel retain the discretion to decide what is considered distracting attire.
- If your student participates in physical education, he/she should wear the CNCA physical education uniform, or a plain white t-shirt and dark heather grey athletic pants or shorts without pockets.

Free and Professional Dress Days

As a reward for positive behavior and attendance, schools may identify “free dress days.” Prior to free dress days, students and families will be notified of their eligibility to participate. If student(s) come to school in free dress when they are not supposed to they will need to 1) call home to have someone bring a uniform to school 2) change into a school issued uniform. In order to maintain a safe learning environment, the attire described below is not acceptable on free dress days. We encourage students to express their individuality and personal style while following all CNCA dress code policies on free and professional dress days.

Prohibited Free Dress Attire

- Clothing that displays inappropriate language, images, humor, or other graphics
- Clothing items that are too tight or loose (beyond one size above the student’s clothing size)
- Tights/leggings may not be worn as pants
- Any attire that may be affiliated with a gang, clique, or street crew
- Shoulders must be covered with sleeves, tank tops are not permitted



Hats and caps are prohibited unless otherwise specified e.g “hat day”. If a student is required to wear a hat or cap, a physician’s note must be submitted to the main office.

Safe Arrival/Dismissal

Arrival

Please make sure that your child enters the school grounds safely. Remind them not to visit neighborhood businesses on their way to school, to remain in supervised areas, and not to run in the hallways. Upon entering the school building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff.

Dismissal

At dismissal time, students may be picked up by a family member or other authorized party, stay for the after-school program, or travel home independently. Students are expected to depart from campus within 15 minutes of dismissal. After dismissal, students may remain on campus only during the time that they are engaged in an authorized/supervised afterschool activity in which they are enrolled. For permission to remain on campus for any other reason, students and families should go to the main office during business hours.

Visitor Policy

Families/Guardians are encouraged to make regular visits and volunteer at CNCA. In order to monitor traffic and promote safety at the school, it is necessary that all school visitors, including parents/guardians, sign in at the main office and wear a visitor’s badge issued by the main office or other designated person. Visitors under the age of 18 must have an adult with them or must have written authorization to be on CNCA school grounds from a parent and site administrator.

Visitors failing to register in the main office may be identified as trespassing. All visitors are expected to interact and behave with CNCA community members in a way that promotes and demonstrates collaboration and respect; visitors who disrupt the school environment may be asked and required to leave campus immediately and/or be given a withdrawal of consent for up to 14 days as indicated in the California Penal Code 626.4, 626.7, and 626.8.

Discipline Policy

At CNCA, we believe that by demonstrating respect for each other, we can create a safe, caring, and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. CNCA believes that all students have the right to learn. No student has the right to behave in ways that infringe upon the rights of others. We recognize the primary role of parents/guardians and families as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to learn and demonstrate acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect all students to conduct themselves respectfully toward teachers/staff, classmates, and



the property of others. Students will be treated and spoken to respectfully and with care. With a focus on community building, it is our goal that every student possesses or gains a clear understanding of how their actions may affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive and restorative discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability.

Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to schoolwide expectations.

CNCA's approach to discipline includes strategies such as teaching school rules, developing social- emotional skills, reinforcing appropriate school behavior, using effective classroom management, implementing positive behavior support strategies, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Classroom Expectations

CNCA teachers develop classroom management plans appropriate for the age and grade level that they teach in order to help students understand and integrate school and classroom rules and agreements into their daily activities. To set up a positive and well-structured classroom, there are three types of language related to behavior management that we ask all staff to utilize when responding to misbehavior: 1) positive reinforcement, 2) reminding students of expectations and community agreements, 3) redirecting misbehavior. The classroom management system and behavior plan will be communicated to and discussed with the students and families in the first weeks of school. Please discuss behavior expectations with your student and feel free to contact their teacher at any time.

Responses to Misbehavior and Student Discipline Policy

CNCA's ultimate priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach: 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.

When behavior is disruptive, disrespectful and/or unsafe, students should expect a consequence or response from teachers/administration. School consequences for misbehavior may include but are not limited to: loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, in/out of school suspension, intervention service referrals, restitution and/or a billing for damaged or lost school property, and/or an SST meeting. Consistent with Education Code 48904, schools will notify families in writing before withholding records or grades for alleged misconduct resulting damage or loss. Schools may also hold restorative circles or conferences to resolve discipline concerns. These conferences may include administrators, teachers, students, parents/guardians, and others who have a vested interest in the school community. The aim of these conferences is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

Serious misbehavior is met with consequences such as in-school or out-of-school suspension



and/or expulsion. Parents/guardians shall be notified prior to suspensions and are asked to come to school for an informal suspension conference, which may include the Principal and/or the Principal's designee, teacher(s), and the student. At the suspension conference, an individual behavior plan may be developed for the student.

At all times the law ultimately guides and helps to dictate what CNCA schools do to ensure a safe/orderly environment for all members of the CNCA community. Please note that in the case of any discrepancy between the CNCA Student & Family Handbook and the individual school charter, the charter petition language supersedes in determining school policy. An updated copy of each school site's LAUSD authorized Charter Agreement can be accessed via the individual school webpage online or by requesting a copy from the main office.



Opioïd & Fentanyl Overdose Prevention

Five Essential Steps for Individuals responding to Possible Overdoes

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document

SAMHSA Opioïd Overdose Prevention Toolkit

Overdose is common among persons who use illicit opioïds such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioïd overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioïd, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioïd antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioïd overdose. (Note that naloxone has no effect on non-opioïd overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioïd overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

- If an opioïd overdose is suspected, stimulate the person:
- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP



AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

{SchoolName} uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.



SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.



- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.



- DO put the person in the “recovery position” on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON’T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON’T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON’T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON’T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Immigration Resource and Response

Immigration Resource Guide Summary

To ensure educators and staff have quick access to critical safety protocols, community resources, and supportive language in moments of urgency or uncertainty based on the [OAG Guidance and Model Policies](#)

Campus Protocol Reminders:

- If [ICE is on campus](#):
 - Immediately notify the Principal, who will contact the VP of Strategies & Operations.
 - Request to read, review, and verify a judicial warrant; do not permit access to private areas without one.
- If a student or staff member were detained:
 - Notify the Principal, who will contact the VP of Schools.
 - Notify parents, guardians, or emergency contacts immediately.
- If you receive information requests:
 - Notify the Principal and document all requests.
 - Legal counsel will advise next steps.
- Following the incident, the VP of Strategy and Ops will work collaboratively with the school site to communicate information regarding the incident to all relevant personnel, the family of the student, and the governing board.

**✓ Key Dos:**

- Accept valid documents for enrollment (e.g., passport, birth certificate).
- Use emergency contact info to arrange student care.
- Require officers to sign in and show credentials.
- Connect families with legal and emergency resources.

✗ Key Don'ts:

- Don't ask about or document immigration status.
- Don't release students to unknown or unsafe individuals.
- Don't allow access to students without legal justification.

Sample Staff Language (When Students Make Jokes or Comments About Deportation):

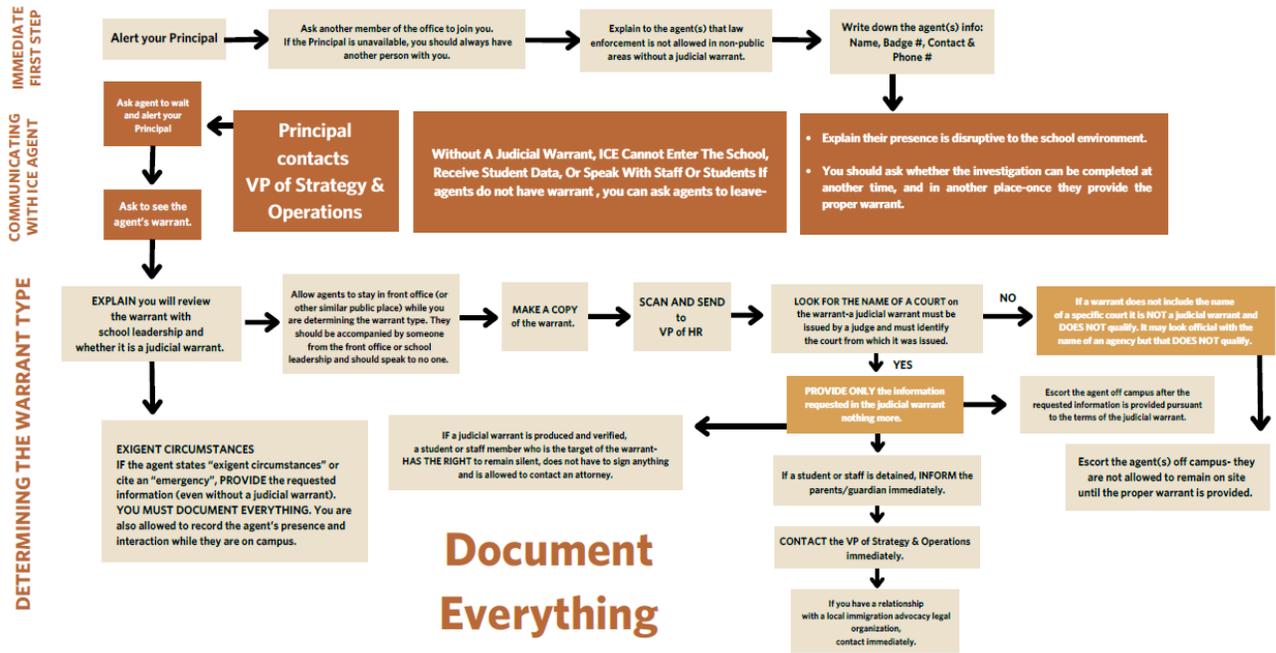
- "It's not okay to use words that scare or hurt others. Deportation is a serious issue that affects many families."
- "Using deportation as a threat or joke makes others feel unsafe. Let's choose words that care for others."

Community Resource Guide Includes:

- Free or low-cost legal support services
- Family emergency preparedness plan templates
- Mental health and trauma support organizations
- Local immigrant advocacy and sanctuary groups



What to do if ICE Comes To Campus : Campus Access Protocol



- Following the incident, the VP of Strategy and Ops will work collaboratively with the school site to send the following information to all relevant personnel, the family of the student and the governing board.
1. Who was present
 2. What time the agent(s) arrive
 3. What the agent wanted
 4. Whether the agent produced a warrant
 5. Who you called to review the warrant (list all parties who consulted)
 6. If a judicial warrant, what you provided to comply -access to student data, access to a student, access to staff member, document all info provided
 7. If no judicial warrant was produced-what you said to ask the agent to leave
 8. What time the agent left.



Automated External Defibrillator (AED)

Emergency Response Protocol

This protocol establishes a rapid, coordinated, and life-saving response for cardiac emergencies through the use of an Automated External Defibrillator (AED) on campus and applies to all students, staff, visitors, and volunteers during school hours and school-sponsored activities. Camino Nuevo prioritizes early recognition, immediate action, and safety when responding to cardiac events, recognizing that early CPR and defibrillation significantly increase survival rates. Staff acting in good faith and in accordance with training are protected under California Good Samaritan laws. An AED should be used immediately when an individual is unresponsive, not breathing normally (or only gasping), and/or has no detectable pulse if the responder is trained to assess. AED use should never be delayed while awaiting confirmation of cardiac arrest.

Emergency Response Procedures

Step 1: **Recognize the Emergency & Activate 911**

- Immediately call 911 and state a suspected cardiac emergency
- Notify the Incident Commander / School Administrator
- Request the AED and a CPR/AED-trained responder

Step 2: **Initiate CPR**

- Begin hands-only CPR immediately if trained
- Continue CPR until:
 - The AED is available
 - The individual shows signs of life
 - Emergency medical services (EMS) arrive

Step 3: **Retrieve and Operate the AED**

- Retrieve the nearest AED as quickly as possible
- Turn on the AED and follow all voice and visual prompts
- Expose the chest and apply pads as instructed
- Ensure no one is touching the individual during rhythm analysis
- Deliver a shock only if advised by the AED

Step 4: **Continue Care Until EMS Arrival**

- Resume CPR immediately after shock delivery or if no shock is advised
- Continue care until:
 - EMS arrives and assumes responsibility
 - Another trained responder relieves you

Roles and responsibilities

School Staff



- Activate the emergency response and call 911 immediately
- Retrieve the AED and assist with CPR/AED use as directed
- Maintain crowd control and keep the area clear
- Remain calm and follow administrator direction

Incident Commander / Site Administrator

- Coordinate the campus emergency response
- Ensure clear and immediate access for EMS
- Assign staff to meet and escort emergency responders
- Secure the scene and support students and staff
- Initiate parent/guardian notification as appropriate

Operations / Facilities

- Ensure AED accessibility and readiness
- Maintain inspection, maintenance, and compliance records
- Coordinate post-incident documentation and reporting

Each school site shall ensure AEDs are **clearly marked, unlocked, and accessible** at all times, with locations reflected on emergency maps and known to staff. Monthly inspections must be completed and documented to confirm that batteries and pads are within expiration dates and that devices are fully operational. At least one **CPR/AED-trained staff member** must be present on campus during operating hours, and AED procedures shall be reviewed during onboarding, drills, and annual safety trainings.

Following any AED use, the Incident Commander shall ensure that a detailed incident report is completed, including the date, time, location, timeline of response, and EMS arrival. District Operations/HSO and parents or guardians (if a student is involved) must be notified promptly, and all media inquiries shall be referred to the CEO. A staff debrief should occur within **24–48 hours** to review the response, identify areas for improvement, and provide emotional support as needed. Ongoing training, drills, and protocol reviews are essential to maintaining readiness and ensuring a calm, effective response during future emergencies.

Coversheet

Fiscal Policy Updates

Section: V. Consent Items
Item: D. Fiscal Policy Updates
Purpose: Vote

Submitted by:

Related Material:

Summary Page of Fiscal Policy Changes 2.10.26 CNCA Board Meeting.pdf
CNCA Fiscal Policies.Revision_2026 Update -2.10.26 Draft for Approval Final.pdf

Summary Page of Fiscal Policy Updates
2.10.26
CNCA Board Meeting

Policy Changes to be presented:

Pg.20-21- Travel Expenses

- Add on exceptions to travel expenses as follows:
 - Travel Exemptions: Notwithstanding the provisions above, the Chief Executive Officer (CEO) may approve exceptions to this policy on a case-by-case basis when the expenditure supports organizational priorities or advances the mission of the school. Such exceptions may include, but are not limited to, approval of lodging, meals, or travel expenses for employees who are presenting, facilitating, or representing the organization at conferences, convenings, or professional events, even when such events are local or located within 50 miles of the employee's residence or school site. All approved exceptions must be documented in writing and retained with the applicable expense report.

Pg. 11-12 Purchases & Procurement

- Meeting Food-
 - Snack cap per employee increased from \$5 to \$8 dollars

Pg. 13-14 Contracts- Delegation of Contractual Authority

- Senior Leadership has been added as another group of authorized signers to agreements on behalf of CNCA & HSO with set guidelines and monetary limits in agreements not exceeding \$30,000.

Pg. 7- Deposits-

- Timeframe add in: Deposits must be processed in a timely manner and done within 30days of receipt. (*Exceptions to timeframe are holiday breaks and School Closures)

Pg. 6- Cash Receipts- Procedures

- Updated language to include "secured courier pick-up services on scheduled pick-ups" since cash pick-ups are less frequent and no longer have Brinks as a provider and now Millenium Courier will be conducting cash pick-up services from school site and HSO site safes.

Fiscal Policies & Procedures



**Camino
Nuevo
Charter
Academy**

Approved by the Board of Directors, February 10th, 2026

CNCA Fiscal Policies & Procedures

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CNCA FISCAL POLICIES AND PROCEDURES

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Introduction

The Governing Board of Camino Nuevo Charter Academy (CNCA) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of CNCA to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED* Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation using ExED's bank reconciliation workbook.
- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by completing the approval tab of the bank reconciliation workbook.

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Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

Procedures:

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation until the prior year audit has been completed.
- ExED will make the financial records available to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Chief Executive Officer, certain documentation may be maintained for a longer period of time.
- Paper financial records, to the extent that they exist, will be shredded at the end of their retention period and the organization will keep a general record of what was destroyed.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted.

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Chief Executive Officer.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Chief Executive Officer's performance annually and establishes compensation.
- Reviews and approves all contracts over \$100,000.
- Commissions the annual financial audit by an independent third-party auditor approved by the State of California.

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- Approves the annual financial audit before submission, when possible, but otherwise no later than by January 31, unless there has been an approved audit extension, in which case the audit will be accepted as soon as possible following completion.
- Appoints someone else to perform the duties of the Chief Executive Officer in the case of absence and/or approves the appointment of someone who has been so assigned by the Executive Director.

Chief Executive Officer

- Is responsible for all operations and activities related to financial management.
- Develops the Home Support Office and Consolidated organization annual budget with ExED.
- Approves Site Budgets developed by Site Principals and ExED.
- Reviews and approves all contracts under \$100,000.

Chief Executive Officer and/or Designee

- Reviews and approves all expenditures.
- Develops annual site budget with ExED.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- All administrative employees are required to take annual vacations of at least five (5) consecutive days. During the mandatory vacation, responsibilities shall shift to another employee who has been cross-trained in those responsibilities.

Financial Planning & Reporting

Budgeting Process

Policy: In consultation with the Chief Executive Officer, Treasurer, and the Fiscal Designee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

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- The Chief Executive Officer will work together with the Fiscal Designee, Department of Human Resources, and Site Principals to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Chief Executive Officer and Fiscal Designee, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED or the Fiscal Designee will present a draft budget to the Board prior to the end of the fiscal year.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board. ExEd will work with the organization's leadership to prepare updated financial statements for presentation to the Governing Board in alignment with the Board's schedule of regular meetings.

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis.

Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also provide a check register each month to the Chief Executive Officer, Fiscal Designee, and Site Principals.
- The Chief Executive Officer, Fiscal Designee, Site Principals, and Board Treasurer will review financial reports each month.
- ExEd and/or The Director of Finance and Business Services and/or Fiscal Designee and/or the Treasurer will present the financial reports to the Governing Board at each meeting.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide* (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement. The State Controller's Office publishes a list of registered auditors (which can be found at <https://cpads.sco.ca.gov/>) from which the audit firm should be selected (per Education Code 41020).

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the

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Educational Audit Appeals Panel. (Education Code 41020). The State Controller's Office publishes a list of registered auditors (which can be found at <https://cpads.sco.ca.gov/>) from which the audit firm should be selected (per Education Code 41020).

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board. However, no staff members of the organization and any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee. The Board Treasurer, due to their direct involvement in financial oversight, shall also not serve on the committee. Other officers may serve on the Audit Committee, but their inclusion should be carefully considered to maintain the committee's independence and avoid any potential conflicts of interest.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and accept the audit no later than January 31.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15, unless an approved audit extension is in place

Tax Compliance

Exempt Organization Returns

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:

- ExED will work with the tax preparer and the organization to complete the organization's tax returns.
 - The Chief Executive Officer or Director of Finance or Fiscal Designee will review the tax returns before submitting to the Governing Board for review prior to submission. The tax returns will include an explanation of the method by which the Governing Board receives the returns prior to submission.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: Paycom will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

Procedures:

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- Paycom will prepare and file employee W2s by January 31 each year. If this date falls on a Saturday, Sunday, or legal holiday, the deadline will be the next business day.
- Paycom will deposit and file federal, state withholding and state disability taxes and quarterly tax returns.
- Paycom will deposit and file state unemployment taxes and quarterly payroll tax reports by the filing deadline.
- Paycom will deposit and file all federal and state taxes and tax returns.

Revenue & Accounts Receivable

Cash Receipts

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Chief Executive Officer, Fiscal Designee, or Site Principals will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Office Manager immediately.
- The Office Manager and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box*.
- The office manager will immediately put the funds in the secure Drop Safe used for Armored services weekly pick-up.
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the office manager.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

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Deposits

Policy: The Home Support Office Manager or designee is responsible for making bank deposits. Deposits will be made per assigned schedule set-up by the Chief Executive Officer, Fiscal Designee, or Site Principals.

Procedures:

- The Office Manager will restrictively endorse each check received (e.g. For Deposit Only Camino Nuevo Charter Academy).
- The Office Manager will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The Chief Executive Officer, Fiscal Designee, or Site Principals will review and approve the deposit packet.
- The Office Manager will provide the deposit packet to the Home Support Office.
- The Home Support Office Manager or designee will make the deposit using software from the organization's banking institution and attach the deposit receipt to a copy of the deposit packet that includes scanned pdf images of the checks deposited.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box*.
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.

Expense & Accounts Payable

Payroll

Policy: Employees are paid on a semi-monthly basis. Under the supervision of the Chief Executive Officer, VP of Human Resources, and Site Principals, ExED will be responsible for processing payroll through a third-party provider.

Time Sheet Preparation & Approval

Policy: All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Procedures:

- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.
- Supervisors will return, either physically or via the payroll system, incomplete or incorrect timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The

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employee must still complete and submit the timesheet upon return. If no timesheet is submitted, the organization will pay the employee for the best estimate of hours worked and will update to the accurate hours as soon as possible.

- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Time and Effort Reporting

Policy: Federal Uniform Guidance, 2 CFR 200, requires that employees funded through federal funds document the time they spend on activities. Employees funded through federal grants fall into one of these categories:

- a) Employees funded through only one federal source or a single cost objective.
- b) Employees funded through more than one source, one of which is federal.

At Camino Nuevo Charter Academy federally-funded employees *may* be funded from any of the following programs:

1. Title I (3010)
2. Title II (4035)
3. Title III (4201 and 4203)
4. Title IV (4127)
5. Special Education (3310)

Procedures:

Employees Funded Through Only One Federal Source

CNCA employees who are funded through only one federal source must account for their time twice annually using the Semi-Annual Certification Form. The Semi-Annual Certification must be completed at the end of October and the end of March. The following information will be included on the form:

1. Employee Name
2. Position Title
3. School
4. Reporting Period
5. Program(s)/Resources(s)
6. Supervisor's Signature

Employees Funded Through More Than One Source, One of Which is Federal Personnel Activity Report (PAR)

The PAR form will be prepared monthly and coincide with the CNCA payroll schedule. The employee must confirm the percentage of hours worked while performing different activities funded through federal funding. These activities should be outlined in the employee's duty statement. The PAR form will account for an after-the-fact distribution of the actual activity for which each employee is compensated. The following information will be included on the form:

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1. Employee Name
2. Position Title
3. School
4. Reporting Period
5. Program(s)/Resources(s)
6. Employee Signature

Other Requirements/Information Regarding Time and Effort Reporting

Duty Statement

Each federally funded employee must also complete a duty statement. A duty statement is similar to a job description, but provides additional details about the specific activities and work the employee performs. If the employee's duties remain consistent throughout the school year, then only one duty statement needs to be submitted. This duty statement will be submitted with the first Time and Effort document (Semi-annual Certification or PAR form.) If an employee's duties change during the course of the school year, then a new duty statement will need to be submitted along with the employee's Time and Effort documentation form.

Submission Requirements

All forms must be submitted within two weeks of the end of the recording period to the Principal or Fiscal Designee who oversees the federal funding source from which the employee is funded.

Training

Training in regards to Time and Effort documentation will take place each year by November for all employees who have not been previously trained in the documentation procedures. New employees hired after the fall training date(s) and/or whose salaries are later designated to be paid with federal funds will be trained in Time and Effort documentation prior to the next Time and Effort documentation period.

Personnel Changes

Any employee whose salary is charged to a federal funding source will be notified by the Principal or Fiscal Designee overseeing the federal monies. Notification will be in a timely manner and prior to the completion and collection of the documentation/reports.

Record Retention

Time and effort records will be kept on file for a minimum period of three (3) years by the VP of Human Resources or Fiscal Designee of those federal funds.

Payroll Additions, Deletions, and Changes

Policy: The Chief Executive Officer, Fiscal Designee, VP of Human Resources, and Site Principals are authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

- The VP of Human Resources or designee will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline for the first pay period in which the change or addition is to go into effect.

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

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Procedures:

- Five days prior to each check date, the Office Manager or designee will review electronic time cards within the payroll system to ensure they are complete and approved for that pay period. Time Recorded will include:
 - An accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
 - The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll based upon notification from the VP of Human Resources or designee that payroll for that pay period is approved. Once processed, the payroll processor ExED Accounting Manager (AM), Senior Accounting Associate (SAA), or Vice President (VP), School Finance will review the Payroll Journal Report for accuracy and completeness
- ExED will obtain approval from the Chief Executive Officer, VP of Human Resources, or Site Principals before submitting payroll.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check and direct deposit processing.
- If applicable, the 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date.
- The Chief Executive Officer, VP of Human Resources, or Site Principals or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing checks.
- The Chief Executive Officer, VP of Human Resources, Site Principals, or designee will distribute pay stubs to employees on the check date or otherwise ensure that employees have access to pay stubs.

Pay Upon Termination

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The VP of Human Resources or designee will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)

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- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

Policy: All purchases must be authorized by the Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals. Any expenditure in excess of \$30,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

The Governing Board must approve any contract over \$100,000.

Meeting food purchasing guidelines are to be followed.

Procedures:

- All purchases over \$500 require a purchase requisition.
- The Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals will approve the purchase requisition after determining:
 - If the expenditure is budgeted.
 - If funds are available for the expenditure.
 - If the expenditure is allowable under the appropriate revenue source.
 - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
 - If the price is competitive and prudent and proper bidding procedures have been followed.

Meeting Food

- Sign-In Sheets are required to be submitted with purchase documentation when food is purchased or provided to staff or stakeholders

Parent Meetings Coffee with the Principal (Cafecitos) Workshops	Allowable	Light snacks
Staff Professional Development	Allowable	Tips should not be more than 15%

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<p>Up to \$20 per employee breakfast* Up to \$30 per employee lunch* Up to \$5 per employee snacks* *Including tax and tips/fees</p> <p>Full Day Professional Development (6-7 hours duration) One meal will be provided to attendees. (either breakfast or lunch). Snacks will also be provided.</p> <p>Half-Day Professional Development (1-5 hours duration) Snacks will be provided for attendees.</p>		<p>Do not tip if delivery fee is included</p> <p>Receipt must show the tip included</p> <p>Preorder food from a vendor</p> <p>Gratuuity (tip) paid in excess of the charter school policy is unallowed, unless automatically assessed by the restaurant.</p>
<p>Celebrations Baby Showers/Holiday Celebration Mother’s Day/Father’s Day Sport’s Banquets (treat as a fundraiser)</p>	<p>Not Allowable</p>	<p>Ok: Donations and potluck Purchases for celebrations are considered gifts of public funds and therefore not allowed.</p>
<p>Food Delivery Service Door Dash Grub Hub Postmates Uber Eats Etc.</p>	<p>Allowable</p>	<p>When necessary to use these services costs must not exceed \$30 per meal, per employee inclusive of taxes and fees.</p>

- Food costs outside of the set totals above may be submitted for consideration. Approval of such costs is at the discretion of the Chief Executive Officer; approval is solely on the basis of the CEO’s evaluation of the proposal and shall not set a precedent for future approval.

Staff Development and Team Building Activities:

This section outlines the policies governing allowable staff development expenses, including team-building activities, in compliance with state funding requirements and organizational goals.

Staff development activities, including team building exercises, are allowable expenses when they are directly related to the improvement of school operations, staff performance, and the achievement of program goals. All expenses must be reasonable and necessary.

Allowable Activities

Allowable staff development expenses may include, but are not limited to:

- Professional training and workshops
- Coaching and mentoring sessions
- Team building activities that foster collaboration, communication, and morale (e.g., bowling, escape rooms, structured group challenges)

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Conditions for Allowability

Team building activities must meet the following criteria:

- Serve a documented business purpose aligned with school/program goals
- Be pre-approved by the designated approving authority
- Be supported by an agenda, sign-in sheet, and written justification of the intended outcomes
- Not be purely recreational or entertainment in nature

Expense Caps and Guidelines

To ensure fiscal responsibility and compliance:

- **Annual cap:** Total expenditures on team building activities should not exceed **\$2,500 per school site** per fiscal year.

Documentation Requirements

Each expense must be supported by:

- A description of the event and its connection to staff development goals
- An itemized receipt or invoice
- List of participants
- Pre-approval documentation (if applicable)
- Evaluation or feedback from attendees (recommended)

Unallowable Costs

Unallowable costs include:

- Activities that are purely social, recreational, or entertainment-based (e.g., amusement parks, parties)
- Alcoholic beverages
- Personal expenses not directly tied to program objectives

Contracts

- The Chief Executive Officer, Fiscal Designee, or Site Principals will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over \$30,000. If multiple vendors are not available or do not provide bids, evidence of this will be kept in lieu of additional bids or quotes.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Chief Executive Officer, Fiscal Designee, or Site Principals will keep a record of all searches.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer or designee may also require that contract service providers list the school as an additional insured.
- The Chief Executive Officer will approve proposed contracts and modifications in writing.

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- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Chief Executive Officer, Fiscal Designee, VP of Human Resources, or Site Principals will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Chief Executive Officer and Member(s) of the Governing Board, as well as any other employee participating in any procurement decision, will abide by all relevant Conflict of Interest laws, including insuring that those with the conflict will excuse themselves from discussions and from voting on the contract.

Delegation of Contractual Authority:

This section establishes guidelines for the delegation of authority to school Principals to enter into agreements on behalf of the organization, with the goal of improving operational efficiency while maintaining compliance with legal, financial, and regulatory requirements. To streamline decision-making and improve responsiveness at the school site level, Principals are delegated authority to sign and execute contracts and agreements up to a monetary limit of **\$20,000** per agreement, subject to the terms and conditions outlined below.

Scope of Authority

Under this policy, Principals are authorized to:

- Enter into agreements for goods, services, and activities directly related to school operations and programmatic needs
- Sign contracts or memoranda of understanding (MOUs) with vendors or service providers, up to a total value of **\$20,000** per agreement

Limitations and Restrictions

The following limitations apply:

- No contract may be split or structured to circumvent the \$20,000 cap.
- Agreements exceeding \$20,000 must be submitted to the **Chief Executive Officer (CEO)** for review and approval.
- Principals may not enter into any agreement involving:
 - Real estate transactions
 - Employment or personnel matters
 - Legal settlements or liabilities
 - Agreements requiring board approval by policy or law

Pre-Approval and Review

- All agreements must be reviewed for fiscal impact and legal compliance by Finance or designee prior to signature.
- Standardized contract templates should be used whenever possible.
- The CEO retains the right to revoke or modify this delegation at any time.

Documentation and Recordkeeping

Each site must maintain a file of all executed agreements signed under this delegation, including:

- A copy of the signed agreement
- Supporting documentation and rationale

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- Proof of fiscal and legal review (if applicable)
- Date of execution and term of agreement

Oversight and Compliance

- The Finance Department shall periodically audit school site agreements to ensure compliance with this policy.
- Any violations may result in revocation of delegation authority and/or disciplinary action, as appropriate.

Credit Cards

Policy: Organization credit card accounts shall only be established with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases above \$500.
- The Chief Executive Officer is responsible for deciding which employees may have an organization credit card and will set expectations for the use of the card and all related supporting records. Employees who are not able to consistently meet these expectations should not have an organization credit card and will relinquish access and use of card.
- Tipping shall be applied to transportation and meal costs only.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Chief Executive Officer. Should the Chief Executive Officer be required to complete a "missing receipt" form, authorization must be granted by a member of the Governing Board.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. The Use of such points or discounts is at the discretion of the Chief Executive Officer and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the VP of Human Resources.

Credit Card – Tiered Access by Role and Seniority

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Tier	Seniority Level	Eligible Roles	Credit Card Limit	Notes
Tier 1	Executive & School Leadership	CEO, Vice Presidents, Senior Directors, Principals	\$20,000	Strategic leadership; large-scale operational needs.
Tier 2	Upper-Mid Management	Directors, Regional Operations Managers	\$15,000	Campus- or department-level oversight; frequent purchasing or travel.
Tier 3	Program & Site Leads	Assistant Directors	\$5,000	Lead school programs or initiatives requiring purchasing authority.
Tier 4	Admin & Operations Support	Executive Assistants, Office Managers	\$2,000–\$3,000	Admin and site-level logistics, supplies, and support needs.

Debit Cards**Policy:** Organization debit cards are not permitted.**Procedures:**

If a debit card is automatically issued by the bank, the Chief Executive Officer or designee will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Gift Cards

Policy: Gift cards purchased with Non-Government grant funds awarded to Camino Nuevo Charter Academy (CNCA) need to follow the CNCA purchasing policies as well as Internal Revenue Service (“IRS”) guidelines. Gift cards are treated as cash gifts and we may not make a gift of public CNCA funds. The award of gift cards (i.e.: Visa, In-n-Out, iTunes, etc.) or cash prizes using CNCA funds to employees, students, and community members for any purpose is expressly prohibited. This policy is designed to lay out circumstances and protocols for when gift card purchases may be allowable.

In rare circumstances, Non-Government grant awards may stipulate the use of gift cards to meet grant requirements. Gift cards are treated as cash and should not be purchased without express permission from the Chief Executive Officer or the Fiscal Designee and for a specific project (such as to fulfill the requirements of a grant agreement or specific project). For gift card purchased with Non-Government Grant funds, the grant proposal and/or grant agreement must specify a) why gift cards are being purchased; b) how the gift cards will be used; and c) how they will be distributed. Purchases not complying with grant and organization requirements may result in loss of funding.

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- Gift cards may only be purchased when fulfilling a grant requirement.
- Gift cards must be distributed within the same fiscal year of purchase.
- Any gift cards not distributed at the end of the school year need to be immediately turned into the Fiscal Designee or the Home Support Office for safekeeping or redistribution.
- Gift cards cannot be used to make purchases outside the normal purchasing procedures for the CNCA. Using gift cards to purchase supplies or other items bypasses the normal approval process and controls. This also results in possible unauthorized sales tax as well as unused balances which are difficult to document for audit purposes.

This procedure applies to all CNCA employees, representatives, and students.

Procedures:

(Gift Card Purchase Form) The Gift Card Purchase Form, when completed, is an executed Authorization for the Purchase of Gift Cards and is required for gift card transactions.

Information to be completed includes the following:

1. Funds to be used to purchase gift cards (including grant name)
2. Intended Use of gift cards/
3. Vendor Name
4. Aggregate Amount of gift cards
5. Description (number/face amount to be purchased)
6. Distribution plan, including month/year to be distributed
7. Purchaser's name and signature
8. Date
9. Appropriate authorized name and signature

A copy of the approved grant proposal/funding award must be submitted with the gift card purchase form.

The individual distributing the gift cards/ must document each time a gift card/ is disbursed for the following: date of distribution; recipient's name; recipient's status (student, employee, non-employee)*; gift card number.

*If it is determined in any calendar year a non-employee has received an amount of \$600.00 or more, the issuing department will be responsible for obtaining an IRS Form W-9 from the recipient.

Violations of this Procedure:

Violations of this procedure or failure to timely cooperate in compliance by any individuals who purchase or distribute gift cards/certificates on behalf of CNCA may result in forfeiture of funding.

Independent Contractors

Policy: The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

Procedures:

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- The Chief Executive Officer has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Chief Executive Officer, Fiscal Designee, or Site Principals must approve all invoices. The following procedures will be performed either manually or electronically.

Procedures:

- When receiving tangible goods from a vendor, the Office Manager will trace the merchandise to the packing list and note any items that were not in the shipment.
- For invoices that are received manually (e.g., via email or mail)
 - The Office Manager will open and review invoices and bills and will notify the Chief Executive Officer, Fiscal Designee, or Site Principals of any unexpected or unauthorized expense.
 - The Office Manager will code invoices to the correct budget line.
- For electronic invoices that are sent directly from the vendor to the procurement system
 - The procurement system will automatically receive the electronic invoice against the purchase order.
 - The procurement system will copy the coding from the purchase order to the electronic invoice.
 - The procurement system will create an E-Invoice document to reflect the electronic invoice data it received from the vendor.
- Invoices are then routed to the Chief Executive Officer, Fiscal Designee, or Site Principals for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Office Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

Policy: Vendor payments will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures: Two methods are used to issue vendor payments:

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Bank Check

- Once an invoice is approved by the Chief Executive Officer, Fiscal Designee, or Site Principals for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Chief Executive Officer's facsimile signature stamp, which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
 - Original – mailed or delivered to payee
 - Duplicate or voucher – saved electronically by an ExED accountant.
- Should a check need to be voided, "VOID" will be written in ink on the signature line of the check or added digitally to the check image, if image in the check was not yet printed.
- Hand checks may be signed by the Chief Executive Officer or designee and by the Chief Administrative Officer; as long as there is complete invoice documentation or employee pay calculation documentation.
- The Chief Executive Officer may sign hand-checks up to \$10,000.
- Bank Checks will be considered stale dated in alignment with the timeline for Nvoicepay/Corpays, which is currently 180 days. The organization will provide ExED with direction regarding re-issuing payments for each stale dated item in timely manner and will complete any steps required to void the bank check, such as a Stop Payment order with the bank.

Nvoicepay/Corpays (outsourced payment provider)

- Once an invoice is approved by the Chief Executive Officer, Fiscal Designee, or Site Principals for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment. The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.
- After ExED AM or VP has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization's bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization's vendor. The payments are disbursed from Nvoicepay's trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED's accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay's numbering system.
- Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.
- Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however,

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the new Reference ID will not be updated in ExED's accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay's account.

Petty Cash

Policy: No Petty cash will be kept on site.

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Chief Executive Officer, Fiscal Designee, or Site Principals may incur school-related expenses without pre-approval.

Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Chief Executive Officer, Fiscal Designee, or Site Principals.
- Employees will submit signed expense reports within 30 days of incurring the expense to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- Chief Executive Officer expense reports must be approved by a member of the board via either a signature, email, or through Spendbridge.
- The Office Manager will submit the approved expense report and copies of the supporting documentation to ExED.
- ExED will issue a reimbursement check during the next regular check run following receipt of appropriate and complete documentation.
- Employees and volunteers will submit expense reports within 60-days and/or within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.
- The Chief Executive Officer will determine which administrative staff is eligible for monthly tech reimbursement not to exceed \$35 per calendar month.

Travel Expenses

Policy: The Chief Executive Officer, Fiscal Designee, or Site Principals must pre-approve all school related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 75 miles from either the employee's residence or

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the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.

- Employees will be reimbursed up to the established State of California per diem rate found at (<http://www.gsa.gov/portal/category/100120> - US Government Rates) for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Tipping shall be applied to transportation and meal costs only.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis or group ride services may be more economical. Employees should choose between long-term parking or a taxi/ride service based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval and then on to ExED for processing.

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Chief Executive Officer and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

Asset Management

Cash Management and Investments

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:

- The Chief Executive Officer will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

Procedures:

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Chief Executive Officer will be notified of all cases of theft, loss, damage or destruction of assets.

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- The Chief Executive Officer or the Fiscal Designee will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.
- The organization is responsible for maintaining compliant inventory lists of all items required under state or federal program guidelines, including items which fall below the capitalization threshold listed above.

Leases

Policy: All contracts that meet the following criteria shall be reported as a lease in accordance with ASC 842:

1. The contract conveys the right to control the use of an identified asset (land, buildings, equipment) for a period of time greater than 12 months in exchange for payment.
2. The net present value (NPV) of the leased asset over the term of the lease, including any options to renew, exceeds the organization's capitalization threshold (\$5,000)

Leases are classified as either finance or operating. The lease classification determines the accounting requirements. If the organization is not sure whether a contract contains a lease, it will seek guidance from legal counsel and/or their audit firm to make the determination.

Procedures:

- The Chief Executive Officer or fiscal designee will notify ExED of leases that meet the requirements listed above as they arise, but no later than the quarter end, by completing the [ExED Lease Data Collection Form](#). The form assists in determining if a lease is a finance or operating lease.
- ExED will recognize and initially measure all leases as of the lease commencement date by recording a right-of-use asset and a lease liability on the balance sheet.
- To determine the (NPV) of the lease asset, the organization will:
 - use the rate implicit in the lease when readily determinable.
 - In cases where the implicit rate is not readily determinable, employ a risk-free discount rate corresponding to the lease term, referencing [SLGS Daily Rate Table](#) for the risk-free determination.
- ExED will record all subsequent entries as required by the type of lease (operating or finance) on a monthly or annual basis.

Loans & Lines of Credit

Policy: The Governing Board will approve all loans or Lines of Credit from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents.

Employee loans, including salary advances, are not allowed.

Procedures:

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- The Chief Executive Officer and/or Governing Board designee shall review and sign the promissory note or Line of Credit agreement before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.
- Any draw of funds from a Line of Credit shall require written approval from the Executive Director and the Board Treasurer.

Insurance

Policy: The organization will maintain insurance with a high-quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:

- The Chief Executive Officer will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- CNCA will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Parking Lot Liability

Policy: Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage through his/her individual insurance policies.

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised February 10th, 2026

operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- ExED will monitor the organization's reserve level and will report the reserve level to the Chief Executive Officer and the Governing Board as part of each financial report presented to the Board..
- It is the responsibility of the Chief Executive Officer and the Governing Board to understand the organization's cash situation and it is the responsibility of the Chief Executive Officer to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify the use of the Operating Reserves.

Coversheet

Mid-Year LCAP Report

Section: VI. Mid-Year LCAP Report
Item: A. Mid-Year LCAP Report
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo Mid Year LCAP Update_February 2026.pdf

Camino Nuevo LCAP Mid-Year Update

2025-26 LCAP



What is the LCAP Mid-Year Update?

- A new state requirement now in its third 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 reviewing results from the 2024-25 school year.



Reference Guide

- All outcomes in this presentation are shown in relation to the LCAP goal established by each school. This analysis is distinct from the threshold set in the CA School Dashboard. [The underlying data is available here.](#)
- The following slides include symbols related to 5 possible assessments:
 -  : LCAP goal has been achieved based on most recent available data
 -  : The goal was met for at least 50% of student groups, but not all
 -  : Progress fell short of goal but was within 10% range of target
 -  : Progress fell short of goal by more than 10%
 - - : The school did not set a goal for this metric

Updates on LCAP Spending and Actions

- In general, LCAP spending towards planned actions is proceeding as planned in the 2025-26 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	Burlington	Kayne Siart	Castellanos -Eisner	Cisneros	Dalzell Lance
School Attendance Rate					
Chronic Absenteeism					
Dropout Rate					
Suspension Rate					
Expulsion Rate					
FIT Rating					
Student Sense of Connectedness & Safety					
Family Sense of Safety & Connectedness					
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	Burlington	Kayne Siart	Castellanos-Eisner	Cisneros	Dalzell Lance
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	Burlington	Kayne Siart	Castellanos-Eisner	Cisneros	Dalzell Lance
CAASPP ELA DFS		✗	✗	✗	
CAASPP ELA %	✗	✗	✗	✗	✓
CAASPP Math DFS	✓	✗	✗	✗	✗
CAASPP Math %		✗	✗	✗	✗
CAST %	✗	✗	✗	✗	✗
ELPI	✓	✗		✗	✓
EL Reclassification	✗	✗	✗	✓	✓
% Meeting iReady Growth Targets - Reading	✗	✗	✗	✓	
% Meeting iReady Growth Targets - Math		✗	✗		
% of students passing AP exams	-	-	-	-	
College Career Readiness	-	-	-	-	

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

School Accountability Report Card

Section: VII. School Accountability Report Card
Item: A. School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material: CNCA SARC_2024-2025.pdf
CNCA 2 SARC_2024-2025.pdf
CNCA3 SARC_2024-2025.pdf
CNCA4_2024-2025 SARC.pdf
CNHS No. 2 SARC_2024-2025.pdf

Camino Nuevo Charter Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

Principal: Juliana Santos, Principal

Phone: (213) 413-4245

Grade Span: K-8

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

- For more information about SARC requirements 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 children learn the same way, and every family deserves access to a high-quality public education. Founded in 1999 by the Pueblo Nuevo Education and Development Group in partnership with the MacArthur Park community, Camino Nuevo Charter Academy (CNCA) was created on the belief that every student deserves a great school—regardless of zip code, income, or ability.

Today, six CNCA schools serve over 3,000 students from Transitional Kindergarten through high school, proving that all children can thrive when held to high expectations and supported in safe, welcoming learning environments.

At CNCA, we honor and value the diverse cultural and linguistic assets of the communities we serve. We raise the status of multilingualism by grounding our programs in continuous educational research and ensuring instruction is responsive to our community's evolving needs. Our deeply integrated, equitable bilingual education amplifies student voice while cultivating joy, pride, and curiosity. Students learn to read, write, and communicate effectively in both Spanish and English, developing strong biliteracy skills that expand their access to the world and strengthen the upward trajectory of their lives.

At the Burlington Campus, academic excellence is paired with a strong Step Forward culture rooted in empathy and respect. As Dragons, students commit daily to learning, leading, and living with kindness, accountability, and courage—building a community where every individual feels seen, heard, and valued and grows as a compassionate agent of social justice.

Burlington students benefit from exceptional programs, including dual-language instruction, weekly enrichment in the arts, Ethnic Studies, Environmental Science, and physical education, and a pathway to our award-winning CNCA high school.

Our impact has earned state and national recognition, most recently naming CNCA Burlington a Top School on Innovate's Top Schools Report—placing us among the top 6% of California public schools for closing opportunity gaps for Black and Latino students and preparing students for college.

Educational inequities persist, but our commitment to our students and community remains unwavering. We invite families, partners, and supporters to join us in this work—by enrolling, volunteering, mentoring, or investing in our shared vision.

¡Sí, 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 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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	http://www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2397841&tota11y=true
Grade Span	K-8
County-District-School (CDS) Code	19647336117667

School Description and Mission Statement (School Year 2025–26)

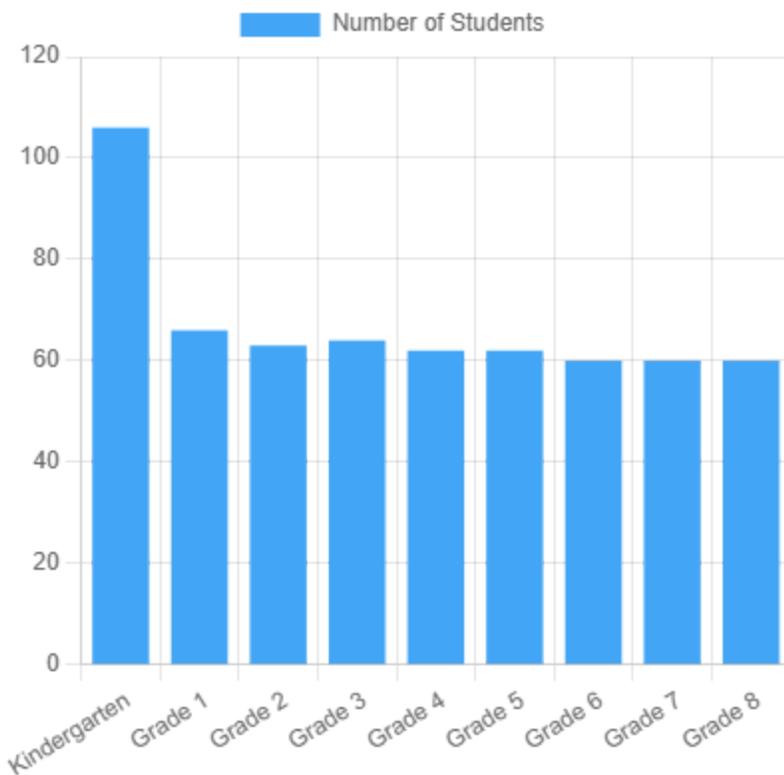
The Burlington Campus is part of the Camino Nuevo Charter Academy network, a community of high-performing public schools that prepares and empowers students for success in college and life.

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 2024–25)

Grade Level	Number of Students
Kindergarten	106
Grade 1	66
Grade 2	63
Grade 3	64
Grade 4	62
Grade 5	62
Grade 6	60
Grade 7	60
Grade 8	60
Total Enrollment	603



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	50.40%
Male	49.60%
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	59.50%
Foster Youth	0.00%
Homeless	4.80%
Migrant	0.00%
Socioeconomically Disadvantaged	99.70%
Students with Disabilities	12.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	15.30	50.21%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.00	9.82%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.70	28.48%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	6.55%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	1.50	4.91%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	30.50	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	4.20	8	5.00
Misassignments	1.10	1.3	3.40
Vacant Positions	0.00	0	0.20
Total Teachers Without Credentials and Misassignments	5.40	9.3	8.70

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.10	3.7	2.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.10	3.7	2.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5%	7.8%	20.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	5.70%

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 2025–26)

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, 1st, and 3rd-5th grade; English and Spanish Language Arts)
- HMH (2nd grade; English and Spanish Language Arts)
- EL Education (6th - 8th grade; English 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: December 2025

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	<ul style="list-style-type: none"> • American Reading Company Core • HMH • EL Education 	0
Mathematics	<ul style="list-style-type: none"> • i-Ready Classroom Mathematics 	0
Science	<ul style="list-style-type: none"> • STEMScopes 	0
History-Social Science	<ul style="list-style-type: none"> • 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

Good repair

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: January 2026

System Inspected	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: January 2026

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	37%	35%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	33%	36%	32%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	367	100.00%	0.00%	34.88%
Female	181	181	100.00%	0.00%	42.54%
Male	186	186	100.00%	0.00%	27.42%
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	367	367	100.00%	0.00%	34.88%
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	189	189	100.00%	0.00%	13.76%
Foster Youth	0	0	0%	0%	0%
Homeless	20	20	100.00%	0.00%	35.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	235	235	100.00%	0.00%	35.74%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	58	100.00%	0.00%	8.62%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	366	99.73%	0.27%	36.34%
Female	181	180	99.45%	0.55%	40.56%
Male	186	186	100.00%	0.00%	32.26%
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	367	366	99.73%	0.27%	36.34%
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	189	188	99.47%	0.53%	19.15%
Foster Youth	0	0	0%	0%	0%
Homeless	20	20	100.00%	0.00%	40.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	235	234	99.57%	0.43%	35.47%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	58	100.00%	0.00%	8.62%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	14.17%	19.01%	23.96%	25.47%	30.73%	32.52%

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 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	121	100.00%	0.00%	19.01%
Female	62	62	100.00%	0.00%	20.97%
Male	59	59	100.00%	0.00%	16.95%
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	121	100.00%	0.00%	19.01%
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	44	44	100.00%	0.00%	2.27%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	79	100.00%	0.00%	15.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	21	100.00%	0.00%	4.76%

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

- Pupil outcomes in the subject area of physical education

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 administration 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 2025–26)

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 to 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 spring, 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: school belonging, family support, family efficacy, learning behaviors, family engagement, and roles and

responsibilities. 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 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 Based 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 attend 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 days 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

Chronic Absenteeism by Student Group (School Year 2024-25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	608	67	11.0%
Female	307	307	29	9.45%
Male	301	301	38	12.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	607	607	67	11.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	363	363	44	12.1%
Foster Youth	--	--	--	--
Homeless	29	29	2	6.9%
Socioeconomically Disadvantaged	606	606	66	10.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	90	9	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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.99	1.31	1.15	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15%	0.00%
Female	0.98%	0.00%
Male	1.33%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.15%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.28%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.16%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.11%	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.

School Safety Plan (School Year 2025–26)

For the 2025–26 school year, the Comprehensive School Safety Plan was last reviewed in November 2024, updated in February 2025, and discussed with school faculty and students in August 2025. Key elements of the plan include emergency preparedness and response procedures, child abuse reporting protocols, campus evacuation and lockdown procedures, discipline and suspension policies, and measures to ensure a safe and supportive learning environment. The plan also outlines required emergency drills, staff roles during emergencies, and communication protocols with families and the broader school community

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 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 (Elementary) (School Year 2024–25)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	2	6	0
Mathematics	28.00	1	6	0
Science	30.00	0	7	0
Social Science	25.00	3	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 2024–25)

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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other**	0.40

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23043.24	\$9579.75	\$13463.49	\$63593.97
District	N/A	N/A	\$12748.41	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

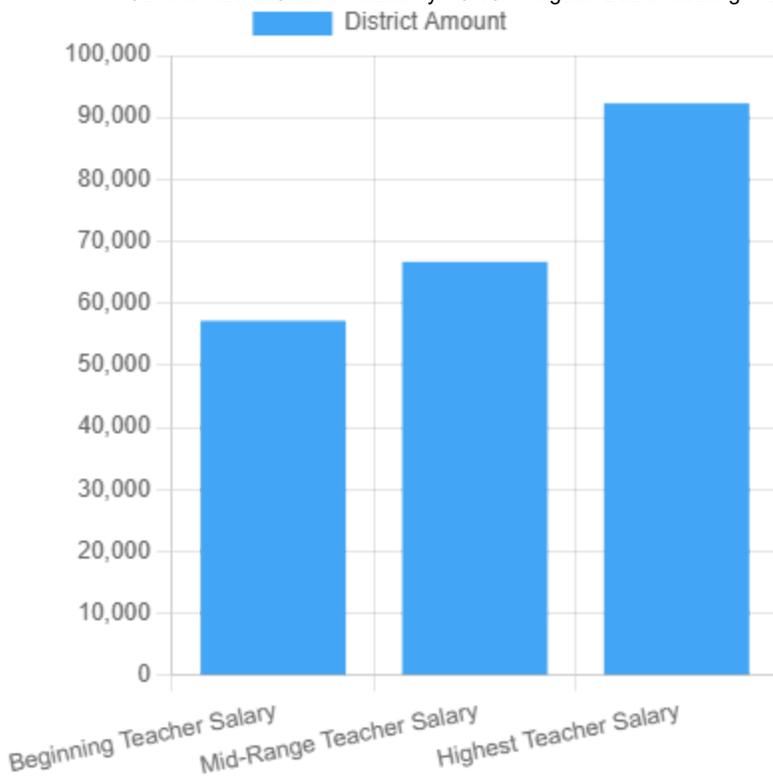
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$60862.67
Mid-Range Teacher Salary	\$66695.84	\$93575.04
Highest Teacher Salary	\$92261.22	\$125548.29
Average Principal Salary (Elementary)	\$119787.74	\$157644.72
Average Principal Salary (Middle)	\$119787.74	\$165340.66
Average Principal Salary (High)	\$142109.15	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 week throughout the school year

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	15	12	17

Camino Nuevo Charter Academy #2

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

Principal: Maria Duarte, Principal

Phone: (213) 736-5542

Grade Span: K-8

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

- For more information about SARC requirements 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



Contact

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

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

Email: maria.duarte@caminonuevo.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

School Name	Camino Nuevo Charter Academy #2
Street	3400 West 3rd St.
City, State, Zip	Los Angeles, CA , 90020-1605
Phone Number	(213) 736-5542
Principal	Maria Duarte, Principal
Email Address	maria.duarte@caminonuevo.org
Website	http://www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2410414&tota11y=true
Grade Span	K-8
County-District-School (CDS) Code	19647330122861

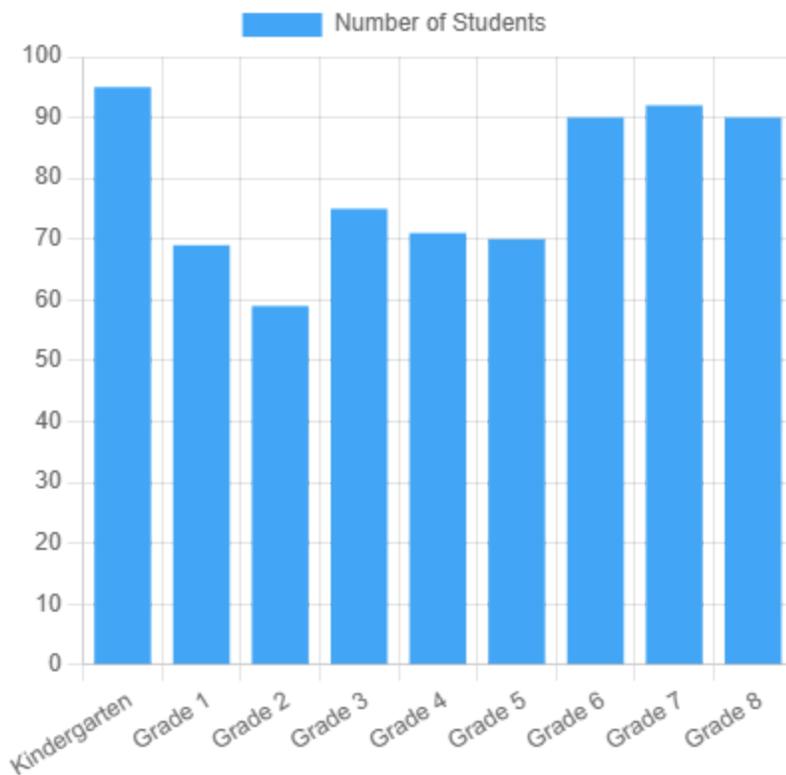
School Description and Mission Statement (School Year 2025–26)

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 2024–25)

Grade Level	Number of Students
Kindergarten	95
Grade 1	69
Grade 2	59
Grade 3	75
Grade 4	71
Grade 5	70
Grade 6	90
Grade 7	92
Grade 8	90
Total Enrollment	711



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.30%
Black or African American	1.10%
Filipino	1.10%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	46.40%
Foster Youth	0.10%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	94.80%
Students with Disabilities	17.30%

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 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	22.00	58.15%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	4.00	10.65%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.60	22.81%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.64%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	2.10	5.71%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	37.80	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	4.00	4	6.10
Misassignments	1.10	2.5	2.40
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	5.10	6.5	8.60

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	1.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	1.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.4%	5.6%	21.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	7.90%

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 2025–26)

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, 1st, 3rd - 5th grade; English Language Arts)
- HMH (2nd grade; English Language Arts)
- EL Education (6th - 8th grade; English 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: December 2025

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	<ul style="list-style-type: none"> • American Reading Company Core • HMH • EL Education 	0
Mathematics	<ul style="list-style-type: none"> • iReady Classroom Mathematics 	0
Science	<ul style="list-style-type: none"> • STEMScopes 	0
History-Social Science	<ul style="list-style-type: none"> • 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

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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: January 2026

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: January 2026

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	22%	29%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	16%	18%	32%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	472	99.16%	0.84%	29.03%
Female	221	220	99.55%	0.45%	32.73%
Male	255	252	98.82%	1.18%	25.79%
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	461	99.14%	0.86%	28.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	167	166	99.40%	0.60%	7.23%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	364	361	99.18%	0.82%	25.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	93	90	96.77%	3.23%	7.78%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	475	472	99.37%	0.63%	17.80%
Female	220	219	99.55%	0.45%	16.44%
Male	255	253	99.22%	0.78%	18.97%
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%	17.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	166	166	100.00%	0.00%	10.24%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	363	360	99.17%	0.83%	16.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	93	90	96.77%	3.23%	6.67%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	12.34%	14.94%	21.89%	25.47%	30.73%	32.52%

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 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	157	154	98.09%	1.91%	14.94%
Female	71	70	98.59%	1.41%	15.71%
Male	86	84	97.67%	2.33%	14.29%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	154	151	98.05%	1.95%	14.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	45	45	100.00%	0.00%	2.22%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	124	121	97.58%	2.42%	12.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	31	91.18%	8.82%	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.

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

- Pupil outcomes in the subject area of physical education

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 administration 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 2025–26)

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 to 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 spring, 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: school belonging, family support, family efficacy, learning behaviors, family engagement, and roles and

responsibilities. 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 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 Based 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 attend 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 days 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

Chronic Absenteeism by Student Group (School Year 2024-25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	742	732	203	27.7%
Female	359	356	97	27.2%
Male	383	376	106	28.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	716	706	192	27.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	338	333	99	29.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	706	696	190	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	132	132	43	32.6%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.55	2.05	1.75	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.75%	0.00%
Female	1.67%	0.00%
Male	1.83%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.82%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.18%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.84%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.79%	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.

School Safety Plan (School Year 2025–26)

For the 2025–26 school year, the Comprehensive School Safety Plan was last reviewed in November 2024, updated in February 2025, and discussed with school faculty and students in August 2025. Key elements of the plan include emergency preparedness and response procedures, child abuse reporting protocols, campus evacuation and lockdown procedures, discipline and suspension policies, and measures to ensure a safe and supportive learning environment. The plan also outlines required emergency drills, staff roles during emergencies, and communication protocols with families and the broader school community

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 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 (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	2	2	
1	21.00	1	1	
2	24.00	0	2	
3	25.00	0	3	
4	29.00	0	2	
5	30.00	0	2	
6				
Other**	24.00	0	3	

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

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

Average Class Size and Class Size Distribution (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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	4	13	
Mathematics	28.00	3	9	
Science	30.00	0	9	
Social Science	30.00	0	9	

* 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 2024–25)

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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other**	0.40

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19548.23	\$8308.45	\$11239.78	\$64281.45
District	N/A	N/A	--	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

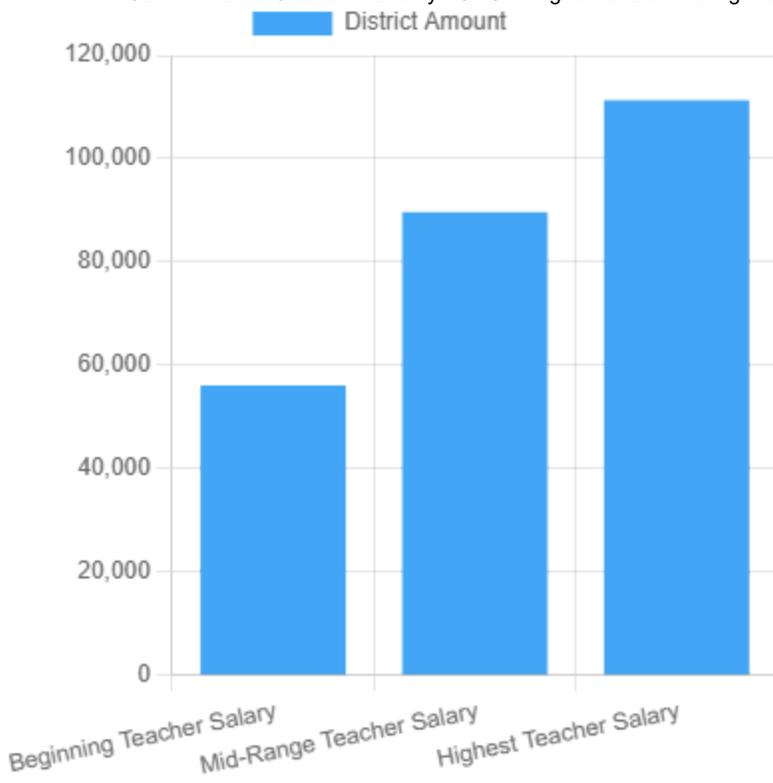
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 week throughout the school year

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	15	12	17

Camino Nuevo Elementary #3

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

Principal: Suzette Torres, 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

Suzette Torres, Principal

📍 Principal, Camino Nuevo Elementary #3

About Our School



Contact

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

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

Email: suzette.torres@caminonuevo.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

School Name	Camino Nuevo Elementary #3
Street	1723 Cordova St.
City, State, Zip	Los Angeles, CA , 90007-1114
Phone Number	(323) 730-7160
Principal	Suzette Torres, Principal
Email Address	suzette.torres@caminonuevo.org
Website	http://www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2408848&tota11y=true
Grade Span	K-8
County-District-School (CDS) Code	19647330122564

School Description and Mission Statement (School Year 2025–26)

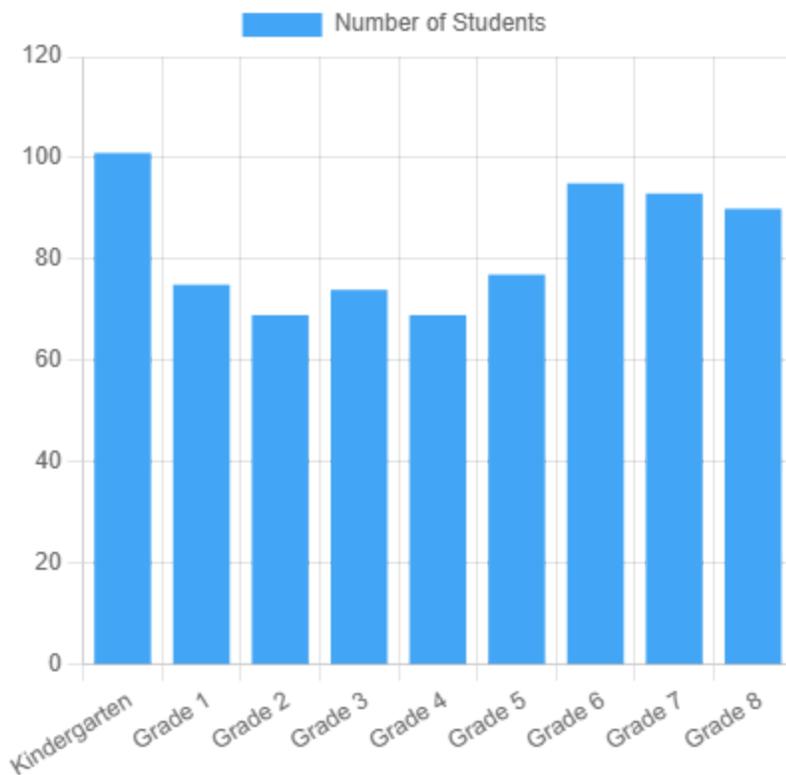
The Jose A. Castellanos Campus is part of the Camino Nuevo Charter Academy community of schools. Our scholars in grades K-5 benefit from a rigorous academic program and an inclusive community where each student is valued and encouraged to succeed.

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 2024–25)

Grade Level	Number of Students
Kindergarten	101
Grade 1	75
Grade 2	69
Grade 3	74
Grade 4	69
Grade 5	77
Grade 6	95
Grade 7	93
Grade 8	90
Total Enrollment	743



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
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	98.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	47.40%
Foster Youth	0.10%
Homeless	1.30%
Migrant	0.00%
Socioeconomically Disadvantaged	85.70%
Students with Disabilities	11.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	21.20	53.56%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.00	7.58%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.30	26.21%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	5.05%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	3.00	7.58%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	39.60	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2.00	2	4.00
Misassignments	1.40	1.2	6.30
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.40	3.2	10.30

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.5	2.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0.5	2.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.6%	20.6%	9.50%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.50%

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 2025–26)

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, 1st, 3rd - 5th grade; English and Spanish Language Arts)
- HMH (2nd grade; English and Spanish Language Arts)
- EL Education (6th - 8th grade; English 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: December 2025

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	<ul style="list-style-type: none"> • American Reading Company Core • HMH • EL Education 	0
Mathematics	<ul style="list-style-type: none"> • iReady Classroom Mathematics 	0
Science	<ul style="list-style-type: none"> • STEMScopes 	0
History-Social Science	<ul style="list-style-type: none"> • 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

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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: January 2026

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: January 2026

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	40%	39%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	25%	26%	32%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	489	475	97.14%	2.86%	38.95%
Female	240	234	97.50%	2.50%	44.87%
Male	249	241	96.79%	3.21%	33.20%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	476	464	97.48%	2.52%	38.79%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	204	193	94.61%	5.39%	13.47%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	388	375	96.65%	3.35%	36.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	70	70	100.00%	0.00%	2.86%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	489	484	98.98%	1.02%	26.24%
Female	240	237	98.75%	1.25%	27.00%
Male	249	247	99.20%	0.80%	25.51%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	476	471	98.95%	1.05%	25.90%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	204	203	99.51%	0.49%	12.32%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	388	384	98.97%	1.03%	24.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	70	70	100.00%	0.00%	4.29%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	24.12%	25.15%	21.89%	25.47%	30.73%	32.52%

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 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	167	100.00%	0.00%	25.15%
Female	81	81	100.00%	0.00%	27.16%
Male	86	86	100.00%	0.00%	23.26%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	160	160	100.00%	0.00%	26.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	56	56	100.00%	0.00%	1.79%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	134	134	100.00%	0.00%	20.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	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.

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

- Pupil outcomes in the subject area of physical education

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	96.15%	96.15%	96.15%	96.15%	96.15%
7	63.64%	60.23%	62.50%	64.77%	65.91%

Note: The administration 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 2025–26)

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 to 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 spring, 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: school belonging, family support, family efficacy, learning behaviors, family engagement, and roles and

responsibilities. 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 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 Based 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 attend 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 days 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

Chronic Absenteeism by Student Group (School Year 2024-25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	782	769	222	28.9%
Female	378	372	99	26.6%
Male	404	397	123	31.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	771	759	217	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	372	367	105	28.6%
Foster Youth	--	--	--	--
Homeless	12	12	5	41.7%
Socioeconomically Disadvantaged	772	761	218	28.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	101	100	38	38.0%

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: 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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.50	1.67	1.41	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41%	0.00%
Female	0.79%	0.00%
Male	1.98%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.43%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.42%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.97%	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.

School Safety Plan (School Year 2025–26)

For the 2025–26 school year, the Comprehensive School Safety Plan was last reviewed in November 2024, updated in February 2025, and discussed with school faculty and students in August 2025. Key elements of the plan include emergency preparedness and response procedures, child abuse reporting protocols, campus evacuation and lockdown procedures, discipline and suspension policies, and measures to ensure a safe and supportive learning environment. The plan also outlines required emergency drills, staff roles during emergencies, and communication protocols with families and the broader school community

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 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 (Elementary) (School Year 2024–25)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	9	9	2
Mathematics	30.00	1	6	1
Science	31.00	0	5	1
Social Science	30.00	1	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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	1.75

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.75
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other**	0.40

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21446.71	\$9351.02	\$12095.69	\$61470.89
District	N/A	N/A	--	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

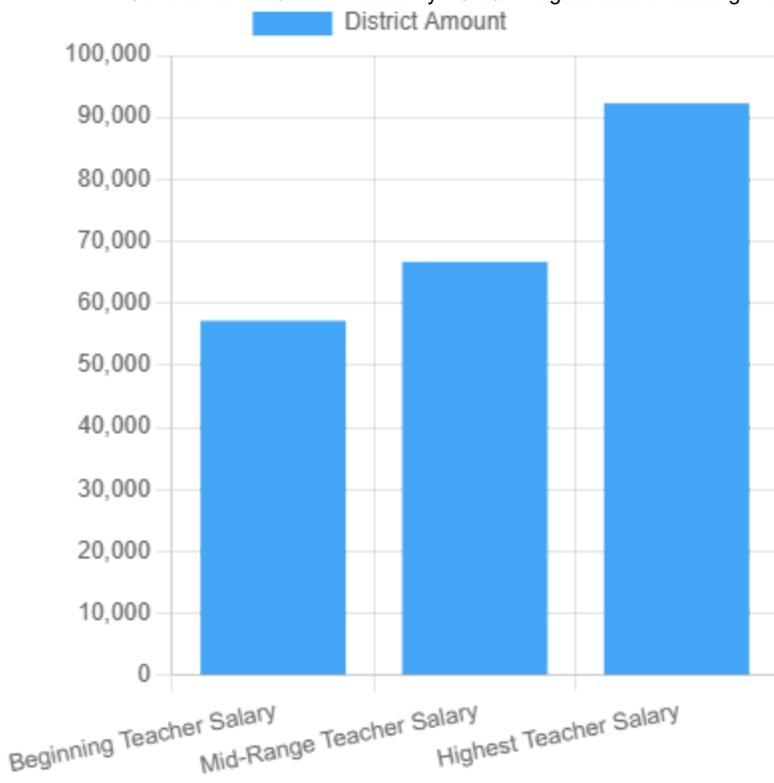
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$60862.67
Mid-Range Teacher Salary	\$66695.84	\$93575.04
Highest Teacher Salary	\$92261.22	\$125548.29
Average Principal Salary (Elementary)	\$119787.74	\$157644.72
Average Principal Salary (Middle)	\$119787.74	\$165340.66
Average Principal Salary (High)	\$142109.15	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 week throughout the school year

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	15	12	17

Camino Nuevo Charter Academy #4

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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



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 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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	http://www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2410415&tota11y=true
Grade Span	K-8
County-District-School (CDS) Code	19647330124826

School Description and Mission Statement (School Year 2025–26)

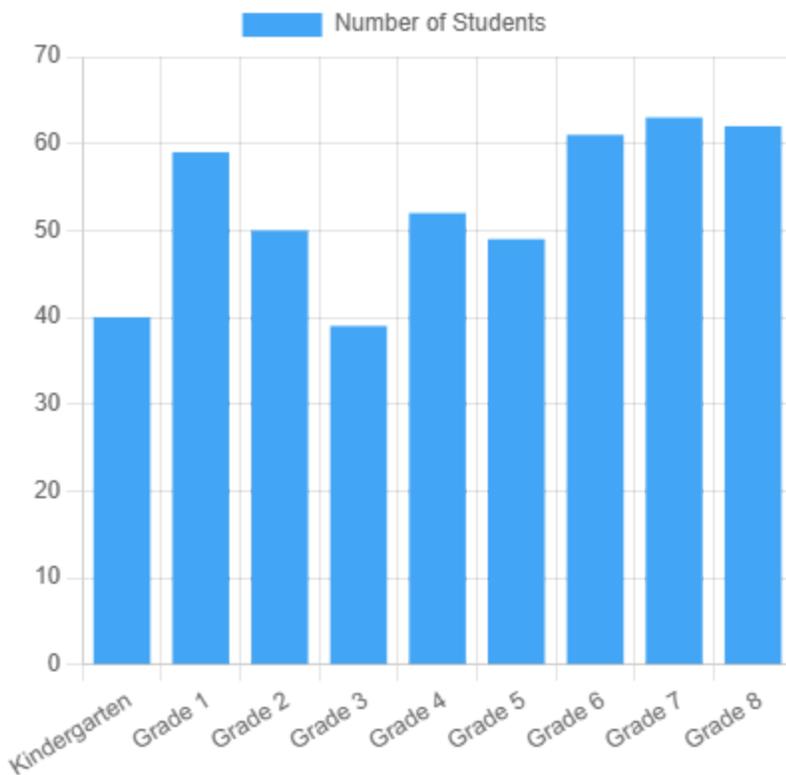
The Sandra Cisneros Campus is part of the Camino Nuevo Charter Academy network, a community of high-performing charter public schools that prepares and empowers students for success in college and in life.

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 2024–25)

Grade Level	Number of Students
Kindergarten	40
Grade 1	59
Grade 2	50
Grade 3	39
Grade 4	52
Grade 5	49
Grade 6	61
Grade 7	63
Grade 8	62
Total Enrollment	475



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	50.10%
Male	49.90%
Non-Binary	0.00%
American Indian or Alaska Native	1.10%
Asian	0.40%
Black or African American	1.70%
Filipino	2.10%
Hispanic or Latino	94.10%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.00%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.80%
Foster Youth	0.00%
Homeless	8.20%
Migrant	0.00%
Socioeconomically Disadvantaged	92.40%
Students with Disabilities	16.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	14.60	51.86%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.90	10.58%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.50	37.49%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	28.20	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2.00	1	7.90
Misassignments	0.00	2.8	2.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.8	10.50

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.1	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	1.1	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	18.4%	16.40%
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%	0%	1.20%

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 2025–26)

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:

- HMH (K-5th grade; English and Spanish Language Arts)
- EL Education (6th - 8th grade; English 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: December 2025

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	<ul style="list-style-type: none"> • HMH • EL Education 	0
Mathematics	<ul style="list-style-type: none"> • iReady Classroom Mathematics 	0
Science	<ul style="list-style-type: none"> • STEMScopes 	0
History-Social Science	<ul style="list-style-type: none"> • 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

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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: January 2026

System Inspected	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: January 2026

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	32%	28%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	18%	21%	32%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	310	98.10%	1.90%	28.39%
Female	160	156	97.50%	2.50%	33.33%
Male	156	154	98.72%	1.28%	23.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	292	98.32%	1.68%	27.40%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	98	92	93.88%	6.12%	5.43%
Foster Youth	0	0	0%	0%	0%
Homeless	21	19	90.48%	9.52%	10.53%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	206	203	98.54%	1.46%	23.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	60	60	100.00%	0.00%	10.00%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	316	315	99.68%	0.32%	21.27%
Female	160	160	100.00%	0.00%	21.88%
Male	156	155	99.36%	0.64%	20.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	296	99.66%	0.34%	20.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	98	97	98.98%	1.02%	8.25%
Foster Youth	0	0	0%	0%	0%
Homeless	21	21	100.00%	0.00%	4.76%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	206	206	100.00%	0.00%	18.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	60	60	100.00%	0.00%	6.67%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	16.54%	14.15%	21.89%	25.47%	30.73%	32.52%

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 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	107	100.00%	0.00%	14.15%
Female	58	58	100.00%	0.00%	14.04%
Male	49	49	100.00%	0.00%	14.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	100	100.00%	0.00%	13.13%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	29	29	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	70	70	100.00%	0.00%	10.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	5.56%

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

- Pupil outcomes in the subject area of physical education

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	96.61%	98.31%	98.31%	98.31%	98.31%

Note: The administration 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 2025–26)

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 to 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 spring, 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: school belonging, family support, family efficacy, learning behaviors, family engagement, and roles and

responsibilities. 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 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 Based 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 attend 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 days 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

Chronic Absenteeism by Student Group (School Year 2024-25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	498	159	31.9%
Female	260	248	84	33.9%
Male	263	250	75	30.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	11	11	4	36.4%
Hispanic or Latino	486	465	144	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	190	177	45	25.4%
Foster Youth	--	--	--	--
Homeless	40	40	18	45.0%
Socioeconomically Disadvantaged	484	465	153	32.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	93	29	31.18%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	3.14	1.76	2.10	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.10%	0.00%
Female	0.38%	0.00%
Male	3.80%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	18.18%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.65%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	2.11%	0.00%
Foster Youth	0.00%	0.00%
Homeless	2.50%	0.00%
Socioeconomically Disadvantaged	2.07%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.00%	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.

School Safety Plan (School Year 2025–26)

For the 2025–26 school year, the Comprehensive School Safety Plan was last reviewed in November 2024, updated in February 2025, and discussed with school faculty and students in August 2025. Key elements of the plan include emergency preparedness and response procedures, child abuse reporting protocols, campus evacuation and lockdown procedures, discipline and suspension policies, and measures to ensure a safe and supportive learning environment. The plan also outlines required emergency drills, staff roles during emergencies, and communication protocols with families and the broader school community

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 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 (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	3	0	0
1	30.00	0	2	0
2	25.00	0	2	0
3	20.00	1	1	0
4	26.00	0	2	0
5	25.00	0	2	0
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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	0	8	0
Mathematics	31.00	0	6	0
Science	31.00	0	6	0
Social Science	31.00	0	6	0

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other**	0.40

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21440.00	\$8869.25	\$12571.29	\$63116.21
District	N/A	N/A	--	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

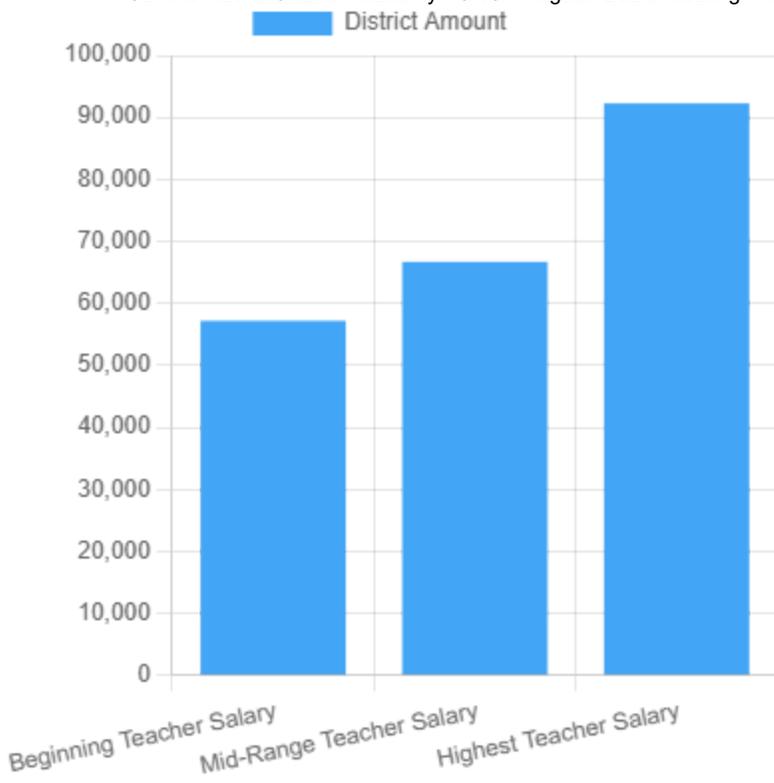
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$60862.67
Mid-Range Teacher Salary	\$66695.84	\$93575.04
Highest Teacher Salary	\$92261.22	\$125548.29
Average Principal Salary (Elementary)	\$119787.74	\$157644.72
Average Principal Salary (Middle)	\$119787.74	\$165340.66
Average Principal Salary (High)	\$142109.15	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 week throughout the school year

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	15	12	17

Camino Nuevo High #2

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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

About Our School



Contact

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

Phone: [\(213\) 736-5566](tel:2137365566)

Email: lawrence.boone@caminonuevo.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

School Name	Camino Nuevo High #2
Street	3500 West Temple St.
City, State, Zip	Los Angeles, CA , 90004-3620
Phone Number	(213) 736-5566
Principal	Lawrence Boone, Principal
Email Address	lawrence.boone@caminonuevo.org
Website	http://www.caminonuevo.org/apps/pages/index.jsp?urec_id=3531021&type=d&prec_id=2410417&tota11y=true
Grade Span	9-12
County-District-School (CDS) Code	19647330127910

School Description and Mission Statement (School Year 2025–26)

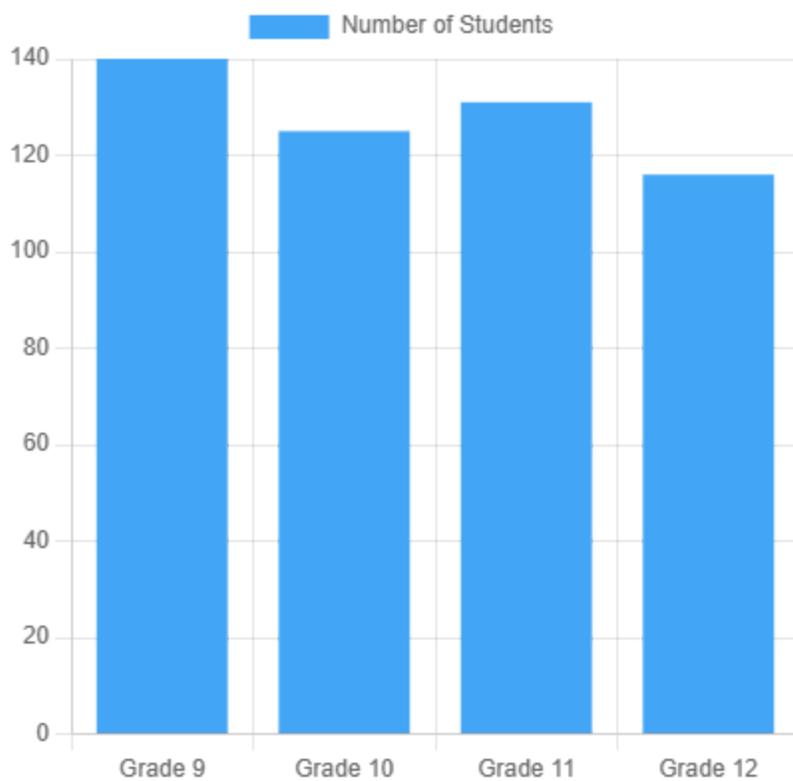
Dalzell Lance High School serves the students and families of Greater MacArthur Park, Echo Park and Pico-Union in Los Angeles. It is part of a community of high-performing public schools that prepares and empowers students for success in college and in life.

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 2024–25)

Grade Level	Number of Students
Grade 9	140
Grade 10	125
Grade 11	131
Grade 12	116
Total Enrollment	512



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	45.90%
Male	53.90%
Non-Binary	0.20%
American Indian or Alaska Native	0.00%
Asian	0.20%
Black or African American	0.00%
Filipino	1.00%
Hispanic or Latino	98.20%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	0.00%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.80%
Foster Youth	0.20%
Homeless	2.50%
Migrant	0.00%
Socioeconomically Disadvantaged	98.80%
Students with Disabilities	15.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	23.10	78.90%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.90	3.37%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	13.58%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.55%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.40	1.53%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	29.30	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.50	0	2.90
Misassignments	2.00	0.5	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.50	0.5	3.90

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.30	0	0.70
Local Assignment Options	0.00	0.6	0.00
Total Out-of-Field Teachers	1.30	0.6	0.70

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9%	2.1%	2.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4%	0%	3.10%

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 2025–26)

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 (Math)
- STEMScopes (Science)
- Project Lead the Way (STEM electives)
- Systematic ELD and English 3D (ELD)
- Teacher-created and curated materials (all other subjects)

Year and month in which the data were collected: December 2025

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	<ul style="list-style-type: none"> • Self-created 	0
Mathematics	<ul style="list-style-type: none"> • College Preparatory Mathematics 	0
Science	<ul style="list-style-type: none"> • STEMScopes • Project Lead the Way 	0
History-Social Science	<ul style="list-style-type: none"> • Self-created 	0
Foreign Language	<ul style="list-style-type: none"> • Self-created 	0
Health	<ul style="list-style-type: none"> • Self-created 	0
Visual and Performing Arts	<ul style="list-style-type: none"> • 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

Added Verkada security cameras to campus.

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: January 2026

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: January 2026

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	66%	63%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	21%	24%	32%	35%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	126	99.21%	0.79%	62.90%
Female	55	55	100.00%	0.00%	61.11%
Male	71	70	98.59%	1.41%	65.22%
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	--	--	--	--	--
Hispanic or Latino	125	124	99.20%	0.80%	62.30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	22	21	95.45%	4.55%	15.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	75	74	98.67%	1.33%	64.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	42.11%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	127	100.00%	0.00%	24.41%
Female	55	55	100.00%	0.00%	20.00%
Male	71	71	100.00%	0.00%	28.17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	125	125	100.00%	0.00%	24.80%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	22	22	100.00%	0.00%	9.09%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	75	75	100.00%	0.00%	22.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	0.00%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	27.88%	24.32%	21.89%	25.47%	30.73%	32.52%

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 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	111	100.00%	0.00%	24.32%
Female	54	54	100.00%	0.00%	24.07%
Male	57	57	100.00%	0.00%	24.56%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00%	0.00%	24.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	63	100.00%	0.00%	20.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	11.11%

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 Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

- Pupil outcomes in the subject area of physical education

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	97.84%	97.84%	97.84%	97.84%	97.84%

Note: The administration 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 2025–26)

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 to 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 spring, 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: school belonging, family support, family efficacy, learning behaviors, family engagement, and roles and

responsibilities. 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 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 Based 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 attend 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 days 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):

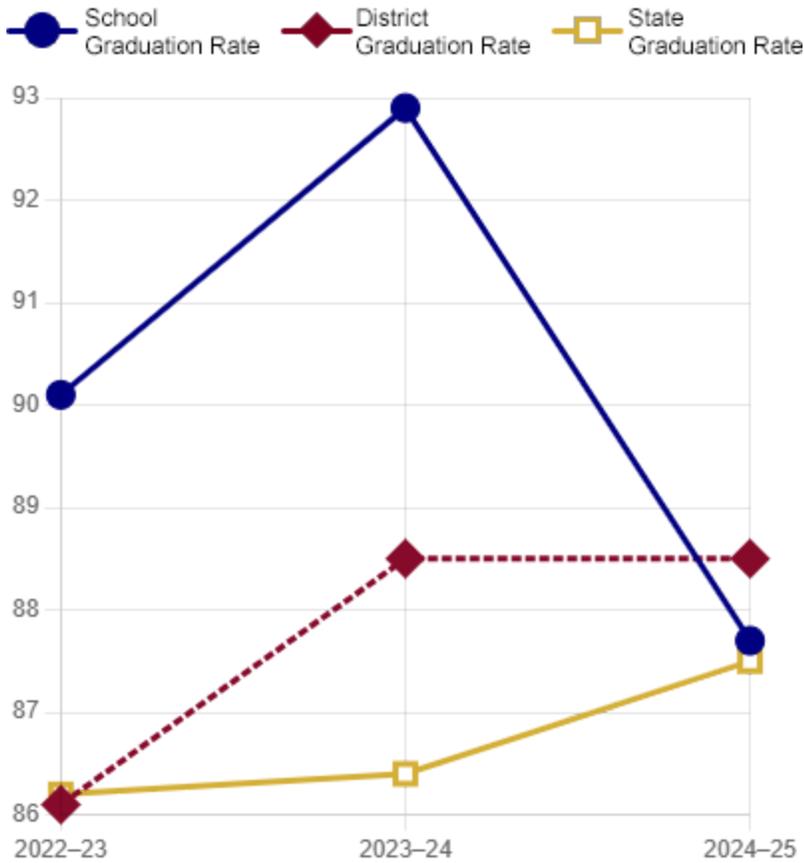
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

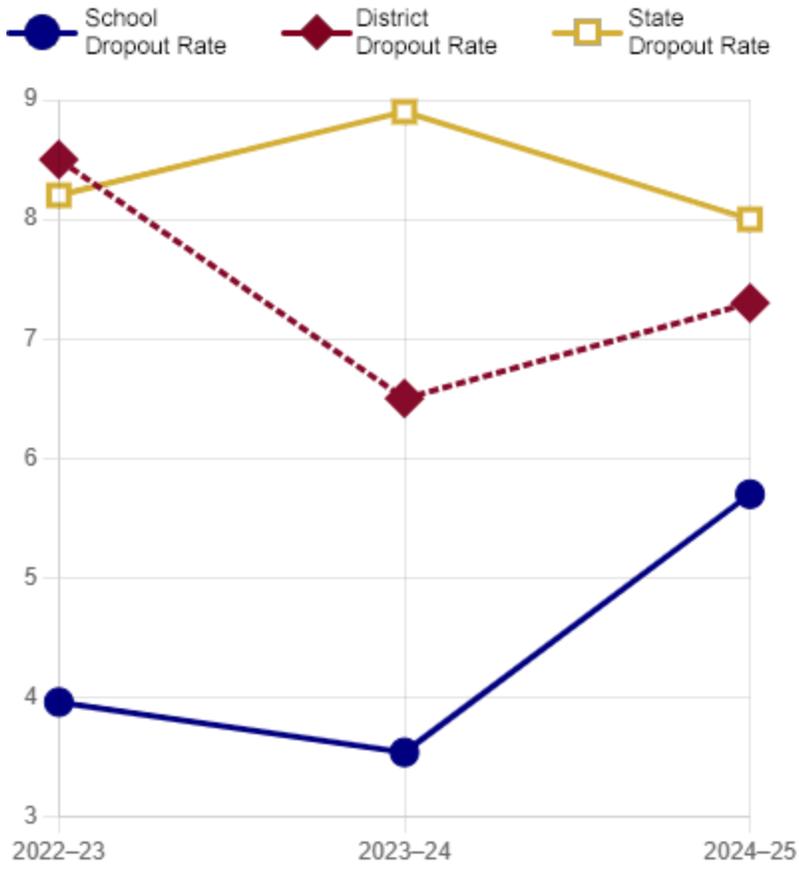
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	90.1%	92.9%	87.7%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	3.96%	3.54%	5.7%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	122	107	87.7%
Female	56	53	94.6%
Male	66	54	81.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	119	104	87.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	29	22	75.9%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	122	107	87.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	22	16	72.7%

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 2024-25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	525	121	23.0%
Female	243	238	58	24.4%
Male	288	286	63	22.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	522	516	118	22.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	92	90	26	28.9%
Foster Youth	--	--	--	--
Homeless	15	14	3	21.4%
Socioeconomically Disadvantaged	525	519	120	23.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	81	25	30.9%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.20	2.27	0.94	0.55	0.60	0.51	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.02	0.02	0.02	0.08	0.07	0.06

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94%	0.00%
Female	1.23%	0.00%
Male	0.69%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.96%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.95%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.44%	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.

School Safety Plan (School Year 2025–26)

For the 2025–26 school year, the Comprehensive School Safety Plan was last reviewed in November 2024, updated in February 2025, and discussed with school faculty and students in August 2025. Key elements of the plan include emergency preparedness and response procedures, child abuse reporting protocols, campus evacuation and lockdown procedures, discipline and suspension policies, and measures to ensure a safe and supportive learning environment. The plan also outlines required emergency drills, staff roles during emergencies, and communication protocols with families and the broader school community

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 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 (Elementary) (School Year 2024–25)

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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	8	7	
Mathematics	24.00	6	6	2
Science	29.00	1	6	2
Social Science	30.00	1	8	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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	248

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other**	1.00

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22055.26	\$6519.77	\$15535.49	\$70009.31
District	N/A	N/A	--	\$90557.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

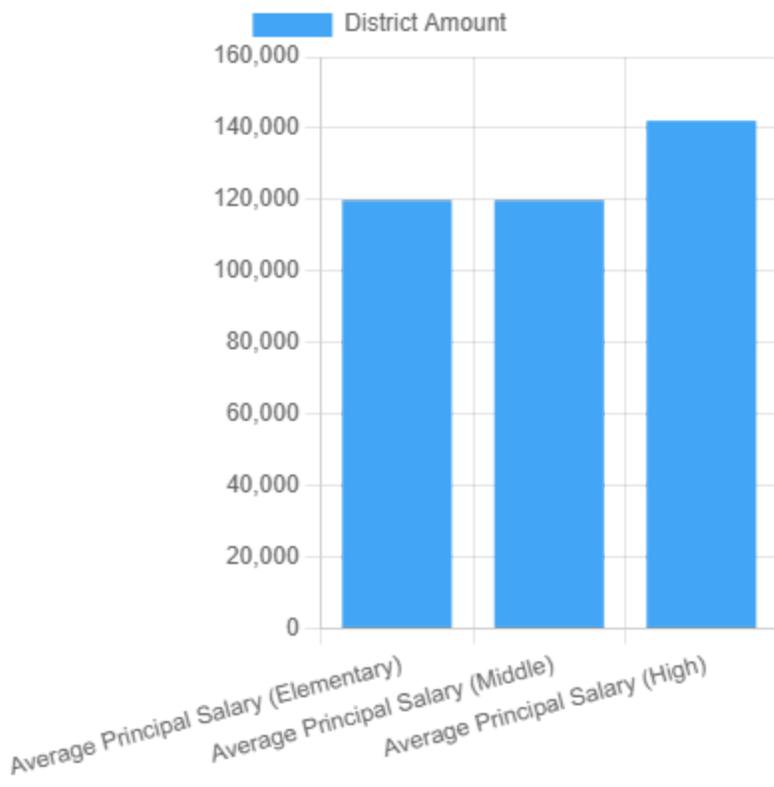
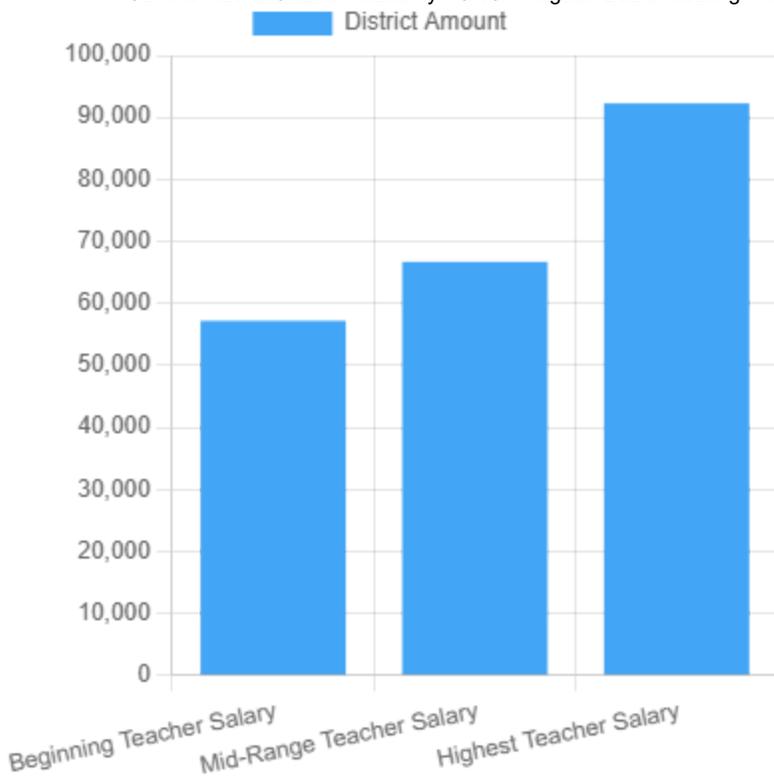
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57200.00	\$60862.67
Mid-Range Teacher Salary	\$66695.84	\$93575.04
Highest Teacher Salary	\$92261.22	\$125548.29
Average Principal Salary (Elementary)	\$119787.74	\$157644.72
Average Principal Salary (Middle)	\$119787.74	\$165340.66
Average Principal Salary (High)	\$142109.15	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2024–25)

Percent of Students in AP Courses 17.6 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	2
Foreign Language	1
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered*	6

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

Professional Development

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

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	15	12	17

Coversheet

Referral Protocols Addressing Pupil Behavioral Health

Section: VIII. Referral Protocols Addressing Pupil Behavioral Health
Item: A. Referral Protocols Addressing Pupil Behavioral Health
Purpose: Vote
Submitted by:
Related Material: CNCA Referral Protocols for Addressing Pupil Behavioral Health.pdf



Referral Protocols for Addressing Pupil Behavioral Health Concerns and Youth Behavioral Health Training

Governing Board Policy Statement (*EC Section 49428.2(b)(1)*)

The Governing Board of Camino Nuevo Charter Academy (“CNCA”), at its regularly scheduled meeting held on February 10, 2026, hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (*EC Section 49428.2(b)(3)*)

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The District staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and Schoolsite administrators.

District leadership may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

CNCA recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], EC Section 49073, et seq., etc.) with which CNCA must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Referral Protocols and Procedures

The Governing Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment

- The Chief Executive Officer of CNCA (“CEO”) or designee shall conduct an annual needs assessment to:
 - Identify behavioral health trends;
 - Review available resources; and
 - Detect service gaps within the school community.

- Each school site shall review referral volume, response times, and outcomes on a quarterly basis and shall submit findings to the CEO or designee for continuous improvement.

Capacity Building

- CNCA shall:
 - Provide professional development on referral pathways and staff roles;
 - Clarify responsibilities among certificated and classified staff; and
 - Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

- The CEO or designee shall:
 - Define referral pathways for crisis and non-crisis concerns;
 - Establish goals and assign responsible roles for each step in the referral process; and
 - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

- CNCA shall establish step-by-step procedures to:
 - Initiate referrals;
 - Document concerns;

- Notify parents/guardians consistent with law;
- Triage level of need;
- Link pupils to appropriate services; and
- Schedule follow-up checks.

Evaluation and Continuous Improvement

- CNCA shall conduct an annual evaluation of referral protocols that includes:
 - Data collection and analysis;
 - Input from staff, families, and community stakeholders; and
 - Targeted improvements based on results.
- Evaluation monitors outcomes such as:
 - Median time to first contact;
 - Percentage of follow-ups completed within ten school days;
 - Referral closure rates; and
 - Results for the pupil groups identified in *EC* Section 49428.2(b)(3).
- A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training (*EC* Section 49428.2(b)(4), (c)-(e))

CNCA shall ensure that teachers of pupils in grades 7–12 receive training on pupil behavioral health. Training materials approved by CNCA shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community; and
- When and how to refer pupils and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to *EC* Section 49428.2(d), CNCA shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with *EC* Section 49428.2(c)(1)–(5). (Please note: CNCA may meet the requirements of *EC* Section 49428.2(c) through an alternative approach by adopting a policy that describes how this approach is consistent with the goals specified in *EC* Section 49428.2(c) but better meets the needs of pupils.)

Authorization and Scope of Practice (*EC* Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, CNCA shall:

- Provide training and guidance to staff, clarifying their roles in the referral process and the limits of their credentials or licenses.
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Clearly inform staff that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with *EC* sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Questions: Office of School-Based Health Programs | OSBHP@cde.ca.gov | 916-323-6277

Coversheet

Attendance Update

Section: IX. School and Academic Updates
Item: A. Attendance Update
Purpose: FYI
Submitted by:
Related Material: Attendance Update_ February Board Meeting_SY25_26.pdf

Attendance & Chronic Absenteeism Board Update

February 10, 2026





Average Daily Attendance August to January*

Month	BUR	CASEIS	CIS	DAL	KAY	Grand Total
Aug	97.33%	94.01%	94.34%	95.79%	95.81%	95.22%
Sep	95.54%	93.29%	93.64%	94.65%	94.95%	94.23%
Oct	94.37%	90.93%	93.22%	93.11%	93.50%	92.68%
Nov	95.91%	90.22%	92.52%	92.50%	91.80%	92.19%
Dec	94.93%	92.21%	91.82%	92.26%	93.67%	92.85%
Jan	94.17%	91.00%	91.64%	93.18%	90.29%	91.88%
Grand Total	95.32%	91.97%	92.94%	93.58%	93.52%	93.22%



Chronic Absenteeism

August-January*

Month	BUR	CASEIS	CIS	DAL	KAY	Grand Total
Aug	4.81%	16.32%	15.87%	10.40%	12.52%	11.95%
Sep	11.21%	19.71%	17.02%	13.35%	12.90%	14.86%
Oct	25.34%	39.60%	29.07%	30.86%	29.71%	31.26%
Nov	13.78%	31.73%	24.71%	22.84%	25.40%	24.06%
Dec	17.45%	24.30%	29.93%	23.25%	20.03%	22.54%
Jan	16.08%	25.66%	23.33%	18.33%	24.96%	21.98%
Grand Total	12.23%	27.20%	24.20%	20.37%	21.54%	21.16%

Goal:
*Less than 20%
 Overall Chronic
 Absenteeism Across
 Our Network*



Chronic Absenteeism Comparative Data

School	2025-2026	2024-2025
	% of Students	% of Students
BUR	12.23%	20.56%
DAL	20.37%	27.72%
KAY	21.54%	32.74%
CAS/EIS	27.20%	40.80%
CIS	24.20%	36.95%
TOTAL	21.16%	31.04%

Despite the recent challenges, including ICE raids, community fears of immigration enforcement policies, lower attendance around the holidays, and the impact of flu season, *the current chronic absence rates are still lower than at this same time last school year.*

This indicates that, overall, attendance efforts are making a positive difference.

Entering our Data Visualization Era: A Celebration of our Cross-Functional Collaboration



Data Visualization

Our vision is to enhance cross-functional collaboration through both data immediacy and data-driven decision making for CNCA through the use of advanced visualization tools. By providing a streamlined and intuitive interface, we enable all users to engage with data in meaningful ways that drive insight and action.

*KM's goal is to enhance data-driven decision-making by gradually introducing Tableau visualizations. **For the 2025-2026 school year, KM has focused heavily on collaborating with both the Academics and SFS Teams to build out Attendance Dashboards for ADA and Chronic Absenteeism.***



Tableau Data Visualization

School (All)	Enrollment Status Currently Enrolled	Grade Level (All)	ADA Dashboard
Ethnicity (All)	Day of Attendance 8/14/2025 - 8/1/2026		CA Dashboard
			Student Data Export

ADA - Year to Date

School	Overall	Grade Level													
		-1	0	1	2	3	4	5	6	7	8	9	10	11	12
BUR	95.52%	92.72%	92.34%	94.95%	96.61%	95.74%	96.73%	96.59%	95.96%	95.18%	97.61%				
KAY	93.69%	91.35%	88.93%	89.53%	91.37%	92.58%	94.20%	93.59%	97.39%	96.73%	96.17%				
CIS	93.08%	92.15%	90.92%	89.32%	92.44%	91.50%	92.78%	90.77%	96.86%	95.31%	95.23%				
CASEIS	92.19%	92.51%	93.28%	91.86%	92.31%	93.08%	91.69%	91.81%	91.56%	92.46%	91.59%				
DAL	93.94%											93.56%	93.19%	93.52%	95.46%
CNCA	93.65%	92.22%	91.57%	91.78%	93.13%	93.32%	93.89%	93.29%	95.24%	94.83%	94.94%	93.56%	93.19%	93.52%	95.46%

Total Enrollment
2,935

Total Chronically Absent
621

Chronic Absenteeism - Year to Date

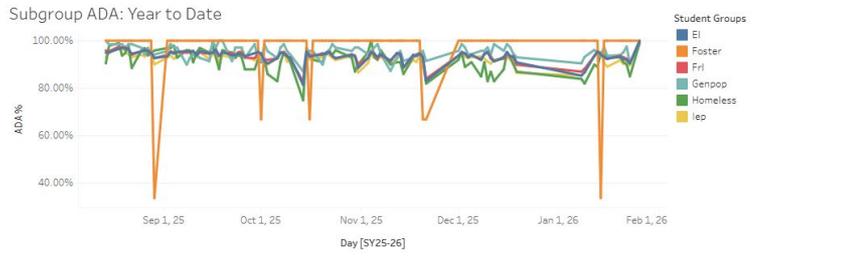
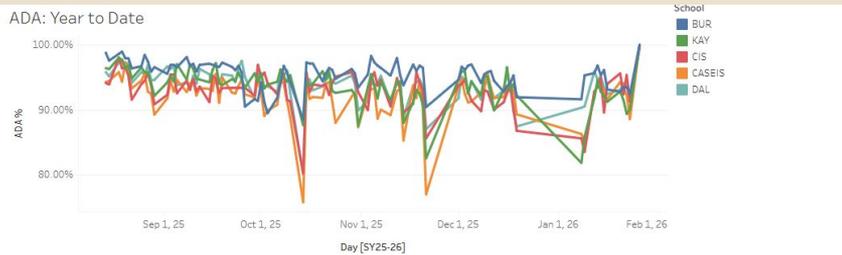
School	Overall	Grade Level													
		-1	0	1	2	3	4	5	6	7	8	9	10	11	12
BUR	12.23%	22.50%	33.87%	15.15%	4.92%	11.11%	9.23%	4.84%	9.84%	9.84%	3.57%				
KAY	21.54%	32.43%	42.31%	32.31%	37.31%	30.43%	17.91%	24.00%	3.49%	8.79%	9.78%				
CIS	24.20%	38.46%	31.58%	42.86%	25.93%	34.69%	25.00%	28.57%	4.17%	18.64%	15.00%				
CASEIS	27.20%	25.00%	21.74%	25.81%	24.66%	26.09%	31.08%	32.86%	28.57%	26.88%	27.71%				
DAL	20.37%											23.58%	23.08%	21.24%	13.60%
CNCA	21.16%	27.91%	31.67%	26.70%	23.53%	24.60%	20.82%	22.66%	12.32%	16.23%	14.78%	23.58%	23.08%	21.24%	13.60%



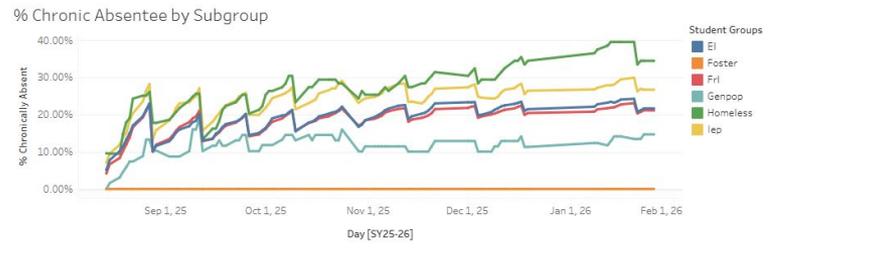
Data Visualization

Thin Slicing Data to Drive Action

ADA



Chronic Absenteeism





Data Visualization

Thin Slicing Data to Drive Action

School (All)	Grade Level (All)	Enroll Status Currently Enrolled	ADA Dashboard
Ethnicity (All)	Student Groups (All)	Calendar Date 8/14/2025 - 1/26/2026	CA Dashboard
			Landing Page

ADA - Year to Date

Sch. #	Enroll Status	Student Nu..	Grade Level	Student Name	Ethnicity	Chronic Flag	ADA	Absences	Student Groups
KAY	Currently Enrolled		3		Hispanic/ L..	N	100.00%	0	El Fri
			4		Hispanic/ L..	N	98.94%	1	Fri
			3		Hispanic/ L..	N	96.81%	3	El Fri
			4		Hispanic/ L..	Y	89.36%	10	Fri lep
			4		Hispanic/ L..	N	93.62%	6	El Fri lep
			7		Hispanic/ L..	N	100.00%	0	Fri lep
			7		Hispanic/ L..	N	96.81%	3	Fri
			6		Hispanic/ L..	N	96.81%	3	El Fri lep
			6		Hispanic/ L..	N	100.00%	0	El Fri
			7		Hispanic/ L..	N	97.87%	2	Fri lep
			6		Hispanic/ L..	N	100.00%	0	El Fri
			6		Hispanic/ L..	N	100.00%	0	El Fri
			7		Hispanic/ L..	N	95.65%	4	Fri
			7		Hispanic/ L..	Y	89.36%	10	Fri lep
			4		Other multi..	N	93.62%	6	Fri
			7		Hispanic/ L..	N	100.00%	0	Fri
			8		Hispanic/ L..	N	95.74%	4	lep
			5		Hispanic/ L..	Y	89.36%	10	Fri
			6		Hispanic/ L..	N	100.00%	0	Fri
			6		Hispanic/ L..	N	100.00%	0	Fri
			5		Hispanic/ L..	N	95.74%	4	Fri
			6		Hispanic/ L..	N	94.68%	5	Fri

Call to Action

Continue to increase Attendance and decrease Chronic Absenteeism

Schools are asked to prioritize Attendance and Chronic Absenteeism by:

- ❑ Actively monitoring data through the use of Tableau to identify and support students at risk.
- ❑ Providing support to attendance teams on handling sensitive topics that may arise during absence follow-ups.
- ❑ Celebrating strong attendance to build momentum.

Our goal is to maintain strong attendance and prevent additional absences before and after the holiday period.



Coversheet

Enrollment Update

Section: IX. School and Academic Updates
Item: B. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: February 2026 Enrollment Board Slides .pdf



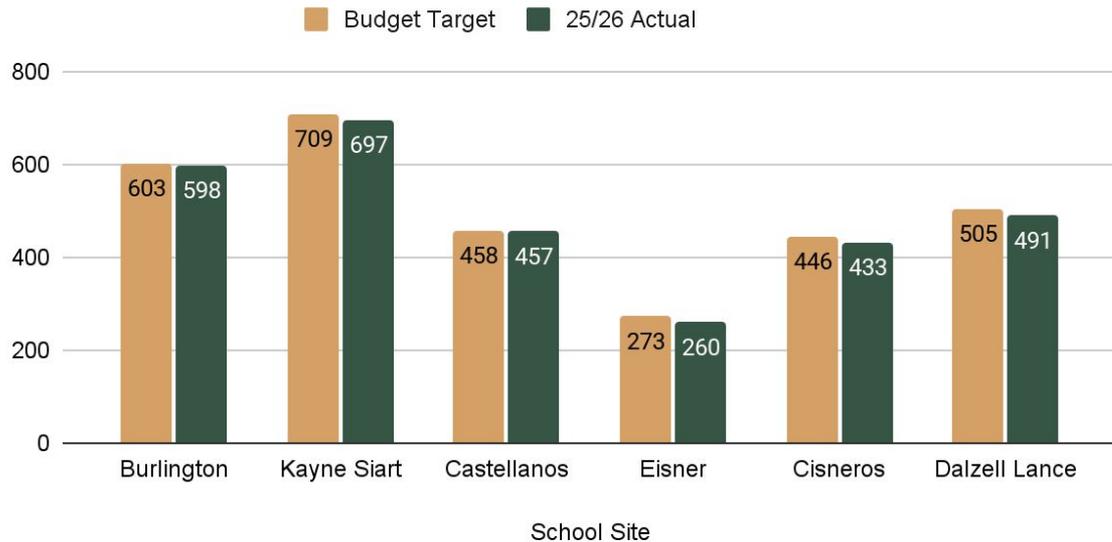
**Camino
Nuevo
Charter
Academy**

Board Meeting Enrollment Update

February 2026

Current Enrollment

Budget Target and vs. Current Enrollment



School Site	Difference from Budget target	Enrollment Capacity
BUR	-5	98.84%
KAY	-12	98.31%
CAS	-1	99.78%
EIS	-13	95.24%
CIS	-13	97.09%
DAL	-14	97.23%
Org	-58	98.06%



Org-Wide Goal: Maintain 98% Enrollment Across CNCA

*As of 1/27/26

Re-Enrollment

1/27/2026			
Re-enrollment	Total Possible	2026	Undecided
BUR	541	541	0
KAY	598	598	0
CAS	385	383	2
EIS	239	238	1
CIS	371	364	7
DAL	366	366	0
ORG	2500	2490	10

- Strong re-enrollment across school sites as of January 27, 2026
- Shout out to BUR, KAY, and DAL who have confirmed 100% of returning students



New Student Applications for the 26-27 SY

School Site	Open Enrollment Applications 10.1.25 - 1.26.26
BUR	143
KAY	114
CAS	58
EIS	47
CIS	42
DAL	219
Org Wide	623

- We've noticed that applications are slightly lower this year, which aligns with broader regional enrollment trends.
- We've noticed that family application timelines are shifting, with some households pending decisions due to external factors.

Trends reflect external demographic and policy conditions, not decreased demand or interest for our schools.



Current Recruitment Tactics

- **Weekly Canvassing**
 - Strategically canvassing during **arrival, dismissal, and school event times** near key competitor schools with the support of our PCL Parent Ambassadors
 - Hosting and promoting School Events and phone banking past applicants to invite them to check us out
 - Referral Giveaway for current families
- **Community Partnerships**
 - Building partnerships with local organizations, early childhood centers and day care providers
 - Hilltop, St Annes, local Parks and Recs, The Salvation Army Day Care, and CII
- **Marketing**
 - SchoolMint social media advertising service
 - Collaboration with Advancement on targeted social media ads
 - Radio Advertisement through MEGA 96.3
 - Metro Ads
 - CheckOut TV





Enrollment Trends:

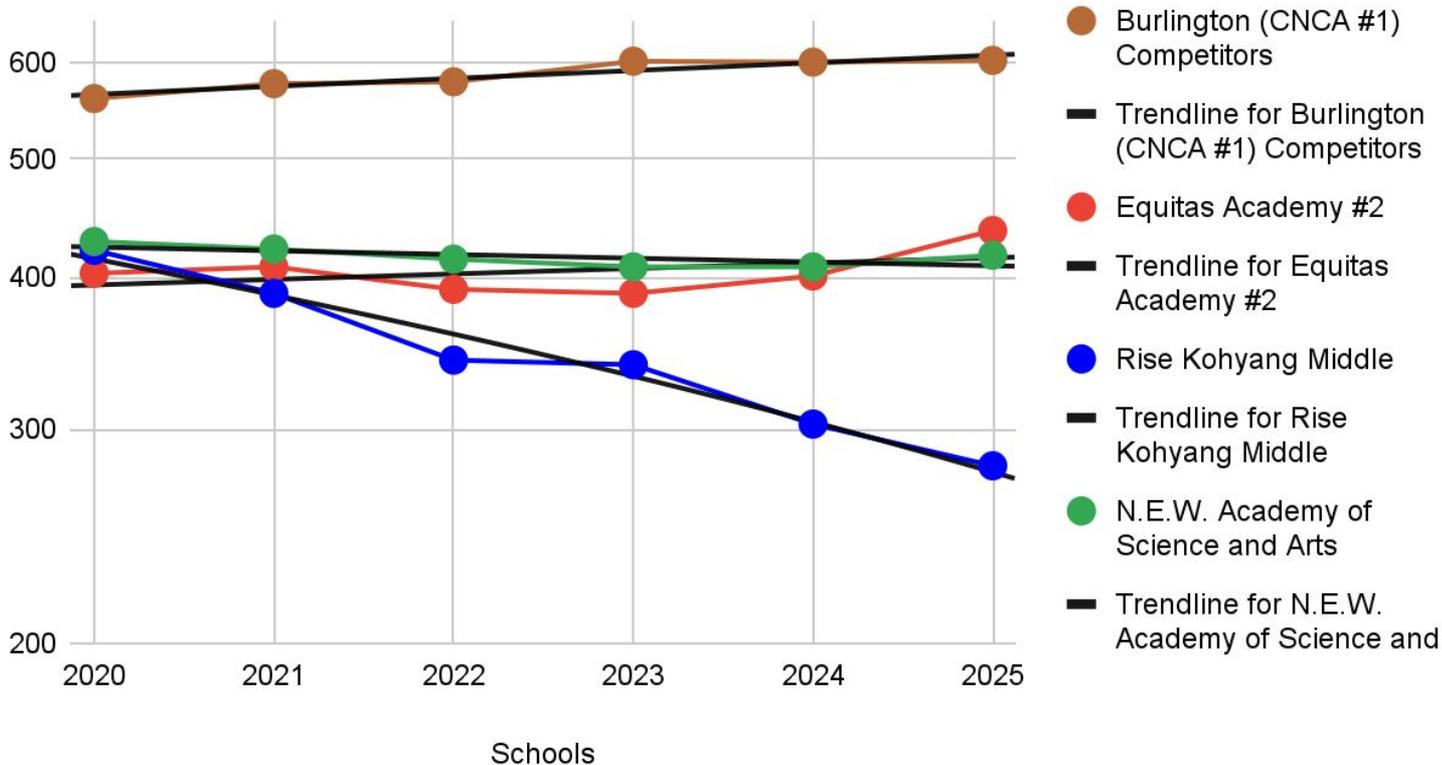
*How are we doing in comparison
to local charter schools?*



Enrollment Trends: CNCA vs. Local Charter Schools

Burlington (CNCA #1) vs. Local Charters

- Trendline shows consistent growth, indicating strong demand and retention compared to competitors while also serving more students.

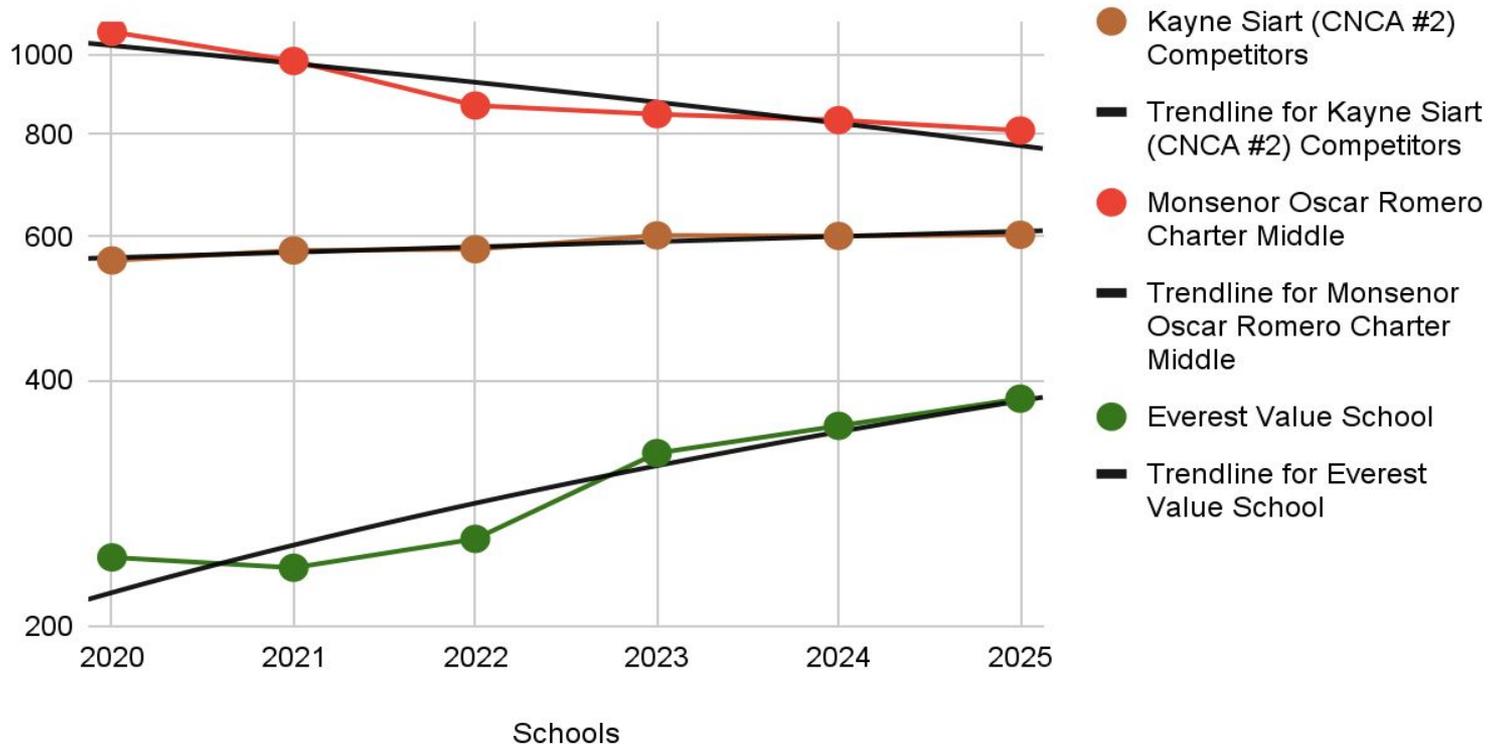




Enrollment Trends: *CNCA vs. Local Charter Schools*

Kayne Siart (CNCA #2) vs. Local Charters

- The trendline shows relative stability with a slight increase in enrollment for Kayne Siart, indicating consistent patterns.

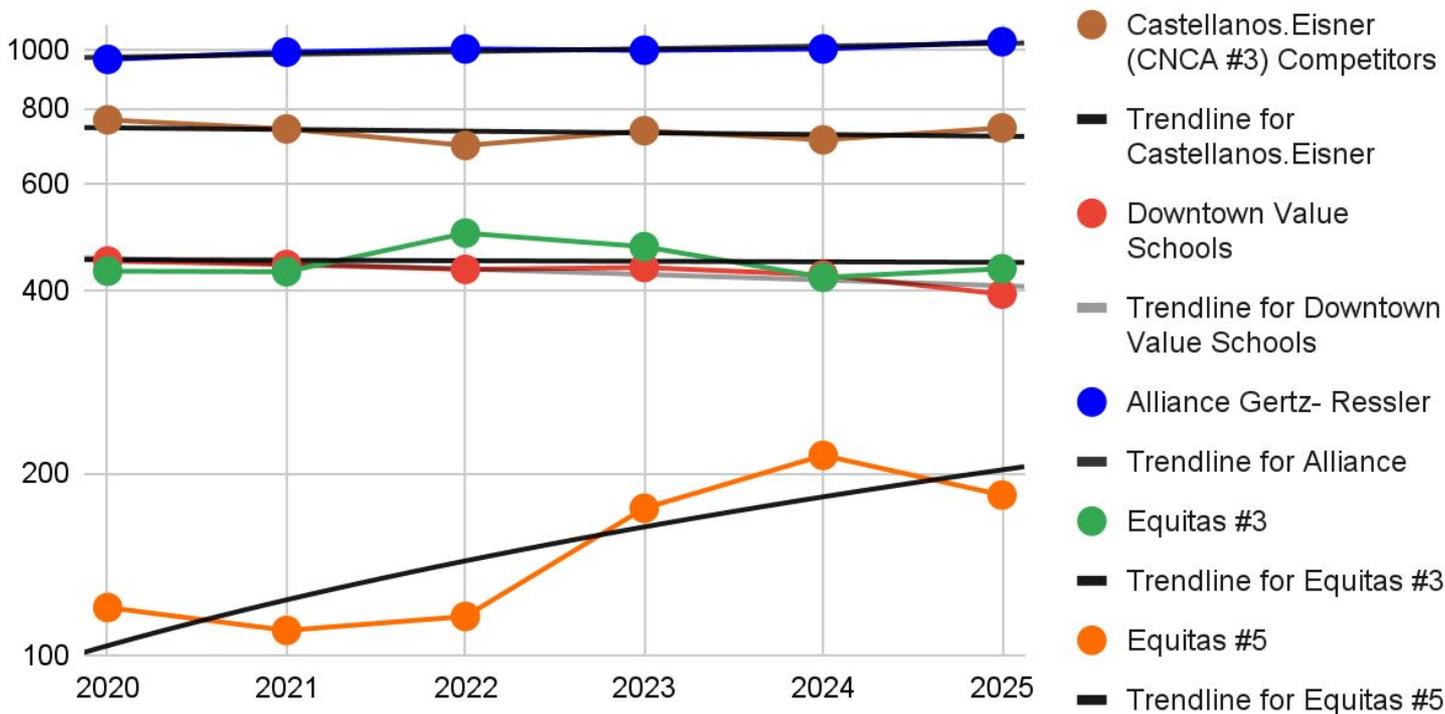




Enrollment Trends: CNCA vs. Local Charter Schools

- The trendline shows overall stability with minor fluctuations, indicating sustained enrollment and steady demand

Castellanos.Eisner (CNCA #3) vs Local Charters



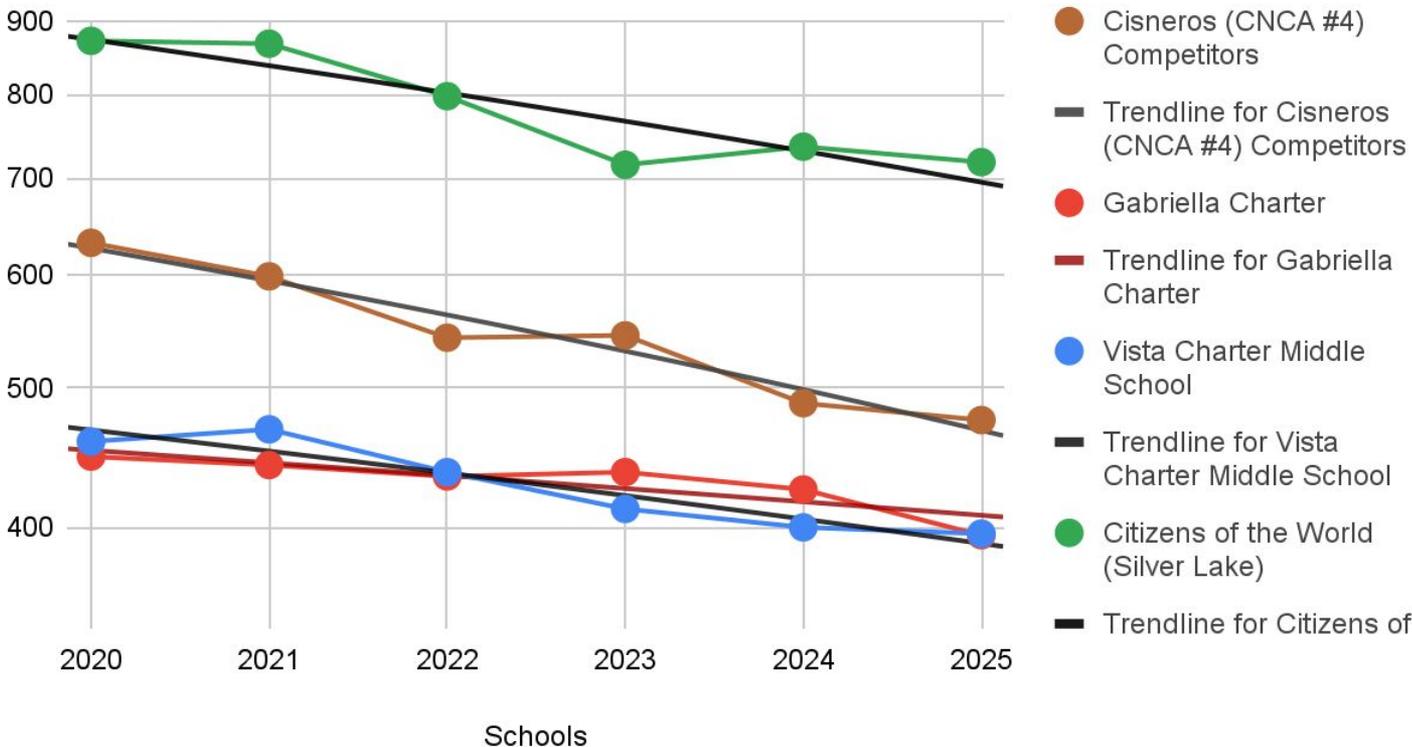
Schools



Enrollment Trends: *CNCA vs. Local Charter Schools*

- The trendline shows a gradual decline that closely mirrors nearby charter schools, indicating shared neighborhood enrollment patterns rather than competitive loss.

Cisneros (CNCA #4) vs. Local Charters

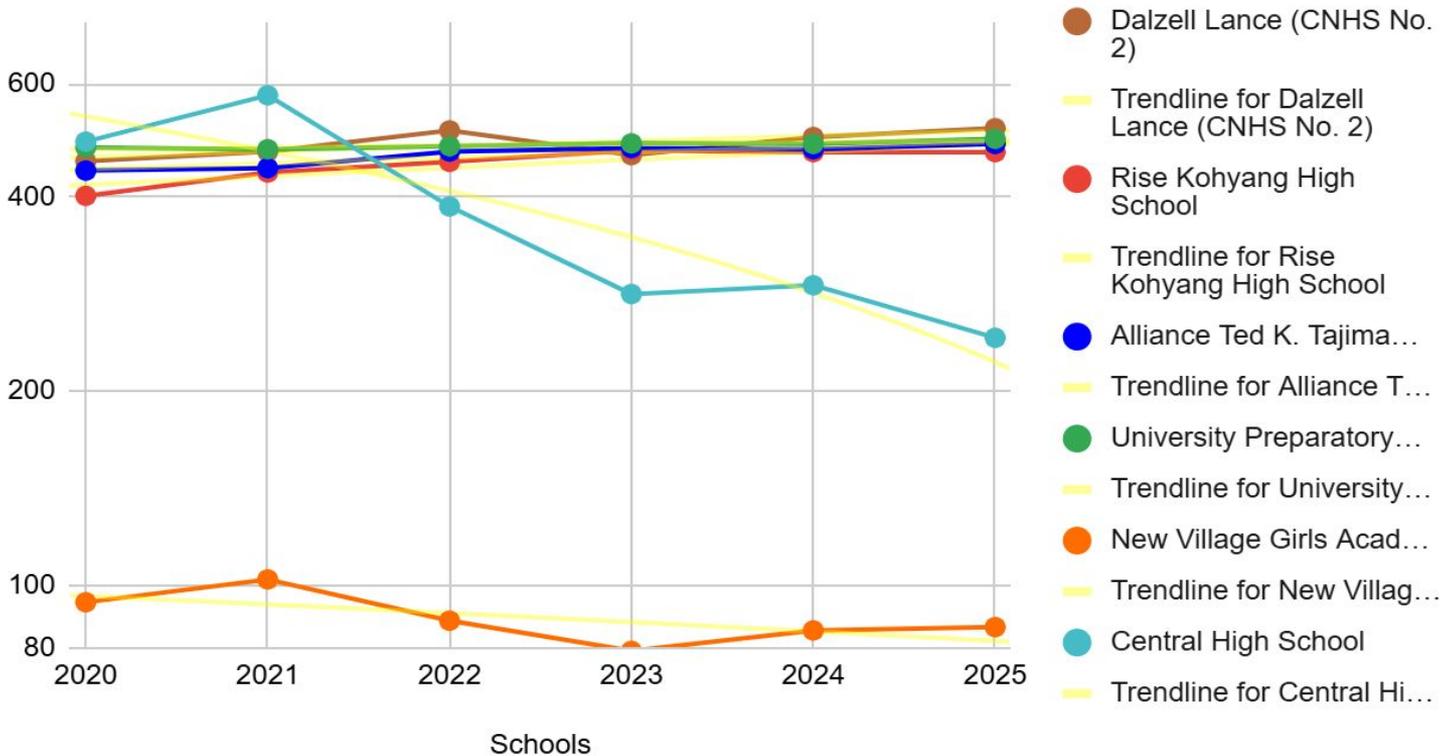




Enrollment Trends: CNCA vs. Local Charter Schools

- The trendline shows consistent enrollment at Dalzell Lance over time, indicating stable demand and strong retention within the school community.

Dalzell Lance (CNHS No. 2) vs. Local Charters





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Thank you

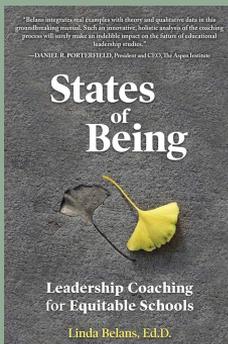
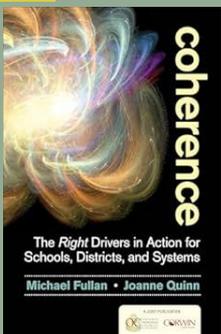
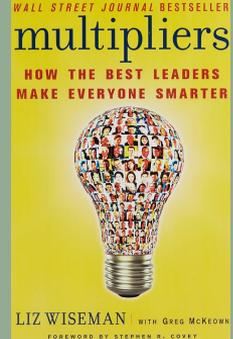
Coversheet

VP of Schools Update

Section: IX. School and Academic Updates
Item: C. VP of Schools Update
Purpose: FYI
Submitted by:
Related Material: Mid-Year VP of Schools Update.pdf

25-26 Principal Learning Focus

- Building Capacity and Effectiveness of School Leadership Teams
 - Ensuring consistent and effective leadership team meeting structures
 - Ensuring consistent and effective leadership 1:1s
 - Set clear cycles of goals, progress monitoring, and coaching
- Strengthening the collective efficacy and collaboration of the Principal Team
- Grounding our learning in texts and best practices



Impact

QUESTION



How effective is the coaching and support you receive in your role?

79%

responded
favorably

17

from 2024-2025
Surveys

QUESTION



How often do you have coaching meetings with your direct supervisor?

93%

responded
favorably

17

from 2024-2025
Surveys

- 82% of returning school leaders stated that their Principal 1:1s are “significantly more consistent than the previous year”
- 79% of school leaders stated that their Principal 1:1s are “supportive and effective”

25 años



Data-Based Celebrations!

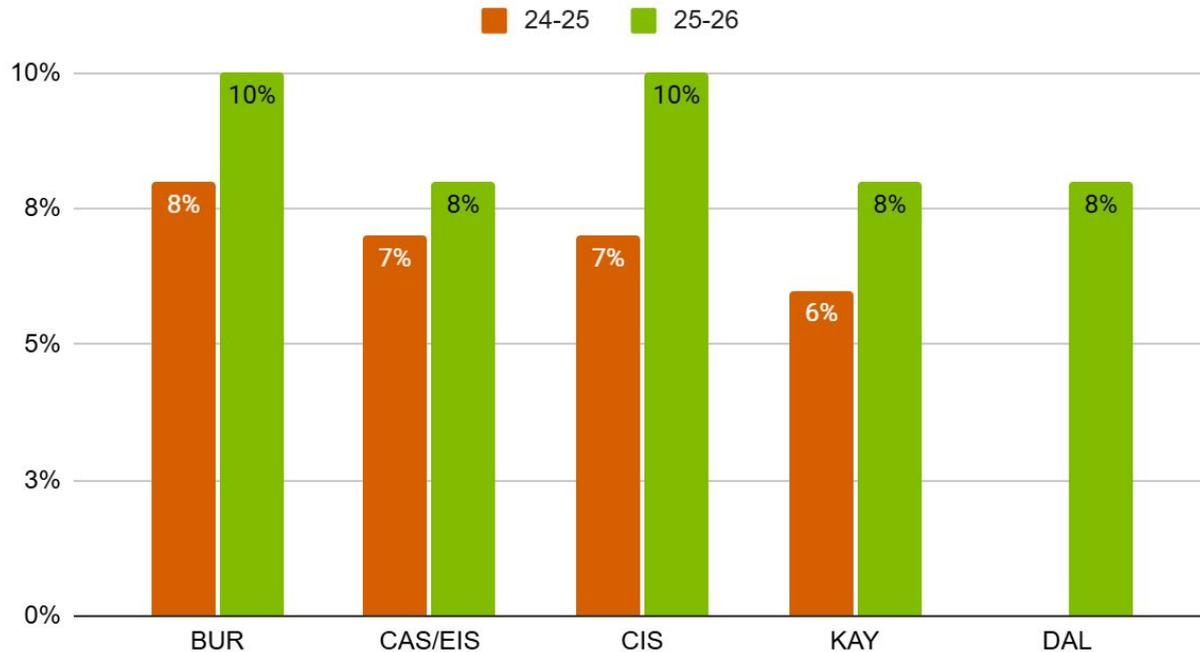
MOY iReady

25 años



At all schools with two years of data, students are moving on to grade level in ELA faster than they were last year at this time

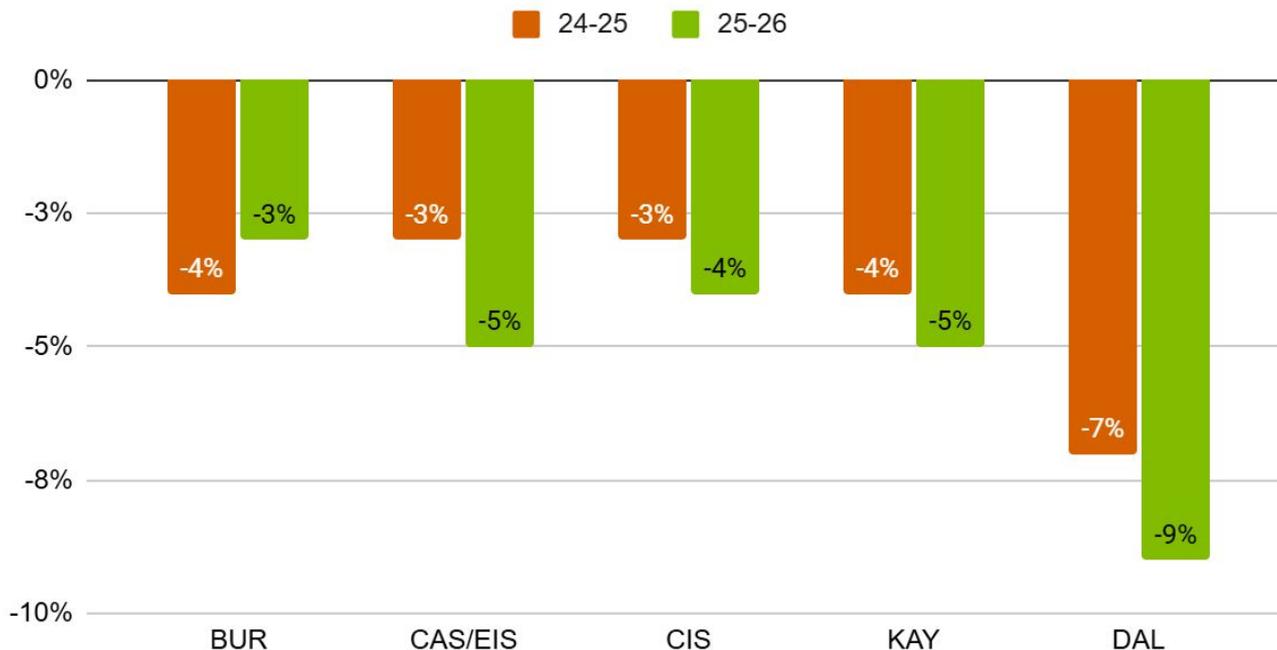
ELA Relative Placement - % On/Above Change, BOY to MOY





Most schools are moving more students out of the lowest performance band in Math than they were last year

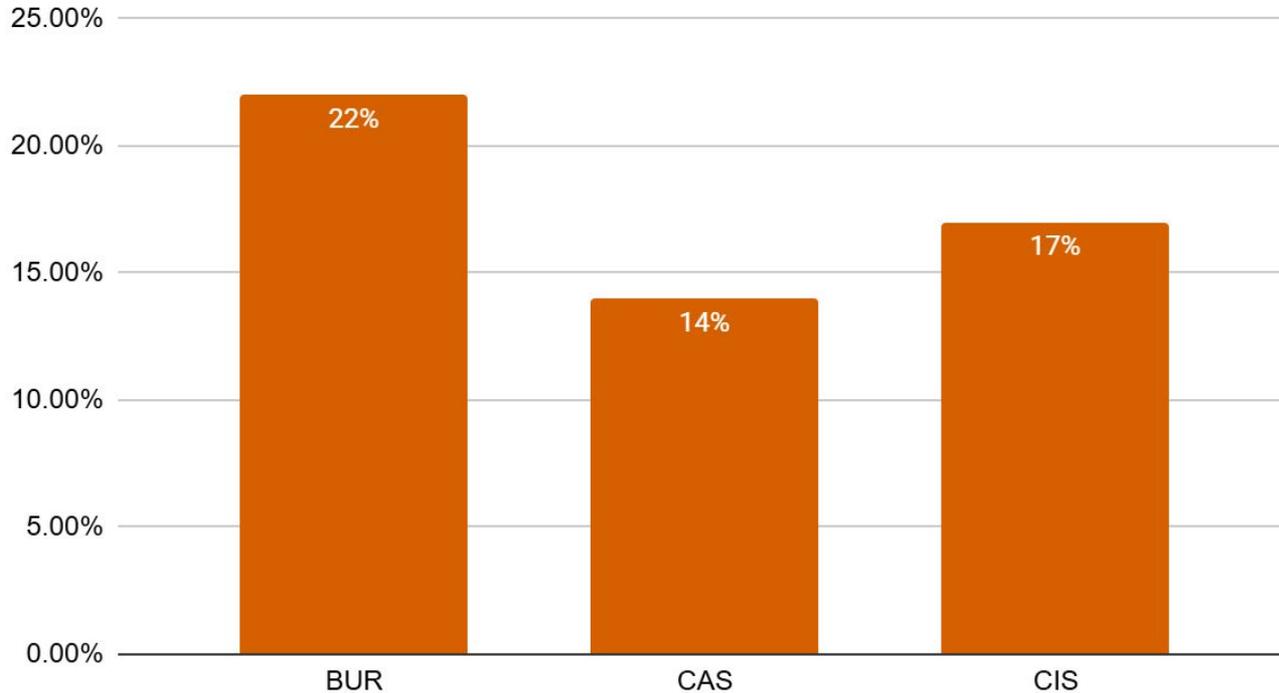
Math Relative Placement - % 3+ Yrs Below Change, BOY to MOY



25 años

Large percentages of students are moving on to grade level in Spanish Reading!

SPA Relative Placement - % On/Above Change, BOY to MOY



A photograph of three students standing on a wide staircase with yellow metal railings. The students are smiling and looking towards the camera. The student on the left is a young woman with long dark hair wearing a grey polo shirt. The student in the middle is a young woman with long dark hair wearing a black top. The student on the right is a young man with short dark hair wearing a grey polo shirt with a small red logo on the chest. A large, semi-transparent orange rectangular box is overlaid on the center of the image, containing the text 'School-Specific Celebrations!' in white, bold, sans-serif font.

School-Specific Celebrations!

25 años

Cisneros and Burlington English Reading:

Almost half of students have made at least 60% progress toward annual typical growth... and they aren't even at the halfway mark of the year!

Cisneros

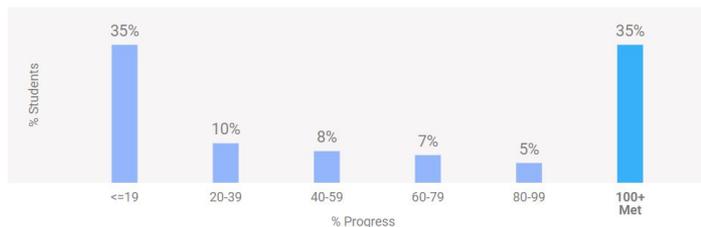
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 53%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

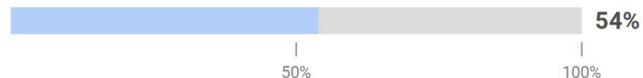
[Learn More About Growth](#) ▶

Distribution of Progress to Annual Typical Growth



Burlington

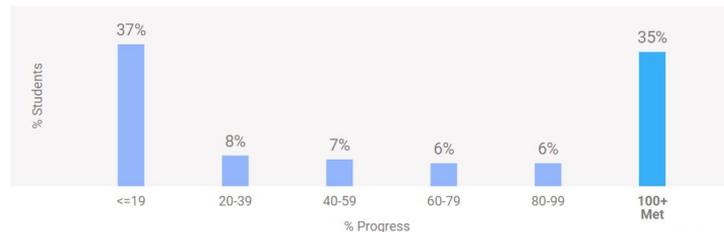
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 54%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ▶

Distribution of Progress to Annual Typical Growth



47% of students have made 60% progress or higher

25 años

Burlington English Reading:

Grades 3+ are all on track to significantly exceed average annual typical growth.

	Average Typical Growth Median Progress	% Met Annual Typical Growth	Average Stretch Growth Median Progress
Grade 3	92%	46%	54%
Grade 4	90%	46%	44%
Grade 5	69%	37%	33%
Grade 6	68%	43%	26%
Grade 7	58%	38%	19%
Grade 8	183%	62%	58%

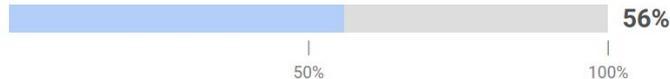
25 años



Burlington Math:

Students are making even more progress in math, with a higher median progress toward typical annual growth!

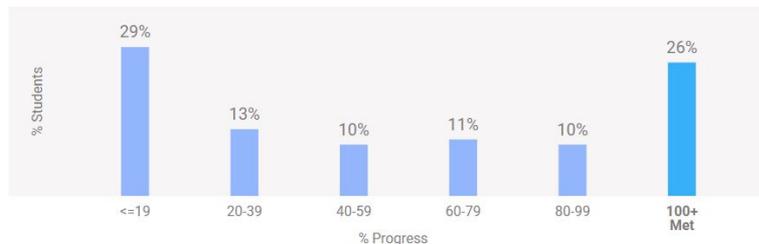
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Distribution of Progress to Annual Typical Growth



Again, 47% of students have made 60% progress or higher

To what do we attribute these WINS?

Integrity of
implementation
of High Quality
Instructional
Materials

Data mindsets &
transparency

Setting &
monitoring of
data-based goals
for student
groups

Consistent improvement
of school-wide
expectations and
systems

Coherence of
professional
learning
(leadership, PD,
PLCs, coaching)



25 años

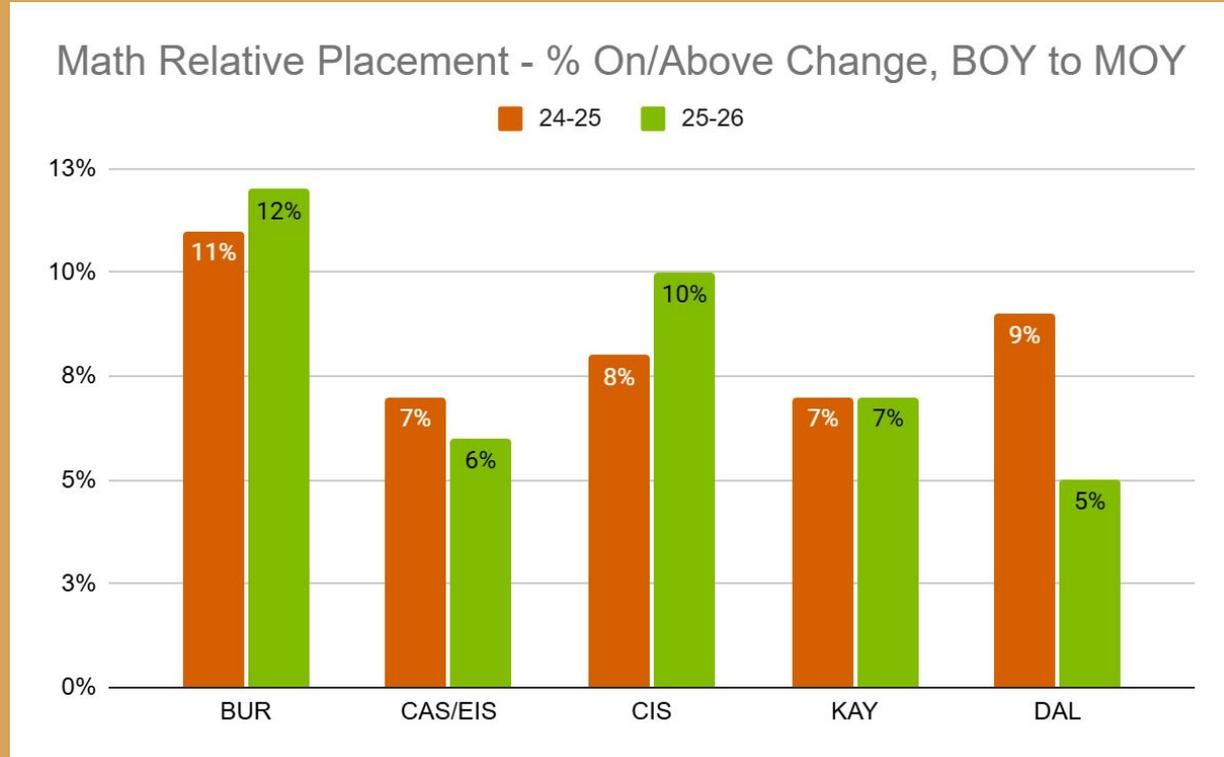


Areas for Focus

25 años

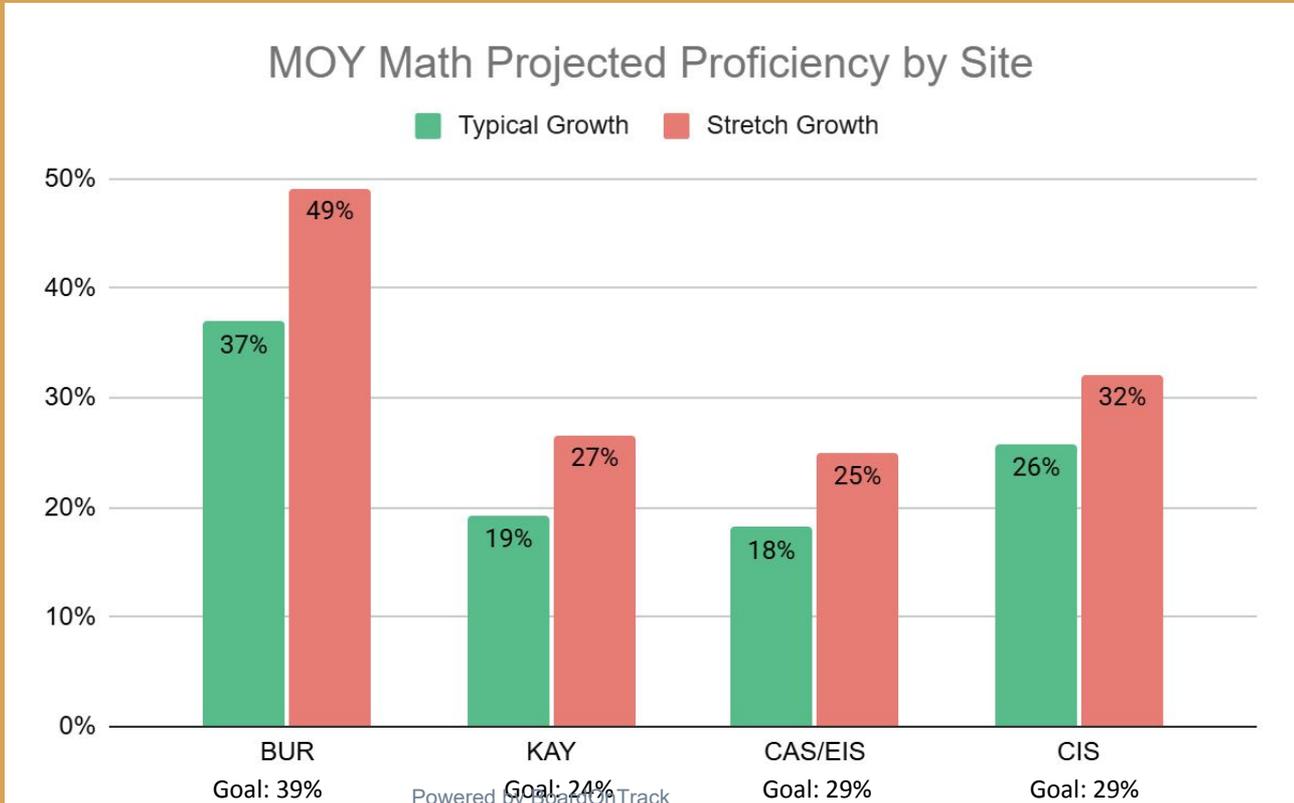


In math, at most schools, we are not accelerating progress by moving students onto grade level faster than we were last year at this time.





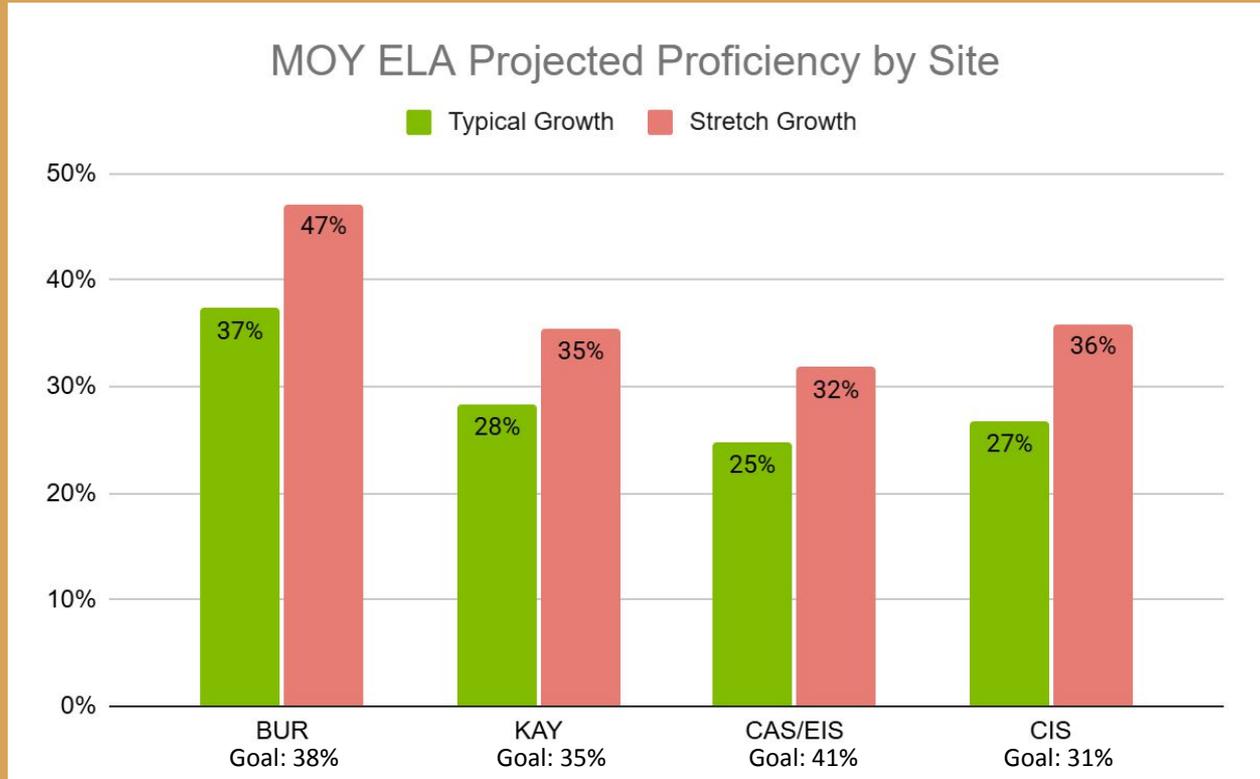
In math, we will not meet our schools' goals for proficiency unless student progress is accelerated.



25 años



The same is true for ELA. We must accelerate student progress in order to meet our SBAC goals.



Coversheet

December 2025 Financials

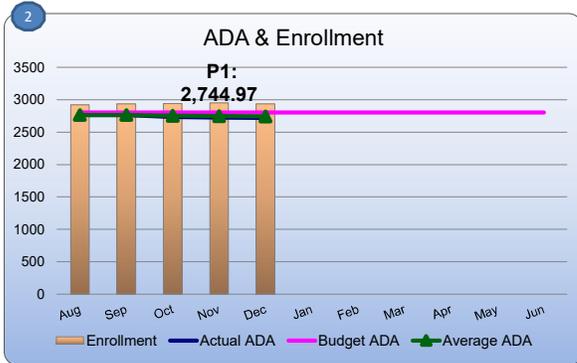
Section: X. Financials
Item: B. December 2025 Financials
Purpose: Discuss
Submitted by:
Related Material: 12.25 - CNCA Consolidated - Financial Packet.pdf

Camino Nuevo Charter Academy - Consolidated - Financial Dashboard (December 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



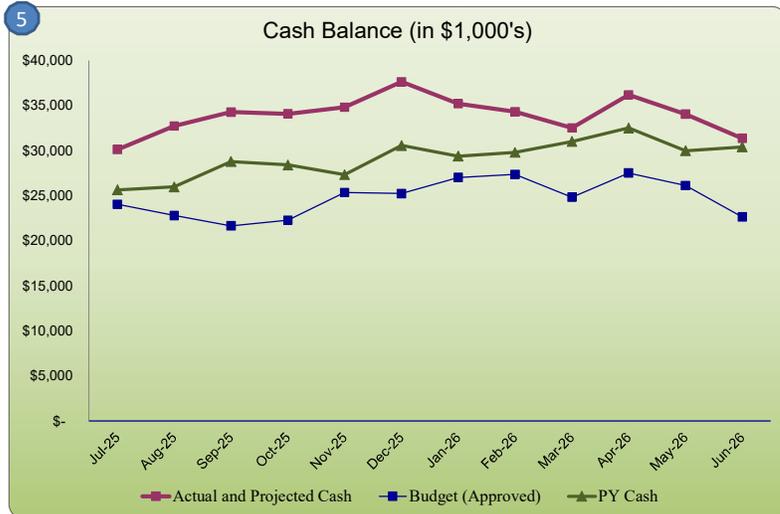
KEY POINTS

Enrollment is currently 59 students below budget, resulting in a \$613K decrease in LCFF Revenue.

Forecast includes \$3.95M of restricted one-time funds. An additional \$4.78M remains available to spend through FY28/29.

Attendance Analysis	Actual through Month 5	Forecasted P2	Budgeted P2	Budget Variance B/(W)	FY 24-25 P2
Enrollment	2,935	2,932	2,991	(59)	5,561
ADA %	93.5%	93.6%	93.7%	-0.2%	92.9%
Average ADA	2,743.95	2,745.71	2,803.98	(58.27)	5,246.18

Income Statement	Actual through 12/31/25	Year-end Forecast as of 12/31/25	FY 25-26 Budget	Budget Variance B/(W)	FY 24-25
Local Control Funding Formula	21,197,945	43,565,360	44,178,393	(613,032)	43,236,362
Federal Revenue	1,258,521	5,590,067	5,853,600	(263,533)	7,528,934
State Revenue	14,086,809	14,654,925	13,691,308	963,617	11,129,991
Other Local Revenue	1,601,649	3,029,550	2,803,061	226,489	8,748,458
Grants/Fundraising	137,273	695,741	706,216	(10,475)	1,521,648
TOTAL REVENUE	38,282,197	67,535,644	67,232,578	303,066	72,165,393
<i>Total per ADA</i>		24,597	23,978	619	13,756
<i>w/o Grants/Fundraising</i>		24,343	23,726	618	13,466
Certificated Salaries	8,922,893	19,019,647	19,073,525	53,878	18,036,271
Classified Salaries	3,510,901	7,847,687	8,043,735	196,048	7,327,393
Benefits	4,261,001	8,890,575	8,938,829	48,254	8,103,133
Student Supplies	2,176,588	5,345,599	5,017,994	(327,604)	5,375,743
Operating Expenses	9,476,904	24,306,160	24,014,516	(291,645)	26,670,768
Other	769,284	1,511,569	1,661,344	149,774	1,644,527
TOTAL EXPENSES	29,117,570	66,921,238	66,749,943	(171,294)	67,157,836
<i>Total per ADA</i>		24,373	23,805	(568)	12,801
NET INCOME / (LOSS)	9,164,627	614,406	482,635	131,771	5,007,557
Op Inc Exclg Non-cash Lease Exp	9,769,005	1,798,259	1,816,262	(18,003)	6,316,071



6 Balance Sheet

	6/30/2025	11/30/2025	12/31/2025	6/30/2026 FC
Assets				
Cash, Operating	19,381,987	27,121,983	29,929,895	17,427,682
Cash, Restricted	11,026,059	7,696,802	7,696,802	13,941,470
Accounts Receivable	8,157,327	2,252,616	2,048,342	7,335,139
Due From Others	11,506	104,254	249,854	49,592
Deposits/Prepays	299,423	113,818	131,468	409,839
Net Fixed Assets	38,950,277	38,495,071	38,462,025	38,809,709
Lease Assets	23,530,977	23,333,899	23,294,085	23,083,865
Other Assets	0	0	0	0
Total Assets	101,357,556	99,118,442	101,812,471	101,057,297
Liabilities				
A/P & Payroll	4,241,555	4,033,233	4,558,824	6,675,750
Due to Others	927,215	215,902	210,593	140,500
Deferred Revenue	10,656,649	2,877,094	2,877,094	9,121,762
Lease Liabilities	23,267,091	22,998,013	22,945,753	22,660,858
Other Liabilities	433,266	433,266	433,266	433,266
Total Debt	9,023,118	8,813,653	8,813,653	8,602,093
Total Liabilities	48,548,894	39,371,160	39,839,182	47,634,230
Equity				
Beginning Fund Bal.	47,801,105	52,808,662	52,808,662	52,808,662
Net Income/(Loss)	5,007,557	6,938,620	9,164,627	614,406
Total Equity	52,808,662	59,747,283	61,973,289	53,423,068
Total Liabilities & Equity	101,357,556	99,118,443	101,812,471	101,057,298
Days Cash on Hand	108	151	167	97
Cash Reserve %	29.5%	41.4%	45.6%	26.6%

Year-End Cash Balance		
Projected	Budget	Variance
31,369,153	22,655,954	8,713,199



Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday February 10, 2026 at 4:30 PM

	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Consolidated			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Camino Nuevo Charter Academy - Consolidated				
1170 Teachers' Salaries - Substitute	117,565	141,567	(24,002)	168,728	190,001	(21,273)	144,430	159,369	(14,939)	61,250	103,186	(41,936)	115,165	148,542	(33,377)	-	607,138	742,665	(135,527)	
1175 Teachers' Salaries - Stipend/Extra Duty	186,470	198,960	(12,490)	138,700	184,036	(45,336)	227,122	188,762	38,360	210,160	160,238	49,922	144,000	163,635	(19,635)	-	906,452	895,630	10,822	
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1215 Certificated Pupil Support - Psychologist	80,520	77,110	3,410	93,809	89,779	4,030	95,307	91,268	4,040	57,926	55,460	2,466	66,719	63,896	2,823	-	394,282	377,513	16,768	
1299 Certificated Pupil Support - Other	258,325	256,497	1,828	210,959	206,596	4,363	214,329	210,026	4,303	130,264	127,623	2,641	150,039	147,040	2,999	-	963,916	947,782	16,134	
1300 Certificated Supervisors' & Administrators' Salaries	897,386	900,903	(3,517)	755,517	755,947	(430)	987,788	1,008,073	(20,285)	539,624	541,867	(2,243)	836,143	795,438	40,704	-	4,016,458	4,002,229	14,229	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 - Certificated Salaries	3,797,793	3,801,699	(3,906)	4,226,067	4,264,234	(38,167)	4,770,098	4,657,527	112,571	2,854,899	2,948,534	(93,636)	3,424,668	3,347,653	77,016	-	19,073,525	19,019,647	53,878	
2000 - Classified Salaries																				
2111 Instructional Aide & Other Salaries	569,379	581,210	(11,831)	592,385	561,826	30,559	603,348	581,627	21,720	436,747	461,765	(25,018)	315,376	243,412	71,963	-	2,517,233	2,429,840	87,393	
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	51,600	40,423	11,177	-	-	51,600	40,423	11,177
2131 Classified Teacher Salaries	218,044	219,183	(1,139)	82,178	110,060	(27,883)	212,565	149,622	62,943	20,597	53,755	(33,158)	-	-	-	-	-	533,384	532,620	763
2200 Classified Support Salaries	218,835	207,960	10,875	159,567	169,459	(9,892)	212,760	216,150	(3,390)	122,775	126,464	(3,689)	111,624	100,190	11,435	-	825,561	820,222	5,339	
2300 Classified Supervisors' & Administrators' Salaries	65,526	71,072	(5,546)	114,521	114,646	(125)	25,430	25,192	238	15,456	15,310	146	55,332	96,678	(41,346)	-	276,265	322,898	(46,633)	
2400 Classified Office Staff Salaries	325,703	296,570	29,133	247,268	240,711	6,558	462,793	428,695	34,098	259,657	246,607	13,049	281,657	304,854	(23,197)	-	1,577,078	1,517,437	59,641	
2900 Other Classified Salaries	395,548	405,970	(10,421)	477,522	479,256	(1,734)	557,565	536,279	21,286	368,221	356,874	11,347	463,759	405,869	57,889	-	2,262,615	2,184,248	78,367	
Total 2000 - Classified Salaries	1,793,035	1,781,964	11,071	1,673,440	1,675,957	(2,517)	2,074,460	1,937,564	136,896	1,223,452	1,260,776	(37,323)	1,279,348	1,191,426	87,922	-	8,043,735	7,847,687	196,048	
3000 - Employee Benefits																				
3111 STRS - State Teachers Retirement System	725,378	697,418	27,961	807,179	808,412	(1,233)	911,089	864,208	46,881	545,286	564,352	(19,067)	654,112	645,983	8,128	-	3,643,043	3,580,373	62,670	
3212 PERS - Public Employee Retirement System	480,713	501,529	(20,817)	448,649	443,259	5,390	556,163	532,683	23,479	328,008	336,137	(8,129)	342,993	313,148	29,846	-	2,156,525	2,126,756	29,769	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	111,168	117,523	(6,355)	103,753	104,844	(1,091)	128,617	125,190	3,427	75,854	78,253	(2,399)	79,320	74,874	4,446	-	498,712	500,683	(1,972)	
3331 MED - Medicare	81,067	80,352	715	95,069	85,524	9,545	99,246	4,177	95,069	59,136	60,769	(1,633)	393,200	387,758	5,442	-	393,200	387,758	5,442	
3401 H&W - Health & Welfare	409,319	444,083	(34,764)	424,364	515,851	(91,487)	479,179	425,424	53,755	287,128	311,277	(24,149)	384,377	388,747	(4,370)	-	1,984,368	2,085,382	(101,014)	
3501 SUI - State Unemployment Insurance	2,795	3,461	(666)	2,950	3,620	(671)	3,422	4,010	(588)	2,039	2,558	(519)	2,352	2,836	(484)	-	13,559	16,486	(2,928)	
3601 Workers' Compensation Insurance	52,611	52,661	(50)	57,961	55,098	2,863	59,638	62,187	(2,549)	36,782	37,036	(254)	42,430	42,187	243	-	249,422	249,170	252	
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901 Other Retirement Benefits	-	-	-	-	2	(2)	-	-	-	-	-	-	-	-	-	-	-	-	2	
3902 Other Benefits	-	(13,548)	13,548	-	(16,073)	16,073	-	(4,296)	4,296	-	(10,063)	10,063	-	(12,057)	12,057	-	-	(56,037)	56,037	
Total 3000 - Employee Benefits	1,863,052	1,883,480	(20,429)	1,930,399	2,000,539	(70,140)	2,237,354	2,104,476	132,878	1,334,232	1,380,319	(46,086)	1,573,792	1,521,761	52,031	-	8,938,829	8,890,575	48,254	
4000 - Supplies																				
4111 Core Curricula Materials	156,580	156,580	-	148,234	148,234	-	195,501	195,501	-	54,580	63,699	(9,119)	62,141	112,141	(50,000)	-	617,036	676,155	(59,119)	
4211 Books & Other Reference Materials	3,000	-	3,000	5,000	6,700	(1,700)	5,000	6,700	(1,700)	3,000	3,000	-	15,000	15,000	-	-	32,700	32,700	-	
4311 Student Materials	83,222	82,862	360	81,563	81,563	-	94,859	103,921	(9,062)	65,285	100,871	(35,586)	98,643	78,803	19,840	-	423,572	448,019	(24,448)	
4351 Office Supplies	12,000	12,000	-	21,600	21,600	-	25,020	27,020	(2,000)	13,800	13,800	-	18,000	18,000	-	-	90,420	92,420	(2,000)	
4371 Custodial Supplies	59,400	59,400	-	44,880	44,880	-	44,880	52,800	(7,920)	36,960	36,960	-	57,660	57,660	-	-	251,700	251,700	-	
4391 Food (Non Nutrition Program)	27,000	27,000	-	20,900	20,900	-	34,073	34,578	(505)	8,895	11,945	(3,050)	28,934	37,934	(9,000)	-	119,802	132,357	(12,555)	
4392 Uniforms	5,000	5,000	-	2,600	2,600	-	11,251	11,251	-	2,000	5,075	(3,075)	7,500	31,426	(24,926)	-	28,351	7,500	20,851	
4393 PE & Sports Equipment	5,000	5,000	-	-	560	(560)	3,800	3,800	-	3,000	3,000	-	2,500	2,500	-	-	14,300	14,860	(560)	
4395 Before & After School Program Supplies	230,500	230,500	-	186,000	186,000	-	333,200	333,200	-	70,500	40,750	29,750	7,000	7,000	-	-	827,200	797,540	29,750	
4399 All Other Supplies	12,184	12,166	18	20,889	22,447	(1,558)	29,530	29,491	39	14,604	14,604	-	47,165	54,776	(7,611)	-	124,371	133,483	(9,112)	
4390 Other Supplies	279,684	279,666	18	230,389	232,507	(2,118)	411,854	412,320	(466)	98,999	75,374	23,625	93,099	109,710	(16,611)	-	1,114,025	1,109,577	4,448	
4411 Non Capitalized Equipment	70,000	85,000	(15,000)	171,900	181,238	(9,338)	35,350	50,537	(15,187)	44,800	47,214	(2,414)	130,220	238,877	(108,657)	-	452,270	602,866	(150,596)	
4711 Nutrition Program Food & Supplies	608,260	611,284	(3,024)	405,605	466,285	(60,680)	550,019	566,338	(16,318)	241,233	283,947	(42,714)	231,156	204,308	26,848	-	2,036,272	2,132,161	(95,889)	
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 4000 - Supplies	1,272,145	1,289,791	(17,646)	1,109,170	1,181,306	(72,136)	1,372,104	1,415,136	(43,033)	558,656	624,865	(66,209)	705,919	834,499	(128,580)	-	5,017,994	5,345,599	(327,604)	
5000 - Operating Services																				
5211 Travel & Conferences	10,397	10,397	-	11,268	11,268	-	10,413	10,413	-	6,553	6,553	-	32,035	32,035	-	-	70,667	70,667	-	
5311 Dues & Memberships	38,286	38,166	120	31,480	31,200	280	19,105	18,797	308	18,577	19,119	(542)	34,775	34,551	224	-	142,223	141,833	390	
5451 General Insurance	-	-	-	-	-	-	61,489	53,069	8,419	-	-	-	1,904	1,904	-	-	63,393	54,973	8,419	
5511 Utilities	223,362	223,362	-	163,883	163,883	-	264,634	264,634	-	207,219	203,832	3,387	201,541	201,541	-	-	1,060,639	1,057,253	3,387	
5521 Security Services	153,233	153,233	-	1,500	8,801	(7,301)	3,000	11,330	(8,330)	1,500	8,669	(7,169)	94,467	94,467	-	-	253,700	276,500	(22,800)	
5531 Housekeeping Services	105,150	150,606	(45,456)	93,845	93,845	-	103,397	125,397	(22,000)	131,280	140,692	(9,413)	92,645	92,645	-	-	526,318	603,186	(76,869)	
5599 Other Facility Operations & Utilities	86,778	86,778	-	79,580	79,580	-	149,623	179,623	(30,000)	116,39										

Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday February 10, 2026 at 4:30 PM

	Camino Nuevo Charter Academy - Burlington			Camino Nuevo Charter Academy #2			Camino Nuevo Charter Academy #3 - Consolidated			Camino Nuevo Charter Academy #4 - Cisneros			CNHS #2 - Dalzell Lance High School			Camino Nuevo Charter Academy - Consolidated				
5859 All Other Consultants & Services	208,539	235,901	(27,362)	239,933	258,008	(18,075)	266,848	292,582	(25,733)	159,495	185,103	(25,608)	137,669	147,576	(9,907)	-	1,012,484	1,119,170	(106,685)	
5861 Non Instructional Software	91,227	91,227	-	118,918	118,918	-	121,634	128,595	(6,961)	74,739	78,530	(3,792)	82,348	114,924	(32,576)	-	488,865	532,194	(43,328)	
5865 Fundraising Cost	-	11	(11)	-	7	(7)	-	-	-	-	1,352	(1,352)	-	4,524	(4,524)	-	-	5,894	(5,894)	
5871 District Oversight Fees	88,846	89,107	(261)	101,891	100,563	1,329	103,857	101,254	2,603	62,536	61,837	699	84,654	82,894	1,760	-	441,784	435,654	6,130	
5872 Special Education Fees (SELPA)	136,227	134,969	1,258	158,488	154,652	3,837	161,228	155,330	5,898	97,974	96,013	1,961	112,887	110,297	2,590	-	666,803	651,260	15,543	
5881 Intra-Agency Fees	1,347,418	1,333,249	14,169	1,452,987	1,422,579	30,408	1,521,354	1,460,802	60,552	906,644	875,717	30,927	1,193,476	1,167,320	26,156	-	6,421,880	6,259,668	162,211	
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5898 Uncategorized Expense	-	-	-	-	978	(978)	-	-	-	-	-	-	-	-	-	-	-	-	978	
5899 All Other Expenses	20,198	20,198	-	14,221	14,221	-	21,245	21,245	-	16,330	20,330	(4,000)	17,625	17,625	-	-	89,619	93,619	(4,000)	
5911 Office Phone	17,820	17,820	-	16,620	16,620	-	28,956	28,956	-	12,876	12,492	384	16,063	16,063	-	-	92,335	91,951	384	
5913 Mobile Phone	768	768	-	-	792	(792)	768	1,248	-	1,200	1,260	(60)	840	840	-	-	4,056	4,908	(852)	
5921 Internet	15,600	15,600	-	12,552	12,552	-	25,083	25,083	-	12,600	11,886	714	15,188	15,188	-	-	81,023	80,309	714	
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	800	800	-	1,250	1,500	(250)	6,324	6,324	-	2,000	2,000	-	5,000	5,000	-	-	15,374	15,624	(250)	
5999 Other Communications	2,196	2,196	-	1,740	1,740	-	1,164	1,680	(516)	1,236	1,236	-	1,224	1,224	-	-	7,560	8,076	(516)	
Total 5000 - Operating Services	6,053,510	6,214,540	(161,031)	4,978,368	4,665,206	313,162	5,680,568	5,917,704	(237,136)	3,641,958	3,572,139	69,819	3,660,111	3,936,571	(276,460)	-	24,014,516	24,306,160	(291,645)	
6000 - Capital Outlay																				
6901 Depreciation Expense	284,328	224,517	59,812	677,169	654,091	23,078	215,778	176,196	39,582	122,156	102,995	19,161	183,544	175,403	8,142	-	1,482,976	1,333,202	149,774	
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 - Capital Outlay	284,328	224,517	59,812	677,169	654,091	23,078	215,778	176,196	39,582	122,156	102,995	19,161	183,544	175,403	8,142	-	1,482,976	1,333,202	149,774	
7000 - Other Outgo																				
7438 Interest Expense	-	-	-	178,368	178,368	-	-	-	-	-	-	-	-	-	-	-	-	178,368	178,368	-
Total 7000 - Other Outgo	-	-	-	178,368	178,368	-	-	-	-	-	-	-	-	-	-	-	-	178,368	178,368	-
TOTAL EXPENSE	15,063,863	15,195,992	(132,129)	14,772,982	14,619,702	153,280	16,350,362	16,208,603	141,759	9,735,354	9,889,628	(154,274)	10,827,383	11,007,313	(179,930)	-	66,749,943	66,921,238	(171,294)	
NET INCOME	80,796	221,457	140,661	149,840	47,933	(101,907)	135,328	231,533	96,205	39,015	10,830	(28,185)	77,656	102,653	24,997	-	482,635	614,406	131,771	
Beginning Cash Balance	4,451,870	7,291,372		4,392,537	5,759,507		7,349,806	9,175,327		2,875,510	3,688,426		4,053,997	4,118,991		374,422	23,295,529	30,408,046		
Cash Flow from Operating Activities																				
Net Income	80,796	221,457		149,840	47,933		135,328	231,533		39,015	10,830		77,656	102,653			482,635	614,406		
Change in Accounts Receivable																				
Prior Year Accounts Receivable	1,959,486	994,548		1,498,025	966,949		1,942,628	2,354,097		1,447,446	1,678,421		903,814	1,652,696			7,751,399	7,646,711		
Current Year Accounts Receivable	(1,739,837)	(1,646,573)		(1,473,057)	(1,507,974)		(1,678,599)	(1,787,974)		(1,157,258)	(1,036,148)		(1,006,995)	(845,856)			(7,055,745)	(6,824,524)		
Change in Due from		2,591			451			4,966			416			1,697		(48,208)		(38,086)		
Change in Accounts Payable	(21,264)	(30,769)		(12,493)	(36,998)		(33,685)	(52,462)		(23,799)	423,183		(10,916)	(15,263)	(220)	(109,349)	287,470	287,470		
Change in Due to	(82,730)	(75,766)		(153,458)	(152,059)		(229,821)	(159,103)		(172,337)	(108,558)		(346,908)	(121,274)	(169,955)	(985,254)	(786,715)	(786,715)		
Change in Accrued Vacation																				
Change in Payroll Liabilities		434,951			480,467			534,804			344,743			362,596	(10,835)			2,146,725		
Change in Current Lease Payable	7,149	(5,434)			(10,826)			(17,791)												
Change in Lease Assets	162,631	175,214			10,826			17,791												
Change in Prepaid Expenditures	(71,120)	(24,184)		(57,692)	(16,946)		(130,328)	(27,048)		(32,902)	(20,016)		(68,564)	(13,978)	(8,245)	(454,236)	(110,416)			
Change in Deposits																				
Change in Deferred Revenue	(285,874)	648,352		(197,056)	(477,707)		(232,085)	(875,263)		(69,080)	(363,471)		(73,532)	(466,798)		(857,626)	(1,534,887)			
Change in Other Long Term Assets																				
Change in Other Long Term Liabilities																				
Change in OPEB / Net Pension Liability																				
Change in Long Term Lease Liabilities	(233,757)	(233,757)																		
Depreciation Expense	284,328	224,517		677,169	654,091		215,778	176,196		122,156	102,995		183,544	175,403			1,482,976	1,333,202		
Cash Flow from Investing Activities																				
Capital Expenditures		(454,108)			(52,000)		(264,000)	(326,564)		(60,000)	(128,137)			(231,825)		(324,000)	(1,192,634)			
Cash Flow from Financing Activities																				
Source - Sale of Receivables																				
Use - Sale of Receivables																				
Source - Loans																				
Use - Loans				(421,026)	(421,026)												(421,026)	(421,026)		
Ending Cash Balance	4,511,679	7,522,411		4,402,789	5,244,689		7,075,022	9,248,511		2,968,751	4,592,684		3,712,098	4,719,042		136,959	22,805,302	31,528,272		



Camino Nuevo Charter Academy - Consolidated Financial Analysis December 2025

Net Income

Camino Nuevo Charter Academy - Consolidated is projected to achieve a net income of \$614K in FY25-26 compared to \$483K in the board approved budget. Reasons for this positive \$132K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2025, the school's unrestricted cash balance was \$29.93M. By June 30, 2026, the school's unrestricted cash balance is projected to be \$17.43M, which represents a 27% reserve. In addition to this, CNCA is projected to have \$13.9M of restricted cash. This includes \$4.9M of Employee Retention Credit (ERC) funds.

As of December 31, 2025, the Accounts Receivable balance was \$2.05M, down from \$2.25M in the previous month, due to the receipt of revenue earned in FY24-25.

As of December 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$4.56M, compared to \$4.03M in the prior month.

As of December 31, 2025, CNCA had a debt balance of \$8.81M. An additional \$212K will be paid this fiscal year. This debt is related to Prop 55/Kayne Siart construction loan.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$67.54M, which is \$303K or 0.5% over budgeted revenue of \$67.23M.

All Other Federal Revenue (8299) \$346K decrease due to 21st Century afterschool grant passing through CNCA. This reduction is based on the total payments being made to vendor based on billing.

Prop 28 Arts & Music (8596) \$218K increase based on increased spending toward this fund. All schools are planning to add expenses for this fund in order to maximize their FY23-24 award that expires at the end of this year.

State Revenue - Other (8599) \$669K increase is primarily due to the use of one-time funds that were released during the FY24-25 school year as well as additional Learning Recovery funds that were reinstated.

Interest & Dividend Income (8660) \$154K increase in interest revenue upon the receipt of LACOE's fourth quarter adjustments from prior year.

Teachers' Salaries - Substitute (1170) \$136K over budget, which includes an additional resident sub teacher at the Cisneros site. This position was added to combat the increased costs of third-party substitute companies.

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



Non Capitalized Equipment (4411) \$151K over largely due to Dalzell Lance purchasing instruments with their Prop 28 Arts and Music in School funds.

Object Code 5531: Housekeeping Service expense is Housekeeping Services (5531) \$77K over budget due to substitute janitorial services needed to cover vacancies at school sites.

Contracted Substitute Teachers (5841) \$136K over budget because of teacher vacancies and absenteeism.

Special Education Services (5842) \$378K over budget. This increase is large due to substitute expenses related to SPED staff.

Non Public School (5843) \$88K under budget largely due to Cisneros no longer needing this service for one student.

All Other Consultants & Services (5859) \$107K over budget due to classified staff support being obtained from consultants to cover vacancies or staff being absent.

ADA

Budgeted P2 ADA is 2,803.98 based on enrollment of 2,991 and a 93.7% attendance rate.

Forecast P2 ADA is 2,745.71 based on enrollment of 2,932 and a 93.6% attendance rate.

Actual ADA through Month 5 is 2,743.95 with ending enrollment of 2,935 and a 93.5% attendance rate.

In Month 5, ADA was 2,723.18 with a 92.4% 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 - Consolidated
 2025-26 Cash Flow Forecast
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	2025-26 Trend	Actuals as of 12/31/2025												FORECAST Jul-25 - Jun-26	Budget Variance		
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL								Better / (Worse)	% Better / (Worse)	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26				Accrual
# of School Days in Month		0	15	20	20	15	10	17	19	20	17	21	9		183		
Enrollment	2,932														2,932	(59)	-2%
Unduplicated Pupil Percentage	97.38%														97.38%		
ADA	2,745.71														2,745.71	(58.27)	
ADA Rate	93.58%														93.58%		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	26,178,502	1,335,314	1,335,314	2,403,566	2,403,566	2,403,566	2,403,566	2,403,566	2,307,753	2,307,753	2,307,753	2,307,753	-	2,259,034	26,178,502	(1,536,404)	-6%
8012 Education Protection Account	5,801,500	-	-	1,488,078	-	-	-	-	-	-	1,373,280	-	-	1,452,067	5,801,500	1,002,037	21%
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	11,585,359	145,249	1,992,035	949,904	193,666	949,904	1,706,142	949,941	1,571,109	785,555	785,555	785,555	785,555	(14,810)	11,585,359	(78,665)	-1%
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 - Local Control Funding Formula Sources	43,565,360	1,480,563	3,327,349	4,841,548	2,597,232	3,353,470	5,597,783	3,353,507	3,878,862	3,093,307	4,466,587	3,093,307	785,555	3,696,290	43,565,360	(613,032)	-1%
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	707,926	8,876	121,723	58,043	11,834	58,045	104,256	58,046	96,003	48,001	48,001	48,001	48,001	(905)	707,926	(22,847)	-3%
8221 Child Nutrition - Federal	1,952,919	-	-	-	-	39,730	-	334,331	217,693	159,512	106,341	180,780	202,048	712,485	1,952,919	50,732	3%
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	1,350,134	-	-	255,805	-	-	446,133	-	-	-	337,534	-	-	310,663	1,350,134	55,796	4%
8292 Title II	145,418	-	-	-	27,816	-	42,702	-	-	-	36,355	-	-	38,546	145,418	8,016	6%
8294 Title III	162,829	-	-	-	29,650	-	21,597	-	-	-	40,707	-	-	70,875	162,829	(6,105)	-4%
8295 Title IV, SSAE	97,181	-	-	-	17,770	-	14,541	-	-	-	24,295	-	-	40,575	97,181	(2,828)	-3%
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	1,173,659	-	-	-	-	-	-	-	-	-	880,245	-	-	293,415	1,173,659	(346,297)	-23%
Total 8100-8299 - Other Federal Income	5,590,067	8,876	121,723	313,848	87,070	97,775	629,229	392,378	313,695	207,513	1,473,477	228,781	250,049	1,465,652	5,590,067	(263,533)	-5%
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	505,259	-	-	-	-	10,058	-	85,510	55,897	41,460	27,640	46,988	52,516	185,189	505,259	35,977	8%
8550 Mandate Block Grant	75,608	-	-	-	-	-	75,600	-	-	-	-	-	-	83	75,608	930	1%
8561 State Lottery - Non Prop 20	545,030	-	-	-	-	-	232,779	-	-	-	136,257	-	-	175,993	545,030	(14,341)	-3%
8562 State Lottery - Prop 20	235,223	-	-	-	-	-	-	-	-	-	-	-	-	235,223	235,223	(4,925)	-2%
8560 Lottery Revenue	780,253	-	-	-	-	-	232,779	-	-	-	136,257	-	-	411,216	780,253	(19,267)	-2%
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	746,474	-	-	-	-	-	-	373,237	-	-	186,618	-	-	186,618	746,474	-	-
8592 State Mental Health	234,016	11,941	11,941	21,494	21,494	21,494	21,494	21,494	21,210	21,061	21,061	21,061	-	18,270	234,016	7,118	3%
8593 After School Education & Safety	813,931	-	-	-	-	-	-	-	-	-	203,483	-	-	610,449	813,931	-	-
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	5,717,575	2,176,873	233,144	419,660	419,660	419,660	419,660	419,660	502,239	514,582	514,582	514,582	-	(836,726)	5,717,575	51,907	1%
8596 Prop 28 Arts & Music	480,091	1,032,817	30,843	55,519	55,519	55,519	55,519	55,519	48,141	43,208	43,208	43,208	-	(1,038,930)	480,091	218,061	83%
8599 State Revenue - Other	5,301,643	7,335,490	-	-	660,775	287,855	-	-	-	-	1,325,411	-	-	(4,307,888)	5,301,643	669,191	14%
Total 8300-8599 - Other State Income	14,654,850	10,557,121	275,928	496,673	1,157,448	794,586	805,052	955,419	627,487	620,312	2,458,261	625,840	52,516	(4,771,719)	14,654,925	963,617	7%
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest & Dividend Income	288,968	-	5,252	12,750	7,348	4,537	117,139	44,830	13,258	2,718	43,634	2,967	15,718	18,816	288,968	153,968	114%
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	647,023	-	50,000	15,092	6,092	7,700	9,972	1,218	752	-	8,988	1,316	439,926	105,967	647,023	(44,192)	-6%
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	33,900	509	2,746	7,550	60	2,788	34,764	-	-	-	-	-	-	300	48,717	33,717	225%
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8697 E-Rate	64,247	331	65	65	-	5,800	5,800	6,694	6,694	6,694	6,694	6,694	6,694	12,022	64,247	(571)	-1%
8698 SELPA Grants	73,696	-	-	-	-	8,691	73,696	-	-	-	-	-	-	(8,691)	73,696	73,696	100%
8699 All Other Local Revenue	-	218,326	1,991	(218,326)	15	-	10,034	-	-	-	-	-	-	0	12,040	12,040	100%
8792 Transfers of Apportionments - Special Education	2,548,376	31,950	438,178	208,945	42,600	208,946	375,292	208,954	345,590	172,795	172,795	172,795	172,795	(3,258)	2,548,376	(54,867)	-2%
Total 8600-8799 - Other Income-Local	3,656,211	251,116	498,232	26,076	56,115	238,463	626,697	261,696	366,294	182,207	232,111	183,772	635,133	125,157	3,683,068	173,791	5%

Camino Nuevo Charter Academy - Consolidated
2025-26 Cash Flow Forecast
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	2025-26 Trend	Actuals as of 12/31/2025												FORECAST			Budget Variance	
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	Jul-25 - Jun-26	Better / (Worse)	% Better / (Worse)	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25											
5311 Dues & Memberships	141,833	55,763	5,871	5,932	6,224	2,780	1,140	10,687	10,687	10,687	10,687	10,687	10,687	10,687	-	141,833	390	0%
5451 General Insurance	54,973	38,578	-	-	-	1,904	-	-	-	-	-	7,246	7,246	-	54,973	8,419	13%	
5511 Utilities	1,057,253	25,221	56,639	51,880	159,919	47,432	46,660	95,643	95,643	95,643	95,643	95,643	95,643	95,643	-	1,057,253	3,387	0%
5521 Security Services	276,500	42,497	34,903	25,019	17,316	21,021	20,760	19,164	19,164	19,164	19,164	19,164	19,164	-	276,500	(22,800)	-9%	
5531 Housekeeping Services	603,186	7,150	31,205	17,151	9,356	29,661	29,304	79,893	79,893	79,893	79,893	79,893	79,893	-	603,186	(76,869)	-15%	
5599 Other Facility Operations & Utilities	544,023	25,811	21,396	28,723	48,150	13,758	65,978	56,701	56,701	56,701	56,701	56,701	56,701	-	544,023	(29,013)	-6%	
5611 School Rent - Private Facility	1,107,788	90,810	90,810	90,810	106,810	90,810	90,810	91,155	91,155	91,155	91,155	91,155	91,155	-	1,107,788	-	-	
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	155,660	1,542	2,876	1,632	4,251	30,186	3,514	18,610	18,610	18,610	18,610	18,610	18,610	-	155,660	(2,354)	-2%	
5621 Equipment Lease	235,663	29,243	46,719	8,301	20,081	1,109	14,841	14,841	14,841	14,841	14,841	14,841	14,841	-	235,663	(3,894)	-2%	
5631 Vendor Repairs	1,112,805	64,959	108,249	54,842	59,009	60,402	80,624	97,817	97,817	97,817	97,817	97,817	97,817	97,817	-	1,112,805	(43,600)	-4%
5812 Field Trips & Pupil Transportation	950,792	2,223	8,744	28,115	42,334	120,791	49,887	116,450	116,450	116,450	116,450	116,450	116,450	-	950,792	2,000	0%	
5821 Legal	68,807	1,874	(6,166)	10,469	4,825	3,969	7,170	10,469	10,469	10,469	10,469	10,469	10,469	-	76,129	(41,129)	-118%	
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	68,712	58	504	2,253	463	145	794	10,749	10,749	10,749	10,749	10,749	10,749	-	68,712	(6,000)	-10%	
5841 Contracted Substitute Teachers	192,021	5,144	5,070	18,720	39,660	39,921	31,310	7,457	7,457	7,457	7,457	7,457	7,457	7,457	-	192,021	(136,371)	-245%
5842 Special Education Services	2,049,418	31,431	26,528	72,129	145,241	252,641	146,391	196,437	196,437	196,437	196,437	196,437	196,437	196,437	-	2,049,418	(378,153)	-23%
5843 Non Public School	222,985	-	-	4,390	-	67,700	72,090	13,134	13,134	13,134	13,134	13,134	13,134	-	222,985	87,687	28%	
5844 After School Services	813,931	-	-	-	147,987	73,994	73,994	83,243	83,243	83,243	83,243	83,243	83,243	18,498	813,931	(0)	-	
5849 Other Student Instructional Services	4,796,038	200,250	-	25,000	746,571	718,595	463,818	433,766	433,766	433,766	433,766	433,766	433,766	39,207	4,796,038	335,904	7%	
5852 PD Consultants & Tuition	448,369	1,500	32,115	34,899	6,500	-	176,063	32,882	32,882	32,882	32,882	32,882	32,882	-	448,369	(11,729)	-3%	
5854 Nursing & Medical (Non-IEP)	28,110	-	-	2,798	1,479	-	-	3,972	3,972	3,972	3,972	3,972	3,972	-	28,110	(0)	-	
5859 All Other Consultants & Services	1,119,170	58,035	133,134	106,579	54,261	245,632	27,562	82,328	82,328	82,328	82,328	82,328	82,328	-	1,119,170	(106,685)	-11%	
5861 Non Instructional Software	532,194	292,171	15,608	98,670	28,264	6,113	-	14,970	14,970	14,970	14,970	14,970	14,970	-	532,194	(43,328)	-9%	
5865 Fundraising Cost	5,876	3,600	-	924	-	181	25	194	194	194	194	194	194	-	5,876	(5,894)	100%	
5871 District Oversight Fees	435,654	5,218	72,669	34,616	6,958	34,616	62,274	36,550	36,550	36,550	36,550	36,550	36,550	-	435,654	6,130	1%	
5872 Special Education Fees (SELPA)	651,260	8,166	111,980	53,396	10,886	53,396	95,906	52,101	88,477	44,238	44,238	44,238	44,238	-	651,260	15,543	2%	
5881 Intra-Agency Fees	6,259,668	-	1,605,470	-	-	(3,801)	-	1,250,748	530,028	551,658	422,182	686,699	425,397	791,288	6,259,668	162,211	3%	
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	28	(28)	-	978	-	-	-	-	-	-	-	978	(978)	100%	
5899 All Other Expenses	93,619	1,074	10,687	1,438	21,187	6,779	15,169	6,214	6,214	6,214	6,214	6,214	6,214	-	93,619	(4,000)	-4%	
5911 Office Phone	91,951	5,553	1,925	7,509	2,424	-	12,217	10,387	10,387	10,387	10,387	10,387	10,387	-	91,951	384	0%	
5913 Mobile Phone	4,908	363	-	1,052	-	-	-	582	582	582	582	582	582	-	4,908	(852)	-21%	
5921 Internet	80,309	6,400	6,400	6,400	-	6,400	6,405	8,051	8,051	8,051	8,051	8,051	8,051	-	80,309	714	1%	
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	15,624	71	858	1,417	1,101	242	1,586	1,725	1,725	1,725	1,725	1,725	1,725	-	15,624	(250)	-2%	
5999 Other Communications	8,076	645	640	655	645	630	615	708	708	708	708	708	708	-	8,076	(516)	-7%	
Total 5000 - Operating Services	24,297,843	1,008,163	2,428,268	787,709	1,692,652	1,924,075	1,636,036	2,866,878	2,182,534	2,159,925	2,030,449	2,302,213	2,040,911	1,246,348	24,306,160	(291,645)	-1%	
6000 - Capital Outlay																		
6901 Depreciation Expense	1,337,160	116,198	116,366	116,356	116,793	107,520	105,821	107,559	108,241	108,758	109,258	110,255	110,079	-	1,333,202	149,774	10%	
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	1,337,160	116,198	116,366	116,356	116,793	107,520	105,821	107,559	108,241	108,758	109,258	110,255	110,079	-	1,333,202	149,774	10%	
7000 - Other Outgo																		
7438 Interest Expense	178,368	-	-	90,231	-	-	-	-	-	88,137	-	-	-	-	178,368	-	-	-
Total 7000 - Other Outgo	178,368	-	-	90,231	-	-	-	-	-	88,137	-	-	-	-	178,368	-	-	-
TOTAL EXPENSE	68,325,811	3,532,116	5,596,486	4,296,142	5,110,302	5,172,713	5,409,810	6,336,492	5,964,318	6,121,058	5,808,271	6,151,413	5,897,068	1,525,047	66,921,238	(171,294)	0%	
NET INCOME	(817,099)	8,765,560	(1,373,255)	1,383,332	(1,165,933)	(671,083)	2,226,006	(1,373,492)	(777,980)	(2,017,720)	2,822,166	(2,019,713)	(4,173,815)	(1,009,667)	614,406	131,771	27%	
Operating Income															1,947,608			
Beginning Cash Balance	30,408,047	30,408,047	30,126,213	32,726,705	34,267,984	34,078,046	34,818,785	37,626,697	35,205,113	34,313,094	32,501,546	36,201,972	34,050,920	31,369,153	30,408,047	7,112,518		
Cash Flow from Operating Activities																		
Net Income	(817,099)	8,765,560	(1,373,255)	1,383,332	(1,165,933)	(671,083)	2,226,006	(1,373,492)	(777,980)	(2,017,720)	2,822,166	(2,019,713)	(4,173,815)	(1,009,667)	614,406	131,771		
Change in Accounts Receivable	-	3,470,544	1,404,016	711,271	318,880	-	204,274	-	-	441,420	1,030,320	34,853	31,133	-	7,646,711	(104,688)		
Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Current Year Accounts Receivable	(6,824,524)	-	-	-	-	-	-	-	-	-	-	-	-	(6,824,524)	(6,824,524)	231,221		
Change in Due from	-	(345,481)	(94,955)	(221,734)	(147,768)	717,190	(145,600)	198,181	-	-	2,081	-	-	-	(38,086)	(38,086)		

Camino Nuevo Charter Academy - Consolidated

2025-26 Cash Flow Forecast

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	2025-26 Trend	ACTUAL						Actuals as of 12/31/2025						FORECAST Jul-25 - Jun-26	Budget Variance		
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26		Accrual	Better / (Worse)	% Better / (Worse)
Change in Accounts Payable	287,470	(1,576,286)	1,629,762	(2,021,982)	27,646	(99,101)	(136,594)	(704,145)	-	-	-	-	1,643,124	1,525,047	287,470	396,819	
Change in Due to	(786,715)	(523,954)	1,475	(7,236)	(4,407)	(177,191)	(5,309)	(2,142)	-	(130,953)	-	(1,472)	64,475	(786,715)	(786,715)	198,539	
Change in Current Lease Payable	(26,707)	(51,597)	(53,500)	(51,861)	(55,994)	(56,127)	(52,260)	(47,784)	(47,907)	(48,031)	(48,155)	(48,279)	(44,738)	545,992	(60,240)	-	
Change in Lease Assets	423,350	39,151	39,283	39,415	39,548	39,681	39,814	35,339	35,462	35,585	35,709	35,833	32,293	-	447,112	-	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	2,146,725	(462,768)	652,820	282,978	703,018	655,591	662,185	(347,099)	-	-	-	-	-	-	2,146,725	2,146,725	
Change in Prepaid Expenditures	(110,416)	203,979	(5)	(9,014)	(8,613)	(742)	(17,651)	-	-	-	-	-	(278,371)	-	(110,416)	343,821	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(1,534,887)	(9,897,691)	324,811	1,568,326	-	225,000	-	-	-	-	-	-	-	6,244,668	(1,534,887)	(677,260)	
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Long Term Lease Liabilities	(545,992)	-	-	-	-	-	-	-	-	-	-	-	-	(545,992)	(545,992)	-	
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	1,333,202	116,198	116,366	116,356	116,793	107,520	105,821	107,559	108,241	108,758	109,258	110,255	110,079	-	1,333,202	(149,774)	
Cash Flow from Investing Activities																	
Capital Expenditures	(1,192,634)	(19,488)	(46,325)	(39,107)	(13,107)	-	(72,775)	(288,000)	(209,833)	(120,000)	(120,000)	(264,000)	-	-	(1,192,634)	(868,634)	
Cash Flow from Financing Activities																	
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	(421,026)	-	-	(209,465)	-	-	-	-	-	(211,560)	-	-	-	-	(421,026)	-	-
Ending Cash Balance	22,338,795	30,126,213	32,726,705	34,267,984	34,078,046	34,818,785	37,626,697	35,205,113	34,313,094	32,501,546	36,201,972	34,050,920	31,369,153	31,369,153	31,369,153		

Coversheet

First Interim submitted to LAUSD

Section: X. Financials
Item: C. First Interim submitted to LAUSD
Purpose: Vote
Submitted by:
Related Material: CNCA 1 - FY25-26 - 1st Interim - Form 62.pdf
CNCA 2 - FY25-26 - 1st Interim - Form 62.pdf
CNCA 3 - FY25-26 - 1st Interim - Form 62.pdf
CNCA 4 - FY25-26 - 1st Interim - Form 62.pdf
CNHS 2 - FY25-26 - 1st Interim - Form 62.pdf

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	8,884,603.43	8,884,603.43	2,618,972.00	8,904,592.65	19,989.22	0.2%
2) Federal Revenue		8100-8299	1,519,770.43	1,519,770.43	150,756.55	1,541,146.23	21,375.80	1.4%
3) Other State Revenue		8300-8599	3,890,004.67	3,890,004.67	3,030,540.86	3,974,648.97	84,644.30	2.2%
4) Other Local Revenue		8600-8799	850,280.38	850,280.38	236,791.37	862,559.47	12,279.09	1.4%
5) TOTAL, REVENUES			15,144,658.91	15,144,658.91	6,037,060.78	15,282,947.32		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,797,793.12	3,797,793.12	1,128,630.23	3,785,777.77	12,015.35	0.3%
2) Classified Salaries		2000-2999	1,793,034.85	1,793,034.85	511,094.18	1,834,729.91	(41,695.06)	-2.3%
3) Employee Benefits		3000-3999	1,863,051.60	1,863,051.60	621,985.48	1,908,902.72	(45,851.12)	-2.5%
4) Books and Supplies		4000-4999	1,272,145.21	1,272,145.21	242,540.79	1,280,714.88	(8,569.67)	-0.7%
5) Services and Other Operating Expenses		5000-5999	6,053,509.89	6,053,509.89	1,579,428.32	6,098,889.42	(45,379.53)	-0.7%
6) Depreciation and Amortization		6000-6999	284,328.14	284,328.14	75,868.80	229,980.22	54,347.92	19.1%
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			15,063,862.81	15,063,862.81	4,159,547.80	15,138,994.92		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			80,796.10	80,796.10	1,877,512.98	143,952.40		
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)			80,796.10	80,796.10	1,877,512.98	143,952.40		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	6,771,581.66	6,771,581.66		7,496,688.56	725,106.90	10.7%
b) Audit Adjustments		9793	0.00	0.00		292,057.40	292,057.40	New
c) As of July 1 - Audited (F1a + F1b)			6,771,581.66	6,771,581.66		7,788,745.96		
d) Other Restatements		9795	109,744.46	109,744.46		(.01)	(109,744.47)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,881,326.12	6,881,326.12		7,788,745.95		
2) Ending Net Position, June 30 (E + F1e)			6,962,122.22	6,962,122.22		7,932,698.35		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	3,410,199.93	3,410,199.93		3,136,235.34		
b) Restricted Net Position		9797	163,060.56	163,060.56		344,764.45		
c) Unrestricted Net Position		9790	3,388,861.73	3,388,861.73		4,451,698.56		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	5,344,466.47	5,344,466.47	1,436,836.00	5,082,704.46	(261,762.01)	-4.9%
Education Protection Account State Aid - Current Year		8012	1,157,189.80	1,157,189.80	359,057.00	1,423,136.55	265,946.75	23.0%
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%

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	2,382,947.16	2,382,947.16	823,079.00	2,398,751.64	15,804.48	0.7%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,884,603.43	8,884,603.43	2,618,972.00	8,904,592.65	19,989.22	0.2%
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	576,118.66	576,118.66	7,646.55	600,340.26	24,221.60	4.2%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	149,296.17	149,296.17	50,294.00	146,576.36	(2,719.81)	-1.8%
Title I, Part A, Basic	3010	8290	262,861.00	262,861.00	69,273.00	263,484.00	623.00	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	26,687.00	26,687.00	7,504.00	27,202.00	515.00	1.9%
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	46,759.75	46,759.75	11,276.00	45,104.76	(1,654.99)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	458,047.85	458,047.85	4,763.00	458,438.85	391.00	0.1%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,519,770.43	1,519,770.43	150,756.55	1,541,146.23	21,375.80	1.4%
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	135,448.62	135,448.62	0.00	137,182.87	1,734.25	1.3%
Mandated Costs Reimbursements		8550	11,773.73	11,773.73	0.00	11,774.00	.27	0.0%
Lottery - Unrestricted and Instructional Materials		8560	163,341.06	163,341.06	0.00	161,404.67	(1,936.39)	-1.2%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,525,988.37	1,525,988.37	950,632.54	1,545,592.16	19,603.79	1.3%
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	318,266.14	318,266.14	0.00	318,266.14	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%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	256,966.00	45,575.08	45,575.08	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,531,703.91	1,531,703.91	1,822,942.32	1,551,371.21	19,667.30	1.3%
TOTAL, OTHER STATE REVENUE			3,890,004.67	3,890,004.67	3,030,540.86	3,974,648.97	84,644.30	2.2%

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)
OTHER LOCAL REVENUE								
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	5,178.97	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	531,839.67	531,839.67	181,049.00	527,641.91	(4,197.76)	-0.8%
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	293,440.71	293,440.71	50,563.40	309,917.56	16,476.85	5.6%
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			850,280.38	850,280.38	236,791.37	862,559.47	12,279.09	1.4%
TOTAL, REVENUES			15,144,658.91	15,144,658.91	6,037,060.78	15,282,947.32		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,561,561.33	2,561,561.33	726,124.29	2,555,414.74	6,146.59	0.2%
Certificated Pupil Support Salaries		1200	338,845.70	338,845.70	108,091.78	332,641.85	6,203.85	1.8%
Certificated Supervisors' and Administrators' Salaries		1300	897,386.09	897,386.09	294,414.16	897,721.18	(335.09)	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,797,793.12	3,797,793.12	1,128,630.23	3,785,777.77	12,015.35	0.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	787,422.25	787,422.25	224,238.88	837,467.35	(50,045.10)	-6.4%
Classified Support Salaries		2200	218,835.00	218,835.00	66,838.34	214,417.79	4,417.21	2.0%
Classified Supervisors' and Administrators' Salaries		2300	65,526.13	65,526.13	22,547.37	68,738.93	(3,212.80)	-4.9%
Clerical, Technical and Office Salaries		2400	325,703.12	325,703.12	77,720.60	305,472.05	20,231.07	6.2%
Other Classified Salaries		2900	395,548.35	395,548.35	119,748.99	408,633.79	(13,085.44)	-3.3%
TOTAL, CLASSIFIED SALARIES			1,793,034.85	1,793,034.85	511,094.18	1,834,729.91	(41,695.06)	-2.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	725,378.49	725,378.49	203,481.31	710,996.48	14,382.01	2.0%
PERS		3201-3202	480,712.63	480,712.63	155,143.40	510,010.12	(29,297.49)	-6.1%
OASDI/Medicare/Alternative		3301-3302	192,235.18	192,235.18	60,402.46	200,189.25	(7,954.07)	-4.1%
Health and Welfare Benefits		3401-3402	409,318.83	409,318.83	175,700.22	431,194.61	(21,875.78)	-5.3%
Unemployment Insurance		3501-3502	2,795.41	2,795.41	1,769.78	3,760.16	(964.75)	-34.5%

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)
Workers' Compensation		3601-3602	52,611.06	52,611.06	25,397.57	52,661.38	(50.32)	-0.1%
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	90.74	90.72	(90.72)	New
TOTAL, EMPLOYEE BENEFITS			1,863,051.60	1,863,051.60	621,985.48	1,908,902.72	(45,851.12)	-2.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	156,579.92	156,579.92	51,830.12	156,579.92	0.00	0.0%
Books and Other Reference Materials		4200	3,000.00	3,000.00	2,069.57	3,000.00	0.00	0.0%
Materials and Supplies		4300	434,305.65	434,305.65	117,322.83	433,927.65	378.00	0.1%
Noncapitalized Equipment		4400	70,000.00	70,000.00	19,576.02	85,000.00	(15,000.00)	-21.4%
Food		4700	608,259.64	608,259.64	51,742.25	602,207.31	6,052.33	1.0%
TOTAL, BOOKS AND SUPPLIES			1,272,145.21	1,272,145.21	242,540.79	1,280,714.88	(8,569.67)	-0.7%
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	10,397.25	10,397.25	3,642.67	10,397.25	0.00	0.0%
Dues and Memberships		5300	38,285.82	38,285.82	11,065.93	38,165.82	120.00	0.3%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	568,523.88	568,523.88	169,719.35	584,979.88	(16,456.00)	-2.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	838,961.92	838,961.92	274,398.16	838,961.92	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	4,560,157.02	4,560,157.02	1,112,006.68	4,589,200.55	(29,043.53)	-0.6%
Communications		5900	37,184.00	37,184.00	8,595.53	37,184.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			6,053,509.89	6,053,509.89	1,579,428.32	6,098,889.42	(45,379.53)	-0.7%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	284,328.14	284,328.14	75,868.80	229,980.22	54,347.92	19.1%
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			284,328.14	284,328.14	75,868.80	229,980.22	54,347.92	19.1%
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%

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			15,063,862.81	15,063,862.81	4,159,547.80	15,138,994.92		
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 Charter Academy
 Los Angeles Unified
 Los Angeles County

2025-26 First Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647336117667
 Form 62I
 G81U87H53T(2025-26)

Resource	Description	2025-26 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	344,764.45
Total, Restricted Net Position		344,764.45

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	10,189,137.87	10,189,137.87	2,697,672.00	10,135,999.62	(53,138.25)	-0.5%
2) Federal Revenue		8100-8299	1,251,620.40	1,251,620.40	146,655.61	1,261,268.74	9,648.34	0.8%
3) Other State Revenue		8300-8599	2,791,720.68	2,791,720.68	2,670,860.11	2,977,646.18	185,925.50	6.7%
4) Other Local Revenue		8600-8799	690,342.73	690,342.73	173,511.43	686,564.52	(3,778.21)	-0.5%
5) TOTAL, REVENUES			14,922,821.68	14,922,821.68	5,688,699.15	15,061,479.06		
B. EXPENSES								
1) Certificated Salaries		1000-1999	4,226,067.02	4,226,067.02	1,252,619.49	4,258,750.99	(32,683.97)	-0.8%
2) Classified Salaries		2000-2999	1,673,440.28	1,673,440.28	502,908.09	1,694,841.59	(21,401.31)	-1.3%
3) Employee Benefits		3000-3999	1,930,399.37	1,930,399.37	644,342.17	1,960,089.35	(29,689.98)	-1.5%
4) Books and Supplies		4000-4999	1,109,170.20	1,109,170.20	251,486.00	1,109,336.67	(166.47)	0.0%
5) Services and Other Operating Expenses		5000-5999	4,978,368.24	4,978,368.24	1,066,647.43	5,010,800.24	(32,432.00)	-0.7%
6) Depreciation and Amortization		6000-6999	677,169.13	677,169.13	223,700.95	656,966.53	20,202.60	3.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	178,367.71	178,367.71	90,231.18	178,367.71	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			14,772,981.95	14,772,981.95	4,031,935.31	14,869,153.08		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			149,839.73	149,839.73	1,656,763.84	192,325.98		
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)			149,839.73	149,839.73	1,656,763.84	192,325.98		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	27,414,691.76	27,414,691.76		28,098,717.87	684,026.11	2.5%
b) Audit Adjustments		9793	0.00	0.00		319,823.58	319,823.58	New
c) As of July 1 - Audited (F1a + F1b)			27,414,691.76	27,414,691.76		28,418,541.45		
d) Other Restatements		9795	195,911.93	195,911.93		.37	(195,911.56)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			27,610,603.69	27,610,603.69		28,418,541.82		
2) Ending Net Position, June 30 (E + F1e)			27,760,443.42	27,760,443.42		28,610,867.80		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	24,685,259.04	24,685,259.04		24,657,270.14		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	3,075,184.38	3,075,184.38		3,953,597.66		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,066,364.00	6,066,364.00	1,572,890.00	5,714,696.84	(351,667.16)	-5.8%
Education Protection Account State Aid - Current Year		8012	1,350,426.90	1,350,426.90	409,371.00	1,649,510.45	299,083.55	22.1%
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%

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	2,772,346.97	2,772,346.97	715,411.00	2,771,792.33	(554.64)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,189,137.87	10,189,137.87	2,697,672.00	10,135,999.62	(53,138.25)	-0.5%
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	370,465.37	370,465.37	4,326.61	382,288.71	11,823.34	3.2%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	173,692.81	173,692.81	43,715.00	169,371.11	(4,321.70)	-2.5%
Title I, Part A, Basic	3010	8290	274,320.00	274,320.00	75,418.00	277,013.00	2,693.00	1.0%
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	30,793.00	30,793.00	8,109.00	31,387.00	594.00	1.9%
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	42,982.50	42,982.50	10,365.00	41,461.20	(1,521.30)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	359,366.72	359,366.72	4,722.00	359,747.72	381.00	0.1%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,251,620.40	1,251,620.40	146,655.61	1,261,268.74	9,648.34	0.8%
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	100,535.26	100,535.26	0.00	96,273.93	(4,261.33)	-4.2%
Mandated Costs Reimbursements		8550	13,379.53	13,379.53	0.00	13,382.00	2.47	0.0%
Lottery - Unrestricted and Instructional Materials		8560	190,032.80	190,032.80	0.00	186,777.02	(3,255.78)	-1.7%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,441,264.84	1,441,264.84	675,162.66	1,509,868.72	68,603.88	4.8%
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%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	283,263.00	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	843,025.41	843,025.41	1,712,434.45	967,861.67	124,836.26	14.8%
TOTAL, OTHER STATE REVENUE			2,791,720.68	2,791,720.68	2,670,860.11	2,977,646.18	185,925.50	6.7%

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)
OTHER LOCAL REVENUE								
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	6,025.64	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	618,748.13	618,748.13	157,365.00	609,697.88	(9,050.25)	-1.5%
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	46,594.60	46,594.60	10,120.79	51,866.64	5,272.04	11.3%
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			690,342.73	690,342.73	173,511.43	686,564.52	(3,778.21)	-0.5%
TOTAL, REVENUES			14,922,821.68	14,922,821.68	5,688,699.15	15,061,479.06		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,165,782.04	3,165,782.04	896,164.03	3,201,999.45	(36,217.41)	-1.1%
Certificated Pupil Support Salaries		1200	304,767.96	304,767.96	96,094.14	298,285.92	6,482.04	2.1%
Certificated Supervisors' and Administrators' Salaries		1300	755,517.02	755,517.02	260,361.32	758,465.62	(2,948.60)	-0.4%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,226,067.02	4,226,067.02	1,252,619.49	4,258,750.99	(32,683.97)	-0.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	674,562.00	674,562.00	192,240.02	688,896.67	(14,334.67)	-2.1%
Classified Support Salaries		2200	159,567.00	159,567.00	56,618.80	169,616.32	(10,049.32)	-6.3%
Classified Supervisors' and Administrators' Salaries		2300	114,521.08	114,521.08	37,794.40	113,400.55	1,120.53	1.0%
Clerical, Technical and Office Salaries		2400	247,268.30	247,268.30	73,802.41	242,723.46	4,544.84	1.8%
Other Classified Salaries		2900	477,521.90	477,521.90	142,452.46	480,204.59	(2,682.69)	-0.6%
TOTAL, CLASSIFIED SALARIES			1,673,440.28	1,673,440.28	502,908.09	1,694,841.59	(21,401.31)	-1.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	807,178.81	807,178.81	239,155.81	813,326.93	(6,148.12)	-0.8%
PERS		3201-3202	448,649.34	448,649.34	134,184.29	453,741.66	(5,092.32)	-1.1%
OASDI/Medicare/Alternative		3301-3302	189,296.16	189,296.16	57,852.59	192,624.41	(3,328.25)	-1.8%
Health and Welfare Benefits		3401-3402	424,364.16	424,364.16	202,966.08	449,965.08	(25,600.92)	-6.0%
Unemployment Insurance		3501-3502	2,949.75	2,949.75	1,854.17	3,953.24	(1,003.49)	-34.0%

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)
Workers' Compensation		3601-3602	57,961.15	57,961.15	26,329.33	55,098.45	2,862.70	4.9%
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	(18,000.10)	(8,620.42)	8,620.42	New
TOTAL, EMPLOYEE BENEFITS			1,930,399.37	1,930,399.37	644,342.17	1,960,089.35	(29,689.98)	-1.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	148,233.74	148,233.74	66,214.30	148,233.74	0.00	0.0%
Books and Other Reference Materials		4200	5,000.00	5,000.00	3,415.34	5,000.00	0.00	0.0%
Materials and Supplies		4300	378,431.93	378,431.93	123,194.99	380,307.93	(1,876.00)	-0.5%
Noncapitalized Equipment		4400	171,900.00	171,900.00	13,840.46	181,238.00	(9,338.00)	-5.4%
Food		4700	405,604.53	405,604.53	44,820.91	394,557.00	11,047.53	2.7%
TOTAL, BOOKS AND SUPPLIES			1,109,170.20	1,109,170.20	251,486.00	1,109,336.67	(166.47)	0.0%
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	11,268.43	11,268.43	555.42	11,268.43	0.00	0.0%
Dues and Memberships		5300	31,480.00	31,480.00	13,488.93	31,320.00	160.00	0.5%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	338,808.28	338,808.28	73,663.10	346,109.65	(7,301.37)	-2.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	235,119.76	235,119.76	50,238.47	244,519.76	(9,400.00)	-4.0%
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	4,329,529.77	4,329,529.77	920,559.11	4,344,378.40	(14,848.63)	-0.3%
Communications		5900	32,162.00	32,162.00	8,142.40	33,204.00	(1,042.00)	-3.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			4,978,368.24	4,978,368.24	1,066,647.43	5,010,800.24	(32,432.00)	-0.7%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	677,169.13	677,169.13	223,700.95	656,966.53	20,202.60	3.0%
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			677,169.13	677,169.13	223,700.95	656,966.53	20,202.60	3.0%
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	178,367.71	178,367.71	90,231.18	178,367.71	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			178,367.71	178,367.71	90,231.18	178,367.71	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%

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			14,772,981.95	14,772,981.95	4,031,935.31	14,869,153.08		
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 Charter Academy #2
Los Angeles Unified
Los Angeles County

2025-26 First Interim
Charter Schools Enterprise Fund
Restricted Detail

19647330122861
Form 62I
G81KJGEBWK(2025-26)

Resource	Description	2025-26 Projected Totals
	Total, Restricted Net Position	0.00

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	10,385,676.60	10,385,676.60	2,830,195.00	10,110,549.36	(275,127.24)	-2.6%
2) Federal Revenue		8100-8299	1,544,011.90	1,544,011.90	51,215.20	1,551,350.27	7,338.37	0.5%
3) Other State Revenue		8300-8599	3,767,221.21	3,767,221.21	3,994,973.27	4,026,638.64	259,417.43	6.9%
4) Other Local Revenue		8600-8799	788,779.91	788,779.91	176,226.15	739,583.22	(49,196.69)	-6.2%
5) TOTAL, REVENUES			16,485,689.62	16,485,689.62	7,052,609.62	16,428,121.49		
B. EXPENSES								
1) Certificated Salaries		1000-1999	4,770,098.09	4,770,098.09	1,326,616.26	4,701,606.72	68,491.37	1.4%
2) Classified Salaries		2000-2999	2,074,460.12	2,074,460.12	562,234.39	1,965,346.62	109,113.50	5.3%
3) Employee Benefits		3000-3999	2,237,353.90	2,237,353.90	667,569.22	2,227,638.30	9,715.60	0.4%
4) Books and Supplies		4000-4999	1,372,103.57	1,372,103.57	255,177.88	1,381,293.75	(9,190.18)	-0.7%
5) Services and Other Operating Expenses		5000-5999	5,680,567.88	5,680,567.88	1,329,959.38	5,812,903.10	(132,335.22)	-2.3%
6) Depreciation and Amortization		6000-6999	215,778.40	215,778.40	63,469.25	180,264.28	35,514.12	16.5%
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			16,350,361.96	16,350,361.96	4,205,026.38	16,269,052.77		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			135,327.66	135,327.66	2,847,583.24	159,068.72		
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)			135,327.66	135,327.66	2,847,583.24	159,068.72		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	7,133,646.74	7,133,646.74		7,419,323.58	285,676.84	4.0%
b) Audit Adjustments		9793	0.00	0.00		362,073.24	362,073.24	New
c) As of July 1 - Audited (F1a + F1b)			7,133,646.74	7,133,646.74		7,781,396.82		
d) Other Restatements		9795	53,366.97	53,366.97		.02	(53,366.95)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,187,013.71	7,187,013.71		7,781,396.84		
2) Ending Net Position, June 30 (E + F1e)			7,322,341.37	7,322,341.37		7,940,465.56		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	1,440,979.12	1,440,979.12		1,163,193.98		
b) Restricted Net Position		9797	0.00	0.00		2,716.63		
c) Unrestricted Net Position		9790	5,881,362.25	5,881,362.25		6,774,554.95		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,201,800.05	6,201,800.05	1,659,072.00	5,720,575.06	(481,224.99)	-7.8%
Education Protection Account State Aid - Current Year		8012	1,363,608.57	1,363,608.57	424,227.00	1,630,207.37	266,598.80	19.6%
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%

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	2,820,267.98	2,820,267.98	746,896.00	2,759,766.93	(60,501.05)	-2.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,385,676.60	10,385,676.60	2,830,195.00	10,110,549.36	(275,127.24)	-2.6%
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	525,754.00	525,754.00	5,576.20	540,982.95	15,228.95	2.9%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	176,695.15	176,695.15	45,639.00	168,636.29	(8,058.86)	-4.6%
Title I, Part A, Basic	3010	8290	302,155.00	302,155.00	0.00	302,871.00	716.00	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	32,380.00	32,380.00	0.00	33,005.00	625.00	1.9%
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	45,848.00	45,848.00	0.00	44,225.28	(1,622.72)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	461,179.75	461,179.75	0.00	461,629.75	450.00	0.1%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,544,011.90	1,544,011.90	51,215.20	1,551,350.27	7,338.37	0.5%
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	116,358.13	116,358.13	0.00	116,726.11	367.98	0.3%
Mandated Costs Reimbursements		8550	13,971.78	13,971.78	0.00	13,971.00	(.78)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	193,317.58	193,317.58	0.00	186,061.11	(7,256.47)	-3.8%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,849,837.18	1,849,837.18	1,395,613.94	1,943,868.11	94,030.93	5.1%
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	150,620.76	150,620.76	0.00	150,620.76	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%
Arts and Music in Schools (Prop 28)	6770	8590	170,572.64	170,572.64	303,698.00	141,256.72	(29,315.92)	-17.2%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,069,060.30	1,069,060.30	2,295,661.33	1,270,651.99	201,591.69	18.9%
TOTAL, OTHER STATE REVENUE			3,767,221.21	3,767,221.21	3,994,973.27	4,026,638.64	259,417.43	6.9%

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)
OTHER LOCAL REVENUE								
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	35,000.00	35,000.00	6,129.57	35,000.00	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	629,443.41	629,443.41	164,291.00	607,052.71	(22,390.70)	-3.6%
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	124,336.50	124,336.50	5,805.58	97,530.51	(26,805.99)	-21.6%
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			788,779.91	788,779.91	176,226.15	739,583.22	(49,196.69)	-6.2%
TOTAL, REVENUES			16,485,689.62	16,485,689.62	7,052,609.62	16,428,121.49		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,472,673.96	3,472,673.96	890,629.40	3,390,003.58	82,670.38	2.4%
Certificated Pupil Support Salaries		1200	309,636.05	309,636.05	97,751.76	303,173.17	6,462.88	2.1%
Certificated Supervisors' and Administrators' Salaries		1300	987,788.08	987,788.08	338,235.10	1,008,429.97	(20,641.89)	-2.1%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,770,098.09	4,770,098.09	1,326,616.26	4,701,606.72	68,491.37	1.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	815,912.50	815,912.50	194,882.04	749,597.18	66,315.32	8.1%
Classified Support Salaries		2200	212,760.15	212,760.15	70,307.52	217,365.24	(4,605.09)	-2.2%
Classified Supervisors' and Administrators' Salaries		2300	25,429.94	25,429.94	8,400.12	25,188.82	241.12	0.9%
Clerical, Technical and Office Salaries		2400	462,792.68	462,792.68	135,857.71	432,194.42	30,598.26	6.6%
Other Classified Salaries		2900	557,564.85	557,564.85	152,787.00	541,000.96	16,563.89	3.0%
TOTAL, CLASSIFIED SALARIES			2,074,460.12	2,074,460.12	562,234.39	1,965,346.62	109,113.50	5.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	911,088.75	911,088.75	242,016.76	886,639.96	24,448.79	2.7%
PERS		3201-3202	556,162.76	556,162.76	163,943.55	540,117.96	16,044.80	2.9%
OASDI/Medicare/Alternative		3301-3302	227,862.63	227,862.63	65,818.67	222,094.14	5,768.49	2.5%
Health and Welfare Benefits		3401-3402	479,179.22	479,179.22	160,861.73	493,112.20	(13,932.98)	-2.9%
Unemployment Insurance		3501-3502	3,422.27	3,422.27	1,869.06	4,258.13	(835.86)	-24.4%

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)
Workers' Compensation		3601-3602	59,638.27	59,638.27	28,809.41	62,187.09	(2,548.82)	-4.3%
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	4,250.04	19,228.82	(19,228.82)	New
TOTAL, EMPLOYEE BENEFITS			2,237,353.90	2,237,353.90	667,569.22	2,227,638.30	9,715.60	0.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	195,501.06	195,501.06	16,807.03	205,251.06	(9,750.00)	-5.0%
Books and Other Reference Materials		4200	6,700.00	6,700.00	613.99	6,700.00	0.00	0.0%
Materials and Supplies		4300	584,533.03	584,533.03	112,072.92	583,565.17	967.86	0.2%
Noncapitalized Equipment		4400	35,350.00	35,350.00	15,049.97	46,036.50	(10,686.50)	-30.2%
Food		4700	550,019.48	550,019.48	110,633.97	539,741.02	10,278.46	1.9%
TOTAL, BOOKS AND SUPPLIES			1,372,103.57	1,372,103.57	255,177.88	1,381,293.75	(9,190.18)	-0.7%
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	10,413.13	10,413.13	832.67	10,413.13	0.00	0.0%
Dues and Memberships		5300	19,104.78	19,104.78	14,978.86	18,676.78	428.00	2.2%
Insurance		5400-5450	61,488.85	61,488.85	38,577.94	61,488.85	0.00	0.0%
Operations and Housekeeping Services		5500	520,654.02	520,654.02	111,977.29	579,984.16	(59,330.14)	-11.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	516,276.33	516,276.33	140,868.93	524,476.33	(8,200.00)	-1.6%
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	4,489,855.65	4,489,855.65	1,010,706.32	4,555,088.73	(65,233.08)	-1.5%
Communications		5900	62,775.12	62,775.12	12,017.37	62,775.12	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,680,567.88	5,680,567.88	1,329,959.38	5,812,903.10	(132,335.22)	-2.3%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	215,778.40	215,778.40	63,469.25	180,264.28	35,514.12	16.5%
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			215,778.40	215,778.40	63,469.25	180,264.28	35,514.12	16.5%
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%

Camino Nuevo Elementary #3
 Los Angeles Unified
 Los Angeles County

2025-26 First Interim
 Charter Schools Enterprise Fund
 Expenditures by Object

19647330122564
 Form 621
 G815ESTKFS(2025-26)

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			16,350,361.96	16,350,361.96	4,205,026.38	16,269,052.77		
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

2025-26 First Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330122564
 Form 62I
 G815ESTKFS(2025-26)

Resource	Description	2025-26 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,716.63
Total, Restricted Net Position		2,716.63

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	6,253,562.53	6,253,562.53	1,778,719.00	6,243,841.50	(9,721.03)	-0.2%
2) Federal Revenue		8100-8299	911,084.83	911,084.83	99,192.54	923,877.07	12,792.24	1.4%
3) Other State Revenue		8300-8599	1,970,935.94	1,970,935.94	1,267,203.12	2,057,581.64	86,645.70	4.4%
4) Other Local Revenue		8600-8799	638,785.64	638,785.64	131,182.56	645,304.93	6,519.29	1.0%
5) TOTAL, REVENUES			9,774,368.94	9,774,368.94	3,276,297.22	9,870,605.14		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,854,898.58	2,854,898.58	878,647.40	2,973,420.30	(118,521.72)	-4.2%
2) Classified Salaries		2000-2999	1,223,452.23	1,223,452.23	375,084.61	1,225,236.03	(1,783.80)	-0.1%
3) Employee Benefits		3000-3999	1,334,232.40	1,334,232.40	440,225.13	1,392,211.03	(57,978.63)	-4.3%
4) Books and Supplies		4000-4999	558,656.43	558,656.43	185,992.23	557,448.06	1,208.37	0.2%
5) Services and Other Operating Expenses		5000-5999	3,641,958.19	3,641,958.19	847,679.21	3,577,837.85	64,120.34	1.8%
6) Depreciation and Amortization		6000-6999	122,155.86	122,155.86	42,044.84	106,746.62	15,409.24	12.6%
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			9,735,353.69	9,735,353.69	2,769,673.42	9,832,899.89		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			39,015.25	39,015.25	506,623.80	37,705.25		
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)			39,015.25	39,015.25	506,623.80	37,705.25		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	3,203,383.86	3,203,383.86		3,829,457.14	626,073.28	19.5%
b) Audit Adjustments		9793	0.00	0.00		185,965.23	185,965.23	New
c) As of July 1 - Audited (F1a + F1b)			3,203,383.86	3,203,383.86		4,015,422.37		
d) Other Restatements		9795	69,420.46	69,420.46		.48	(69,419.98)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,272,804.32	3,272,804.32		4,015,422.85		
2) Ending Net Position, June 30 (E + F1e)			3,311,819.57	3,311,819.57		4,053,128.10		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	490,309.30	490,309.30		482,009.41		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,821,510.27	2,821,510.27		3,571,118.69		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	3,706,465.02	3,706,465.02	1,031,246.00	3,497,375.37	(209,089.65)	-5.6%
Education Protection Account State Aid - Current Year		8012	833,297.39	833,297.39	271,735.00	1,023,500.00	190,202.61	22.8%
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%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%

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)
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,713,800.12	1,713,800.12	475,738.00	1,722,966.13	9,166.01	0.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			6,253,562.53	6,253,562.53	1,778,719.00	6,243,841.50	(9,721.03)	-0.2%
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	213,879.25	213,879.25	3,232.54	227,756.72	13,877.47	6.5%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	107,372.83	107,372.83	29,070.00	105,282.30	(2,090.53)	-1.9%
Title I, Part A, Basic	3010	8290	220,096.00	220,096.00	51,843.00	221,110.00	1,014.00	0.5%
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	21,781.00	21,781.00	5,742.00	22,201.00	420.00	1.9%
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	22,142.50	22,142.50	5,308.00	21,358.80	(783.70)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	325,813.25	325,813.25	3,997.00	326,168.25	355.00	0.1%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			911,084.83	911,084.83	99,192.54	923,877.07	12,792.24	1.4%
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	59,215.40	59,215.40	0.00	57,069.85	(2,145.55)	-3.6%
Mandated Costs Reimbursements		8550	8,898.89	8,898.89	0.00	8,899.00	.11	0.0%
Lottery - Unrestricted and Instructional Materials		8560	117,473.83	117,473.83	1,329.41	115,998.06	(1,475.77)	-1.3%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	848,578.13	848,578.13	227,928.00	800,820.05	(47,758.08)	-5.6%
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	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%
Arts and Music in Schools (Prop 28)	6770	8590	91,456.69	91,456.69	125,397.14	95,906.80	4,450.11	4.9%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	641,830.16	641,830.16	912,548.57	775,405.04	133,574.88	20.8%
TOTAL, OTHER STATE REVENUE			1,970,935.94	1,970,935.94	1,267,203.12	2,057,581.64	86,645.70	4.4%
OTHER LOCAL REVENUE								

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	3,723.89	44,039.00	19,039.00	76.2%
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	382,495.64	382,495.64	104,646.00	378,992.60	(3,503.04)	-0.9%
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	231,290.00	231,290.00	22,812.67	222,273.33	(9,016.67)	-3.9%
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			638,785.64	638,785.64	131,182.56	645,304.93	6,519.29	1.0%
TOTAL, REVENUES			9,774,368.94	9,774,368.94	3,276,297.22	9,870,605.14		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,127,084.44	2,127,084.44	637,084.61	2,247,321.69	(120,237.25)	-5.7%
Certificated Pupil Support Salaries		1200	188,190.06	188,190.06	59,386.77	184,237.43	3,952.63	2.1%
Certificated Supervisors' and Administrators' Salaries		1300	539,624.08	539,624.08	182,176.02	541,861.18	(2,237.10)	-0.4%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,854,898.58	2,854,898.58	878,647.40	2,973,420.30	(118,521.72)	-4.2%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	457,344.25	457,344.25	145,472.97	472,078.94	(14,734.69)	-3.2%
Classified Support Salaries		2200	122,774.70	122,774.70	39,460.15	124,850.99	(2,076.29)	-1.7%
Classified Supervisors' and Administrators' Salaries		2300	15,455.53	15,455.53	5,104.72	15,308.37	147.16	1.0%
Clerical, Technical and Office Salaries		2400	259,656.57	259,656.57	76,692.61	253,056.25	6,600.32	2.5%
Other Classified Salaries		2900	368,221.18	368,221.18	108,354.16	359,941.48	8,279.70	2.2%
TOTAL, CLASSIFIED SALARIES			1,223,452.23	1,223,452.23	375,084.61	1,225,236.03	(1,783.80)	-0.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	545,285.62	545,285.62	169,933.43	570,035.07	(24,749.45)	-4.5%
PERS		3201-3202	328,007.53	328,007.53	102,943.22	330,868.82	(2,861.29)	-0.9%
OASDI/Medicare/Alternative		3301-3302	134,990.14	134,990.14	41,924.23	137,335.01	(2,344.87)	-1.7%
Health and Welfare Benefits		3401-3402	287,128.36	287,128.36	118,631.71	320,016.78	(32,888.42)	-11.5%
Unemployment Insurance		3501-3502	2,039.16	2,039.16	1,241.29	2,713.74	(674.58)	-33.1%
Workers' Compensation		3601-3602	36,781.59	36,781.59	17,147.58	37,035.77	(254.18)	-0.7%

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	(11,596.33)	(5,794.16)	5,794.16	New
TOTAL, EMPLOYEE BENEFITS			1,334,232.40	1,334,232.40	440,225.13	1,392,211.03	(57,978.63)	-4.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	54,579.66	54,579.66	10,058.74	62,619.66	(8,040.00)	-14.7%
Books and Other Reference Materials		4200	3,000.00	3,000.00	1,386.76	3,000.00	0.00	0.0%
Materials and Supplies		4300	215,043.77	215,043.77	107,613.72	205,270.62	9,773.15	4.5%
Noncapitalized Equipment		4400	44,800.00	44,800.00	2,906.26	44,800.00	0.00	0.0%
Food		4700	241,233.00	241,233.00	64,026.75	241,757.78	(524.78)	-0.2%
TOTAL, BOOKS AND SUPPLIES			558,656.43	558,656.43	185,992.23	557,448.06	1,208.37	0.2%
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	6,552.63	6,552.63	379.34	6,552.63	0.00	0.0%
Dues and Memberships		5300	18,577.33	18,577.33	8,660.58	18,513.33	64.00	0.3%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	456,397.90	456,397.90	99,666.10	463,566.76	(7,168.86)	-1.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	244,092.66	244,092.66	83,652.44	245,956.66	(1,864.00)	-0.8%
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	2,886,425.67	2,886,425.67	649,081.18	2,813,336.47	73,089.20	2.5%
Communications		5900	29,912.00	29,912.00	6,239.57	29,912.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,641,958.19	3,641,958.19	847,679.21	3,577,837.85	64,120.34	1.8%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	122,155.86	122,155.86	42,044.84	106,746.62	15,409.24	12.6%
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			122,155.86	122,155.86	42,044.84	106,746.62	15,409.24	12.6%
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			9,735,353.69	9,735,353.69	2,769,673.42	9,832,899.89		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								

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)
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 Charter Academy #4
Los Angeles Unified
Los Angeles County

2025-26 First Interim
Charter Schools Enterprise Fund
Restricted Detail

19647330124826
Form 62I
G81F8K9NHT(2025-26)

Resource	Description	2025-26 Projected Totals
	Total, Restricted Net Position	0.00

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	8,465,412.22	8,465,412.22	2,321,134.00	8,441,300.79	(24,111.43)	-0.3%
2) Federal Revenue		8100-8299	627,112.49	627,112.49	107,651.91	638,857.90	11,745.41	1.9%
3) Other State Revenue		8300-8599	1,271,425.82	1,271,425.82	1,524,922.36	1,636,774.62	365,348.80	28.7%
4) Other Local Revenue		8600-8799	541,088.47	541,088.47	136,376.03	543,831.66	2,743.19	0.5%
5) TOTAL, REVENUES			10,905,039.00	10,905,039.00	4,090,084.30	11,260,764.97		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,424,668.04	3,424,668.04	986,460.56	3,385,645.44	39,022.60	1.1%
2) Classified Salaries		2000-2999	1,279,347.97	1,279,347.97	346,058.64	1,256,211.24	23,136.73	1.8%
3) Employee Benefits		3000-3999	1,573,791.88	1,573,791.88	499,375.93	1,624,359.79	(50,567.91)	-3.2%
4) Books and Supplies		4000-4999	705,918.97	705,918.97	383,262.38	844,118.48	(138,199.51)	-19.6%
5) Services and Other Operating Expenses		5000-5999	3,660,111.51	3,660,111.51	1,093,078.39	3,893,442.85	(233,331.34)	-6.4%
6) Depreciation and Amortization		6000-6999	183,544.50	183,544.50	60,628.31	175,320.23	8,224.27	4.5%
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			10,827,382.87	10,827,382.87	3,368,864.21	11,179,098.03		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			77,656.13	77,656.13	721,220.09	81,666.94		
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	(.01)	(.01)	New
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	(.01)		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			77,656.13	77,656.13	721,220.09	81,666.93		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	4,181,856.56	4,181,856.56		4,804,554.63	622,698.07	14.9%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,181,856.56	4,181,856.56		4,804,554.63		
d) Other Restatements		9795	225,815.87	225,815.87		0.00	(225,815.87)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			4,407,672.43	4,407,672.43		4,804,554.63		
2) Ending Net Position, June 30 (E + F1e)			4,485,328.56	4,485,328.56		4,886,221.56		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	904,038.12	904,038.12		921,304.51		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	3,581,290.44	3,581,290.44		3,964,917.05		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,395,810.41	6,395,810.41	1,777,716.00	6,349,756.62	(46,053.79)	-0.7%
Education Protection Account State Aid - Current Year		8012	94,940.00	94,940.00	23,688.00	94,652.00	(288.00)	-0.3%
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

2025-26 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330127910
Form 621
G81DB2GKSX(2025-26)

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	1,974,661.81	1,974,661.81	519,730.00	1,996,892.17	22,230.36	1.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			8,465,412.22	8,465,412.22	2,321,134.00	8,441,300.79	(24,111.43)	-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	215,969.68	215,969.68	3,172.91	226,720.23	10,750.55	5.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	123,716.31	123,716.31	31,758.00	122,020.63	(1,695.68)	-1.4%
Title I, Part A, Basic	3010	8290	234,906.00	234,906.00	59,271.00	237,206.00	2,300.00	1.0%
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	25,761.00	25,761.00	6,461.00	26,258.00	497.00	1.9%
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	11,201.50	11,201.50	2,701.00	10,805.04	(396.46)	-3.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	15,558.00	15,558.00	4,288.00	15,848.00	290.00	1.9%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			627,112.49	627,112.49	107,651.91	638,857.90	11,745.41	1.9%
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	57,725.13	57,725.13	0.00	58,961.57	1,236.44	2.1%
Mandated Costs Reimbursements		8550	27,029.01	27,029.01	0.00	27,582.00	552.99	2.0%
Lottery - Unrestricted and Instructional Materials		8560	135,354.81	135,354.81	0.00	134,486.84	(867.97)	-0.6%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.00	0.00	0.00	0.0%
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	277,587.03	277,587.03	0.00	277,587.03	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%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	205,374.00	210,154.00	210,154.00	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	773,729.84	773,729.84	1,319,548.36	928,003.18	154,273.34	19.9%
TOTAL, OTHER STATE REVENUE			1,271,425.82	1,271,425.82	1,524,922.36	1,636,774.62	365,348.80	28.7%

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)
OTHER LOCAL REVENUE								
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	4,291.72	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	440,716.23	440,716.23	114,322.00	439,246.80	(1,469.43)	-0.3%
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	75,372.24	75,372.24	17,762.31	79,584.86	4,212.62	5.6%
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			541,088.47	541,088.47	136,376.03	543,831.66	2,743.19	0.5%
TOTAL, REVENUES			10,905,039.00	10,905,039.00	4,090,084.30	11,260,764.97		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,371,767.16	2,371,767.16	664,606.92	2,364,529.65	7,237.51	0.3%
Certificated Pupil Support Salaries		1200	216,758.05	216,758.05	68,442.26	212,245.74	4,512.31	2.1%
Certificated Supervisors' and Administrators' Salaries		1300	836,142.83	836,142.83	253,411.38	808,870.05	27,272.78	3.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,424,668.04	3,424,668.04	986,460.56	3,385,645.44	39,022.60	1.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	366,975.75	366,975.75	54,018.70	333,712.28	33,263.47	9.1%
Classified Support Salaries		2200	111,624.48	111,624.48	30,604.04	110,654.06	970.42	0.9%
Classified Supervisors' and Administrators' Salaries		2300	55,332.00	55,332.00	29,026.66	103,786.66	(48,454.66)	-87.6%
Clerical, Technical and Office Salaries		2400	281,657.02	281,657.02	103,391.57	298,381.16	(16,724.14)	-5.9%
Other Classified Salaries		2900	463,758.72	463,758.72	129,017.67	409,677.08	54,081.64	11.7%
TOTAL, CLASSIFIED SALARIES			1,279,347.97	1,279,347.97	346,058.64	1,256,211.24	23,136.73	1.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	654,111.58	654,111.58	195,233.80	653,478.11	633.47	0.1%
PERS		3201-3202	342,993.20	342,993.20	92,452.05	336,463.95	6,529.25	1.9%
OASDI/Medicare/Alternative		3301-3302	147,527.79	147,527.79	42,233.78	146,648.66	879.13	0.6%
Health and Welfare Benefits		3401-3402	384,377.31	384,377.31	163,858.34	397,215.08	(12,837.77)	-3.3%
Unemployment Insurance		3501-3502	2,352.01	2,352.01	1,432.40	3,087.07	(735.06)	-31.3%

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)
Workers' Compensation		3601-3602	42,429.99	42,429.99	19,245.96	42,187.19	242.80	0.6%
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	(15,080.40)	45,279.73	(45,279.73)	New
TOTAL, EMPLOYEE BENEFITS			1,573,791.88	1,573,791.88	499,375.93	1,624,359.79	(50,567.91)	-3.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	62,141.17	62,141.17	10,706.50	112,141.17	(50,000.00)	-80.5%
Books and Other Reference Materials		4200	15,000.00	15,000.00	2,541.06	15,000.00	0.00	0.0%
Materials and Supplies		4300	267,402.21	267,402.21	105,385.70	247,402.21	20,000.00	7.5%
Noncapitalized Equipment		4400	130,220.00	130,220.00	223,439.14	238,877.24	(108,657.24)	-83.4%
Food		4700	231,155.59	231,155.59	41,189.98	230,697.86	457.73	0.2%
TOTAL, BOOKS AND SUPPLIES			705,918.97	705,918.97	383,262.38	844,118.48	(138,199.51)	-19.6%
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	32,035.25	32,035.25	2,407.96	32,035.25	0.00	0.0%
Dues and Memberships		5300	34,774.76	34,774.76	25,595.24	34,758.76	16.00	0.0%
Insurance		5400-5450	1,904.00	1,904.00	0.00	1,904.00	0.00	0.0%
Operations and Housekeeping Services		5500	471,282.98	471,282.98	147,309.37	471,282.98	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	727,616.64	727,616.64	231,784.67	753,616.64	(26,000.00)	-3.6%
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	2,354,182.76	2,354,182.76	676,916.74	2,561,530.10	(207,347.34)	-8.8%
Communications		5900	38,315.12	38,315.12	9,064.41	38,315.12	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,660,111.51	3,660,111.51	1,093,078.39	3,893,442.85	(233,331.34)	-6.4%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	183,544.50	183,544.50	60,628.31	175,320.23	8,224.27	4.5%
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			183,544.50	183,544.50	60,628.31	175,320.23	8,224.27	4.5%
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%

Camino Nuevo High #2
Los Angeles Unified
Los Angeles County

2025-26 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647330127910
Form 621
G81DB2GKSX(2025-26)

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			10,827,382.87	10,827,382.87	3,368,864.21	11,179,098.03		
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	(.01)	(.01)	New
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	(.01)	(.01)	New
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	(.01)		

Camino Nuevo High #2
 Los Angeles Unified
 Los Angeles County

2025-26 First Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330127910
 Form 62I
 G81DB2GKSX(2025-26)

Resource	Description	2025-26 Projected Totals
	Total, Restricted Net Position	0.00

Coversheet

Resolution Establishing a Student Board Member Role

Section: XI. Resolution Establishing a Student Board Member Role
Item: A. Resolution Establishing a Student Board Member Role
Purpose: Vote
Submitted by:
Related Material: Draft Resolution for Student Board Member.pdf

Resolution Establishing a Student Board Member Role

WHEREAS, the Camino Nuevo Charter Academy (“CNCA”) Board of Directors recognizes the value of student voice in shaping a thriving, inclusive, and student-centered learning environment; and

WHEREAS, the Board desires to create an opportunity for a high school student to provide input, insights, and recommendations to the Board on matters affecting the student experience;

NOW, THEREFORE, BE IT RESOLVED, that the CNCA Board of Directors establishes a **Student Board Member position**, to be governed by the following parameters:

1. Purpose

The Student Board Member shall serve as a *non-voting advisor* to the Board of Directors, providing a student perspective on issues before the Board, similar to the student board member role contemplated by Education Code section 47604.2.

2. Activation

The Student Board Member position is optional and shall be filled only at the discretion of the Board of Directors. The absence of a Student Board Member in any given year shall not require further Board action.

3. Selection and Term

- The Student Board Member may be selected through a transparent process led by the CEO and members of the board selected by the CEO, at such times and in such years as the Board determines appropriate.
- If appointed, the term of service shall be **one academic year** (July 1–June 30).

4. Participation

- The Student Board Member may attend and participate in all **open session** meetings of the Board.
- The Student Board Member **shall not attend closed sessions**. The Student Board Member **shall not participate** in matters related to personnel evaluations, litigation, or other confidential issues.

5. Voting and Quorum

- The Student Board Member's votes, if taken, shall be **preferential only**, meaning they will be recorded in the minutes but **will not count toward the official vote tally**.
- The Student Board Member **shall not count toward quorum** for purposes of conducting Board business or compliance with the Brown Act.

6. Support and Training

- The Student Board Member will receive orientation and ongoing mentorship from a designated Board member or staff liaison.
- The Student Board Member shall uphold all Board norms, including confidentiality and professionalism.

7. Modification or Discontinuation

- The CNCA Board reserves the right to modify or discontinue the Student Board Member position at any time by Board action.

PASSED AND ADOPTED by the Board of Directors of Camino Nuevo Charter Academy on _____, 2026.

Coversheet

CEO Update

Section: XII. CEO Update
Item: A. CEO Update
Purpose: FYI
Submitted by:
Related Material: 260210 CEO Update.pdf

CEO Update

February 10, 2026



New Year, New Legislation



2026 Legislation Impacting Our Schools

A lot of new legislation has gone into effect this year. Today, we'll share updates on some of the key legislation impacting us at CNCA, focusing on:

- Immigration & Campus Protection
- Health, Safety, and Student Wellbeing
- Civil Rights & Educational Equity
- California State Teacher Retirement System (CalSTRS) & Workforce Implications
- Board Governance & Compliance



Big Themes This Year

- Immigration protections on campuses
- Expanded student safety rules
- Stronger civil rights enforcement by our state to compensate for lack of federal leadership in this area
- Increased board accountability & training
- Unresolved STRS issues



Immigration & Campus Protections



Immigration Enforcement on Campus

- School safety plans must address immigration enforcement activity
- Schools are advised to clarify which parts of their campus are closed/ restricted to the public
- Schools cannot voluntarily allow ICE access or records sharing



Required School Actions

There are many, but some of the key actions are:

- Adopt the Attorney General’s Model Policies on Responding to Immigration Enforcement by March 1 and make sure team is familiar with them
- Post & distribute “Know Your Educational Rights” and AG’s Model Policies
- Notify DOJ, families, staff & governing board if immigration enforcement appears on campus
- Train staff on warrant types (administrative v. judicial)



Family Protections Expanding

- Broader Caregiver Affidavit eligibility in the event that parents/guardians are detained
- Schools need to proactively share immigration resources with families
- Schools need to be careful not to collect citizenship documentation



Health, Safety, and Student Wellbeing



Phones, Cyberbullying, and Behavior

- New model policies coming for grades 4-12 that clarify when schools should intervene about cyberbullying that happens outside of school
 - Updates will flow into student discipline & school safety plans
- Update cell phone access rules
 - Schools need to balance banning or limiting phone use with allowing for phones to be accessible during emergencies
- Threats of violence at schools are now criminal offenses



Civil Rights & Education Equity



Introducing: the California Office of Civil Rights (OCR)

- Our state is stepping in as federal enforcement weakens
- The new OCR's focus is on nondiscrimination & equity
- Increased state-level accountability expected
- Expanded definition of discrimination
 - We are working to understand the implications of this expanded definition



California State Teacher Retirement System (CalSTRS)



Major Issue to Monitor: Employees Working Across Multiple Schools

- STRS denied retirement of an individual who had worked for a multi-charter-school nonprofit in a case brought to light by Green Dot Public Schools
- Ruling said multi-school nonprofit employers aren't eligible for STRS
- Only individual schools recognized as STRS employers
- Not fully resolved yet
- New STRS certification/directive forms coming (potentially problematic)



And Another: Narrowing STRS-Eligible Roles

- Effective July 1, 2027 (or earlier if STRS moves sooner)
- STRS eligibility limited to:
 - CEO/Superintendent
 - Roles legally requiring credentials (teachers)
- Amendment to definition of “credible compensation”
- Limited grandfathering options
- STRS already training County Offices of Ed on implementation
- Fix legislation expected, but not guaranteed



Why This Matters

- Retention & recruitment challenges
- Implications for compensation strategy
- Implications for credentialing requirements
- Equity across roles and across organizations



Partial Fixes & What's Next

- Limited grandfathering may exist
- Not a full solution
- “Fix” legislation expected

We are monitoring this closely and will share updates as we have them.



Board Governance & Compliance



Brown Act & Transparency Updates

- Annual Brown Act distribution required (done)
- Updated remote meeting participation rules
 - See our CNCA FAQ that we distributed and reach out with remote participation questions
- Social media guardrails extended (be careful not to weigh in on decisions via social media)
- Authority to remove disruptive individuals from public Zoom meetings



New Mandatory Trainings

- **2-Hour Ethics Training (done!)**
 - Every 2 years for governing board and CEO
- **Mandated Reporter Training**
 - Now also required for governing board members
 - Annually starting this summer
- **Public School Finance Training**
 - For governing board members
 - Required by April 2028
 - 2–4 hours on K–12 finance laws & penalties
 - From approved providers



Legal Landscape & Policy Tension



Why Courts Matter Right Now

- State vs federal authority shifting
- Several education policies in litigation
- Some rules paused, others advancing



Case to Watch: Mirabelli v. Bonta

U.S. Supreme Court Case: Student Gender Identity & Parental Notification

- **What it is:** Supreme Court case challenging California's policy requiring schools and teachers to keep a student's gender identity/transition information confidential from parents.
- **Why it matters:** Raises core constitutional questions regarding parental rights, student privacy, and teacher free-speech/religious rights, impacting how schools handle sensitive student information and family communication.
- **Current status:** A federal district court blocked the state policy; the Ninth Circuit stayed the block pending appeal. The Supreme Court is deciding whether to lift the stay. Currently, schools cannot mandate staff disclosure of a student's sexual orientation, gender identity, or gender expression without the student's consent (stops mandatory outing). Staff can still voluntarily talk to parents. Parents retain access to their child's educational records upon request.
- **What are we doing:** Watching the case closely so we are prepared to support students no matter what the courts decide.



Federal Anti-DEI Threat (Paused for Now)

- You may remember a Dear Colleague letter from the federal OCR back in February that threatened loss of federal funding for anything that could be perceived as part of the “DEI Regime”
- That letter was challenged
- CA sued and won a court order
- Federal government did not appeal

Result: that effort is over — for now



Charter Renewal



Charter Renewal Updates

- Continued use of verified data for Middle and Low track schools
- New renewal tracks dropped, including a 7-year term option
- Some schools shifted tracks mid-renewal
- Creates additional complexity in renewal strategy
- We are monitoring closely and will share updates as we have them



Conclusion



What This Means for Our Organization

- Policy updates in progress
- Safety plan revisions coming
- Staff training underway
- Board compliance calendar updated
- Monitoring legal & STRS developments



Board Role

Remember that we are in a **critical time with charter renewals** coming up every year for the next few years. Strong governance is one of the key metrics for LAUSD authorization.

- **Please, please, please** help us stay in compliance by **completing required trainings** and submitting required documentation like **Form 700** on time
- Stay informed & reach out with questions or if you need support
- Help us meet quorum requirements
- Let us know in advance if you need to participate remotely in a board meeting
- Support us as we implement policy updates
- Continue to provide the governance oversight you always do



Upcoming Conference Participation



CCSA Conference Presence

Succession Planning Session

Adriana, David, Jess Cohn, Margaret

Talent Recruitment & Retention Strategies Session

Margaret & Leylani

Panel Discussion on Supporting Immigrant Students & Families

Adriana with other charter leaders

Navigating Policy Shifts: California Charter Leaders on What's Next

Adriana with other charter leaders



