



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on April 10, 2026 at 7:12 AM PDT

Date and Time

Tuesday April 14, 2026 at 4:30 PM PDT

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

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

1935 Webster, Palo Alto, CA 94301
2048 264th St, Lomita, CA 90717

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

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance	Discuss	Gil Flores	1 m
B. Call the Meeting to Order	Discuss	David Gidlow	1 m
II. Approve Minutes			4:32 PM
A. Approve 02-10-2026 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
B. Approve 03-18-2026 CNCA Special Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:34 PM
A. 2-Minute Limit per Speaker			5 m
IV. Consent Items			4:39 PM
A. Credit cards for Staff	Vote	Margaret Domingo	1 m
CNCA requests approval from the Board for American Express cards to be assigned to Suzette Torres, Principal at Castellanos and Eisner Campuses, Elizabeth Nicho, Director of College & Career Success, and Alexandra Barillas, Director of Mental Health, for school and/or HSO related purchases.			

	Purpose	Presenter	Time
B. Extended Learning Opportunities Program Program Plan Updates	Vote	Lindsey Rojas	1 m
The Board will vote to approve updates to the Extended Learning Opportunities Program (ELOP) Program Plans to reflect updates to the program.			
C. CNCA School Calendar 2026-2027	Vote	Natasha Barriga	1 m
The Board will vote to approve the 2026-27 academic calendar for Camino Nuevo Schools.			
D. CNCA Board Meeting Schedule for 2026-27	Vote	David Gidlow	1 m
The Board will vote to approve the CNCA Board meeting schedule for 2026-27.			
E. Revised 10th Amended Limited Services Agreement	Vote	Nancy Cabrel	1 m
The Board will vote to approve the revised 10th Amended Limited Services Agreement. A typo correction was made to the first sentence of the agreement changing it from "Seventh" to "Tenth" Amended Limited Services Agreement. The previously approved agreement is also attached for reference.			
F. Math Yogis Contract - Dalzell Lance Campus	Vote	Rachel Hazlehurst	1 m
The Board will vote to approve the Math Yogis contract. This is an expansion of an existing contract for high dosage math tutoring at CNHS #2 that was originally \$99,750. The additional contract of \$11,250 will be used for Saturday tutoring this spring.			
G. Meal Provider Contract Renewal with Revolution Foods, PBC	Vote	Rudy Andalon	1 m
The Board will vote to approve the Meal Provider RFP renewal contract for 26-27 School Year			
V.	LAUSD Renewal Update		4:46 PM
A.	LAUSD Renewal Update	FYI	Natasha Barriga
The Board will receive an update on the LAUSD Renewal Process.			
VI.	Declaration of Need (DON) for Fully Qualified Educators - CNCA, CNCA #2, CNCA #3, CNCA #4 and CNHS #		4:56 PM

	Purpose	Presenter	Time
<p>A. Declaration of Need (DON) for Fully Qualified Educators - CNCA, CNCA #2, CNCA #3, CNCA #4 and CNHS #2</p> <p>The Declaration of Need (DON) for Fully Qualified Educators is a document required by an employing local education agency as a prerequisite to the issuance of certain emergency permits and/or limited assignment permits for that agency. The DON is established by California Code of Regulations §80026. All employing local education agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. The DON CL-500 form requires annual Board approval and must be on file with the California Commission on Teacher Credentialing at the start of each fiscal year. Camino Nuevo Charter Academy (CNCA) requests the Board's approval to submit its 2026-2027 Declaration of Need (DON) for Fully Qualified Educators for the following schools: CNCA, CNCA #2, CNCA #3, CNCA #4 and CNHS #2.</p>	Vote	Margaret Domingo	5 m
VII. Children's Institute MOU 2025-2026			5:01 PM
<p>A. Children's Institute MOU 25-26</p> <p>The Board will review and vote on approval of the 2025-2026 CII Mental Health Services and Community Schools Contract.</p>	Vote	Jessica Cuellar	5 m
VIII. School and Academic Updates			5:06 PM
<p>A. Attendance and Chronic Absenteeism Update</p> <p>The SFS Team will provide a student attendance and chronic absenteeism update.</p>	FYI	Jeannette Sandoval	10 m
<p>B. Enrollment Update</p> <p>The SFS Team will provide a student enrollment update, including current student enrollment, student recruitment and initial 2026-2027 data.</p>	FYI	Katerin Ortiz	10 m
<p>C. CAO Update</p> <p>The CAO will share academic data updates, as well as preview instructional priorities for 2026-2027.</p>	FYI	Rachel Hazlehurst	10 m
IX. CIS Improvement Plan			5:36 PM
<p>A. CIS Improvement Plan</p>	FYI	Rachel Hazlehurst	10 m

	Purpose	Presenter	Time
Camino Nuevo is requesting board acceptance of a multi-year academic improvement plan for Camino Nuevo Charter Academy #4.			
X. Committee Updates			5:46 PM
A. Finance Committee Update	FYI	Tamara Powers	8 m
The Board will be provided with a Finance Committee update.			
XI. Financials			5:54 PM
A. January 2026 Financials	FYI	Sonia Oliva	10 m
The Board will review the current unaudited January 2026 Financials.			
B. Second Interim (January Financials) Submitted to LAUSD	Vote	Sonia Oliva	10 m
The Board will review the Second Interim Reports (January Financials) submitted to LAUSD for CNCA, CNCA 2, CNCA 3, CNCA 4, CNHS 2 and will vote to approve them.			
XII. CEO Update			6:14 PM
A. CEO Update	FYI	Adriana Abich	15 m
The CEO will introduce the 2026-2027 theme of Excellence and share updates about this year's communications strategy.			
XIII. Closing Items			6:29 PM
A. Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 02-10-2026 CNCA Regular Board Meeting Minutes

Section: II. Approve Minutes
Item: A. Approve 02-10-2026 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on February 10, 2026

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday February 10, 2026 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.

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

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

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

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

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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.

Directors Present

A. Arevalo, A. Medina, D. Gidlow, F. Jimenez, G. Flores, L. Jennings, R. Arenas, T. Powers

Directors Absent

J. Hernandez

Directors who arrived after the meeting opened

F. Jimenez

Directors who left before the meeting adjourned

L. Jennings

Guests Present

S. Herrera

I. Opening Items

A. Record Attendance

F. Jimenez arrived at 4:58 PM.

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 Feb 10, 2026 at 4:30 PM.

C. Welcome

Board Chair, David Gidlow gave welcome remarks.

II. Approve Minutes

A. Approve 12-2-2025 CNCA Regular Board Meeting Minutes

G. Flores made a motion to approve the minutes from CNCA Regular Board Meeting on 12-02-25.

D. Gidlow seconded the motion.

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

Roll Call

D. Gidlow Aye

Roll Call

- J. Hernandez Absent
- G. Flores Aye
- A. Arevalo Aye
- T. Powers Aye
- L. Jennings Aye
- R. Arenas Aye

III. Public Comment

A. 2-Minute Limit per Speaker

Maria Covarrubias, teacher at the Dalzell-Lance campus, addressed the board.

IV. Election of New Board Member

A. Amber Medina

D. Gidlow made a motion to approve Amber Medina as a new Board Member of CNCA.

T. Powers seconded the motion.

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

Roll Call

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

V. Consent Items

A. Burlington Overnight Field Trip

G. Flores made a motion to approve consent items A-D.

D. Gidlow seconded the motion.

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

Roll Call

- A. Medina Aye
- T. Powers Aye
- D. Gidlow Aye
- R. Arenas Aye
- G. Flores Aye
- L. Jennings Aye
- J. Hernandez Absent

Roll Call

F. Jimenez Aye
A. Arevalo Aye

B. A&M Custodial Staffing Agreement

C. Comprehensive School Safety Plan

D. Fiscal Policy Updates

VI. Mid-Year LCAP Report

A. Mid-Year LCAP Report

L. Jennings made a motion to approve the Mid-Year LCAP Report.

A. Arevalo seconded the motion.

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

Roll Call

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

VII. School Accountability Report Card

A. School Accountability Report Card

L. Jennings made a motion to approve the School Accountability Report Card.

D. Gidlow seconded the motion.

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

Roll Call

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

VIII. Referral Protocols Addressing Pupil Behavioral Health

A. Referral Protocols Addressing Pupil Behavioral Health

A. Arevalo made a motion to approve the Referral Protocols Addressing Pupil Behavioral Health.

T. Powers seconded the motion.

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

Roll Call

A. Medina Aye

D. Gidlow Aye

F. Jimenez Aye

L. Jennings Aye

R. Arenas Aye

J. Hernandez Absent

A. Arevalo Aye

T. Powers Aye

G. Flores Aye

IX. School and Academic Updates

A. Attendance Update

Jessica Cuellar, VP of Student and Family Supports, and Katerin Ortiz provided updates on student attendance.

B. Enrollment Update

Jessica Cuellar, VP of Student and Family Supports, and Jeannette Sandoval addressed the board to provide enrollment updates.

C. VP of Schools Update

Charles Miller, VP of Schools, provided an update on mid-year student academic progress and instructional coaching progress.

X. Financials

A. Finance Committee Update

Tamara Powers, Chair of the Finance Committee, provided an update on the most recent committee meeting.

B. December 2025 Financials

Sonia Oliva of ExEd provided an update on the December 2025 financial statements.

C.

First Interim submitted to LAUSD

G. Flores made a motion to approve the First Interim submitted to LAUSD.

L. Jennings seconded the motion.

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

Roll Call

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

XI. Resolution Establishing a Student Board Member Role

A. Resolution Establishing a Student Board Member Role

L. Jennings made a motion to approve a Resolution to Establish a Student Board Member Role.

F. Jimenez seconded the motion.

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

Roll Call

- A. Arevalo Aye
 - J. Hernandez Absent
 - T. Powers Aye
 - A. Medina Aye
 - D. Gidlow Aye
 - L. Jennings Aye
 - R. Arenas Aye
 - F. Jimenez Aye
 - G. Flores Aye
- L. Jennings left at 5:54 PM.

XII. CEO Update

A. CEO Update

CEO Adriana Abich shared updates regarding legislation impacting CNCA in 2026, plus staff participation in statewide conferences.

XIII. Closed Session

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

Board entered close session at 6:17 and exited closed session at 7:00pm. No business was voted on during closed session.

XIV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:05 PM.

Respectfully Submitted,
G. Flores

Coversheet

Approve 03-18-2026 CNCA Special Board Meeting Minutes

Section: II. Approve Minutes
Item: B. Approve 03-18-2026 CNCA Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Special Board Meeting on March 18, 2026

DRAFT



Camino Nuevo Charter Academy

Minutes

CNCA Special Board Meeting

Date and Time

Wednesday March 18, 2026 at 4:00 PM

Location

Home Support Office
3435 W Temple St
Conference Room
Los Angeles, CA 90026

This meeting is open to the public at the Home Support Office located at 3435 W. Temple St., Los Angeles, CA 90026.

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

- CNCA Burlington 697 S. Burlington Ave., Los Angeles, CA 90057
- CNCA Kayne Siart 3400 W. 3rd Street., Los Angeles, CA 90020
- CNCA Jose A. Castellanos 1723 W. Cordova St., Los Angeles, CA 90007
- CNCA Jane B. Eisner 2755 W 15th St., Los Angeles, CA 90006
- CNCA Sandra Cisneros 1018 Mohawk St., Los Angeles, CA 90026

The board meeting is also accessible at board member virtual locations via teleconference connection:

- 1818 Colby Ave, Los Angeles, CA 90025
- 601 S 5th Street, Los Angeles, CA 90071
- 656 18th Street, Manhattan Beach CA 90266
- 633 W. 5th St. Los Angeles, CA 90071
- 1800 Century Park E, Los Angeles, CA

5030 W Rosecrans Ave, Hawthorne, CA 90250

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

Directors Present

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

Directors Absent

J. Hernandez, L. Jennings

Guests Present

A. Abich (remote), N. Barriga (remote), Naomi Juregui (remote), R. Crisanto (remote), S. Herrera (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Gidlow called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Wednesday Mar 18, 2026 at 4:03 PM.

II. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

III. Contracts

A.

E-Rate Category 2: Cisneros Network Refresh Contract

D. Gidlow made a motion to approve the Cisneros Network Refresh contract.

R. Arenas seconded the motion.

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

IV. 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 4:15 PM.

Respectfully Submitted,

G. Flores

Coversheet

Extended Learning Opportunities Program Program Plan Updates

Section: IV. Consent Items
Item: B. Extended Learning Opportunities Program Program Plan Updates
Purpose: Vote
Submitted by:
Related Material: CNCA 1 ELOP Program Plan - CNCA .pdf
CNCA 2 ELOP Program Plan - CNCA.pdf
CNCA 3 ELOP Program Plan - CNCA .pdf
CNCA 4 ELOP Program Plan - CNCA .pdf

**Expanded Learning Opportunities
Program Plan Guide**



**Camino
Nuevo
Charter
Academy**

Prepared by:

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

**Expanded Learning Opportunities
Program Plan**

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

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

Contact Name: Juliana Santos, Principal

Contact Email: juliana.santos@caminonuevo.org

Contact Phone: (213) 413-4245

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

1. Camino Nuevo Charter Academy

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

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

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

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

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

4—Youth Voice and Leadership

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

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

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

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

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

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

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

5—Healthy Choices and Behaviors

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

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

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

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

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

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

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

6—Diversity, Access, and Equity

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

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

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

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

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

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

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

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a

variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

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

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

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

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

titles and responsibilities, and receive a competitive salary.

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

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

8—Clear Vision, Mission, and Purpose

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

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	<ol style="list-style-type: none"> 1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify. 	<ul style="list-style-type: none"> ● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping
Educational Enrichment	<ol style="list-style-type: none"> 1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school. 	<ul style="list-style-type: none"> ● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	<ol style="list-style-type: none"> 1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to. 	<ul style="list-style-type: none"> ● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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

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

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

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

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

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

Budget

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

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

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

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

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

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

General Questions

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

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

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

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

Transitional Kindergarten and Kindergarten

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

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

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

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

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

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

Offer and provide access

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

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

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

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

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

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

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

Sample Summer/Intersession Schedule

TK-K

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

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

Grades 1-8

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

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



**Camino
Nuevo
Charter
Academy**

Prepared by:

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

**Expanded Learning Opportunities
Program Plan**

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

Local Educational Agency (LEA) Name: Camino Nuevo Charter Academy #2

Contact Name: Maria Duarte, Principal

Contact Email: maria.duarte@caminonuevo.org

Contact Phone: 213-736-5542

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

1. Camino Nuevo Charter Academy #2

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

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

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

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

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

4—Youth Voice and Leadership

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

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

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

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

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

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

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

5—Healthy Choices and Behaviors

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

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

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

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

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

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

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

6—Diversity, Access, and Equity

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

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

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

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

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

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

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

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a

variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

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

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

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

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

titles and responsibilities, and receive a competitive salary.

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

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

8—Clear Vision, Mission, and Purpose

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

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	<ol style="list-style-type: none"> 1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify. 	<ul style="list-style-type: none"> ● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping
Educational Enrichment	<ol style="list-style-type: none"> 1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school. 	<ul style="list-style-type: none"> ● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	<ol style="list-style-type: none"> 1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to. 	<ul style="list-style-type: none"> ● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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

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

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

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

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

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

Budget

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

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

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

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

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

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

General Questions

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

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

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

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

Transitional Kindergarten and Kindergarten

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

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

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

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

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

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

Offer and provide access

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

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

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

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

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

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

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

Sample Summer/Intersession Schedule

TK-K

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

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

Grades 1-8

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

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



**Camino
Nuevo
Charter
Academy**

Prepared by:

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

**Expanded Learning Opportunities
Program Plan**

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

Local Educational Agency (LEA) Name: Camino Nuevo Elementary School #3

Contact Name: Suzette Torres, Principal

Contact Email: suzette.torres@caminonuevo.org

Contact Phone: 323-730-7160

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

1. Camino Nuevo Elementary School #3

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

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

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

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

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

4—Youth Voice and Leadership

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

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

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

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

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

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

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

5—Healthy Choices and Behaviors

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

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

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

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

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

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

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

6—Diversity, Access, and Equity

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

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

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

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

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

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

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

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a

variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

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

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

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

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

titles and responsibilities, and receive a competitive salary.

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

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

8—Clear Vision, Mission, and Purpose

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

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	<ol style="list-style-type: none"> 1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify. 	<ul style="list-style-type: none"> ● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping
Educational Enrichment	<ol style="list-style-type: none"> 1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school. 	<ul style="list-style-type: none"> ● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	<ol style="list-style-type: none"> 1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to. 	<ul style="list-style-type: none"> ● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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

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

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

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

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

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

Budget

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

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

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

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

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

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

General Questions

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

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

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

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

Transitional Kindergarten and Kindergarten

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

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

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

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

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

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

Offer and provide access

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

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

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

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

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

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

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

Sample Summer/Intersession Schedule

TK-K

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

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

Grades 1-8

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

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



**Camino
Nuevo
Charter
Academy**

Prepared by:

Camino Nuevo Charter Academy #4
1018 Mohawk St..
Los Angeles, CA 90026
213-353-5300

**Expanded Learning Opportunities
Program Plan**

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

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

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

1. Camino Nuevo Charter Academy #4

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

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

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

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

2—Active and Engaged Learning

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

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

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

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

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

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

Possible Academic Enrichment activities based on school need include:

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

3—Skill Building

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

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

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

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

4—Youth Voice and Leadership

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

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

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

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

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

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

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

5—Healthy Choices and Behaviors

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

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

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

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

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

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

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

6—Diversity, Access, and Equity

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

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

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

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

parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs. In response to those student and family needs, we will deliver services to meet those needs. These could include family workshops as appropriate in order to prepare families to meet the needs of their students.

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

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

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. We utilize a

variety of methods for outreach and recruitment in order to ensure that we are able to reach all families, including our parent messaging platform, Parent Square, personal phone calls, family meetings both virtual and in-person, mailing out resources, handing out materials to students and tabling during arrival/dismissal times.

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

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

7—Quality Staff

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

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

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

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

titles and responsibilities, and receive a competitive salary.

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

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

8—Clear Vision, Mission, and Purpose

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

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

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

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

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

Program Goals

Programming	Goals/Objectives	Program Components or activities
Academic Support	<ol style="list-style-type: none"> 1. Students will receive explicit instruction in areas where they are performing below grade level in the areas of Reading and Math. 2. Students who are at-risk of becoming LTELs will receive explicit instruction in the skills needed to reclassify. 	<ul style="list-style-type: none"> ● Small group instruction/tutoring ● Homework clubs ● Explicit language development instruction ● Data-based grouping
<i>Educational Enrichment</i>	<ol style="list-style-type: none"> 1. Students will have access to a variety of enrichment experiences they would not otherwise have access to. 2. Students will deepen their knowledge and skills in areas of their own interest. 3. Students will experience joy and an increased sense of belonging at the school. 	<ul style="list-style-type: none"> ● Student interest clubs ● Leadership clubs ● Visual Arts ● Dance ● Cultural celebrations ● Nutrition ● STEM ● Robotics ● Outdoor Education

Programming	Goals/Objectives	Program Components or activities
<i>Athletics/ Recreation</i>	<ol style="list-style-type: none"> 1. Students will develop healthy and active habits that prepare them to live a healthy lifestyle. 2. Students will learn how to collaborate and cooperate as a team. 3. Students will have the opportunity to participate in sports and activities that they might not otherwise have access to. 	<ul style="list-style-type: none"> ● Soccer ● Basketball ● Volleyball ● Cross-Country ● Flag Football ● Cheer ● Outdoor fitness activities ● Recreational games

9—Collaborative Partnerships

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

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

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

Other partners may include:

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

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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

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

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

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

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

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

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

11—Program Management

Describe the plan for program management.

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

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

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

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

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

Budget

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

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

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

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

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

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

General Questions

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

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

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

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

Transitional Kindergarten and Kindergarten

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

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

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

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

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

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

Offer and provide access

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

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

Transportation will be provided to all off-site programming.

Field Trips

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

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

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

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

Sample Program Schedule

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

Sample School Day Schedule

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

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

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

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

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

Sample Summer/Intersession Schedule

TK-K

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

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

Grades 1-8

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

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

CNCA School Calendar 2026-2027

Section: IV. Consent Items
Item: C. CNCA School Calendar 2026-2027
Purpose: Vote
Submitted by:
Related Material: CNCA Calendars - 2026 - 2027.pdf

Camino Nuevo Charter Academy 2026-2027 TK - 8

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	H	4
5	LIT	LIT	LIT	LIT	LIT	11
12			15	16	17	18
19	20	21	22	23	24	25
26	NT	NT	NT	NT	NT/BD	

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	BD	BD	SD	SD	SD	8
9	SD	SD	M	M	M	15
16	X	X	X	ER	X	22
23	X	X	X	ER	X	29
30	X					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	ER	X
5			X	X	ER	X
6	H	X	X	ER	X	12
13	X	X	X	ER	X	19
20	X	X	X	ER	X	26
27	X	X	X			

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

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

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	ER	X
5			X	X	ER	X
6	X	X	X	ER	X	12
13	X	X	X	ER	MW	19
20	PTF	PTF	PTF	H	H	26
27	H	H	H	H		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					H	2
3	SD	SD	SD	ER	X	9
10	X	X	X	ER	X	16
17	H	X	X	ER	X	23
24	X	X	M	M	M	30

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				ER	X	6
7	X	X	X	ER	MW	13
14	H	X	X	ER	X	20
21	X	X	X	ER	X	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				ER	X	6
7	X	X	X	SD	SD	13
14	X	X	X	ER	X	20
21	H	H	H	H	H	27
28	X	X	X			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
			M	M	M	3
4	X	X	X	ER	X	10
11	X	X	X	ER	X	17
18	X	X	X	ER	X	24
25	X	X	X	ER	X	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	X	X	X	ER	X	8
9	X	X	X	ER	X	15
16	X	X	X	ER	X	22
23	X	X	X	ER	MW	29
30	H					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	ER	X
5			X	X	ER	X
6	M	M	M			
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

KEY	
X	Regular Instructional Day
ER	Early Release Day
M	Minimum Day
H	Holiday
NT	New Teacher
SD	Staff Development (In-service, pupil free day)
PTF	Pupil/Teacher Free Day (All 11 and 12 month school leader and HSO Staff work this day.)
MW	Wellness Day
BD	Buyback Day

Month	Regular	Early	Minimum	MW	SD	Instr. Days	Work Days
July							
August	9	2	3	0	5	14	19
September	17	4	0	0	0	21	21
October	12	4	3	0	2	19	21
November	12	3	0	0	0	15	15
December	10	3	0	1	0	14	14
January	10	3	3	0	3	16	19
February	14	4	0	1	0	19	19
March	14	2	0	0	2	16	18
April	15	4	3	0	0	22	22
May	15	4	0	1	0	20	20
June	3	1	3	0	0	7	7
	131	34	15	3	12	183	195

HOLIDAYS	
7/3/2026	4th of July Observed
9/1/2025	Labor Day
10/12/2026	Indigenous Peoples' Day
11/11/2026	Veteran's Day
11/25/26-11/27/26	Fall Break
12/24/26 - 01/01/27	Winter Break
1/1/2027	New Year's Day
1/18/2027	Martin Luther King Jr. Day
2/15/2027	Presidents Day
03/22/27-03/26/27	Spring Break
5/31/2027	Memorial Day
6/18/2027	Juneteenth Observed

OTHER	
07/31/26-08/04/26	K-5 Literacy Curriculum Training
8/12/2026	First Day of School
03/12/2027	Success Conference
05/03/27 - 05/07/27	Teacher and Staff Appreciation
6/9/2027	Last Day of School

Quarters					
S1	08.12 - 12.18	S2	12.19 - 06.09		
Quarter 1	08.12 - 10.09	42 days	Quarter 3	12.19 - 03.19	48 Days
Quarter 2	10.10 - 12.18	41 days	Quarter 4	03.20 - 06.09	52 Days

Camino Nuevo Charter Academy 2026-2027 9 - 12

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	H	4
5	LIT	LIT	LIT	LIT	LIT	11
12			13	14	15	16
17			18	19	20	21
22			23	24	25	
26	NT	NT	NT	NT	NT	

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	SD	SD	SD	8
9	SD	SD	M	M	M	15
16	X	X	X	ER	X	22
23	X	X	X	ER	X	29
30	X					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	ER	X
5			X	X	ER	X
6	H	X	X	X	ER	X
13	X	X	X	X	ER	X
19	X	X	X	X	ER	X
20	X	X	X	X	ER	X
26	X	X	X	X		
27	X	X	X	X		

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

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	ER	X	7
8	X	X	H	ER	X	14
15	X	X	X	ER	X	21
22	PTF	PTF	H	H	H	28
29	X					

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		X	X	ER	X	5
6	X	X	X	ER	X	12
13	X	X	X	ER	X	19
20	PTF	PTF	PTF	H	H	26
27	H	H	H	H		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					H	2
3	SD	SD	SD	ER	X	9
10	X	X	X	ER	X	16
17	H	X	X	ER	X	23
24	X	X	X	ER	X	30

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	ER	X	6
7	X	X	X	ER	MW	13
14	H	X	X	ER	X	20
21	X	X	X	ER	X	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	ER	X	6
7	X	X	X	SD	SD	13
14	X	X	X	ER	X	20
21	H	H	H	H	H	27
28	X	X	X			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				ER	X	3
4	X	X	M	M	M	10
11	X	X	X	ER	X	17
18	X	X	X	ER	X	24
25	X	X	X	ER	X	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	X	X	X	ER	X	8
9	X	X	X	ER	X	15
16	X	X	X	ER	X	22
23	X	X	X	ER	MW	29
30	H					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	ER	X
5			X	X	ER	X
6	M	M	M	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

KEY	
X	Regular Instructional Day
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M	Minimum Day
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SD	Staff Development (In-service, pupil free day)
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BD	Buyback Day

Month	Regular	Early	Minimum	MW	SD	Instr. Days	Work Days
July							
August	9	2	3	0	5	14	19
September	17	4	0	0	0	21	21
October	12	4	3	0	2	19	21
November	12	3	0	0	0	15	15
December	10	3	0	1	0	14	14
January	12	4	0	3	0	16	19
February	14	4	0	1	0	19	19
March	14	2	0	2	0	16	18
April	15	4	3	0	0	22	22
May	15	4	0	1	0	20	20
June	3	1	3	0	0	7	7
	133	35	12	3	12	183	195

HOLIDAYS	
7/3/2026	4th of July Observed
9/1/2025	Labor Day
10/12/2026	Indigenous Peoples' Day
11/11/2026	Veteran's Day
11/25/26-11/27/26	Fall Break
12/24/26 - 01/01/27	Winter Break
1/1/2027	New Year's Day
1/18/2027	Martin Luther King Jr. Day
2/15/2027	Presidents Day
03/22/27-03/26/27	Spring Break
5/31/2027	Memorial Day
6/18/2027	Juneteenth Observed

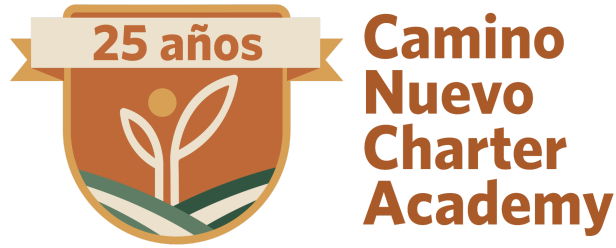
OTHER	
8/12/2026	First Day of School
03/12/2027	Success Conference
05/03/27 - 05/07/27	Teacher and Staff Appreciation
6/9/2027	Last Day of School

Quarters			
S1	08.12 - 12.18	S2	12.19 - 06.09
Quarter 1	08.12 - 10.09 42 days	Quarter 3	12.19 - 03.19 48 Days
Quarter 2	10.10 - 12.18 41 days	Quarter 4	03.20 - 06.09 52 Days

Coversheet

CNCA Board Meeting Schedule for 2026-27

Section: IV. Consent Items
Item: D. CNCA Board Meeting Schedule for 2026-27
Purpose: Vote
Submitted by:
Related Material: 2026-27 CNCA Board Meeting Schedule (DRAFT).pdf



2026-27 Regular Board Meeting Schedule DRAFT

All regular meetings will take place from 4:30-6:30pm at Dalzell Lance.

Tuesday, August 11, 2026

Friday, September 18, 2026 - Annual Board Retreat

Tuesday, October 6, 2026

Tuesday, December 8, 2026

Tuesday, February 9, 2027

Tuesday, April 13, 2027

Tuesday, June 15, 2027 *4:30-7:00pm

Coversheet

Revised 10th Amended Limited Services Agreement

Section: IV. Consent Items
Item: E. Revised 10th Amended Limited Services Agreement
Purpose: Vote
Submitted by:
Related Material:
10th Amended Limited Services Agreement (July 1 2024) Rev 4-7-26.pdf
10TH AMENDED AGREEMENT FOR LIMITED SERVICES Rev 10-7-25 SIGNED Board Approved
11-17-25.pdf

**TENTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY**

Effective Date: July 1, 2025

This Tenth Amended Agreement for Limited Services (“Agreement”) is entered into and effective July 1, 2025, by and between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“CNCA”) and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”), collectively the “Parties”, with respect to the following:

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

B. In furtherance of its charitable purposes, CNCA has promoted, expanded and replicated the CNCA model by creating and opening new charter schools, supporting schools that provide education based on the CNCA model, and providing integrated community support services for students and families.

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

D. In order to benefit and further the charitable purposes of both Parties, CNCA and PN-EDG entered into an Agreement for Limited Services effective July 1, 2016 (“Initial Agreement”) for PN-EDG to perform certain task-related services that were historically provided by CNCA, thereby allowing CNCA to focus on charter school operations.

E. The Parties amended the Initial Agreement by entering into a First Amended Limited Services Agreement effective July 1, 2017, a Second Amended Limited Services Agreement effective July 1, 2018, a Third Amended Limited Services Agreement effective February 1, 2019, a Fourth Amended Limited Services Agreement effective July 1, 2019, a Fifth Amended Limited Services Agreement effective July 1, 2020, Sixth Amended Limited Services Agreement effective July 1, 2021, Seventh Amended Limited Services Agreement effective July 1, 2022, and a Eighth Amended Limited Services Agreement effective July 1, 2023, Ninth Amended Limited Services Agreement effective July 1, 2024, and Tenth Amended Limited Services Agreement effective July 1, 2025 (collectively the “Amended Agreements”).

F. The Parties now desire to update the services PN-EDG provides to CNCA by entering into this Agreement, which shall amend, replace, and supersede the Initial Agreement and Amended Agreements beginning July 1, 2024 and successive terms until and unless amended pursuant to Section 2.1, or terminated pursuant to Section 2.2.

NOW, THEREFORE, the Initial Agreement and the Amended Agreements are hereby amended to read in their entirety as follows:

1. RELATIONSHIP OF THE PARTIES

1.1. PN-EDG and CNCA shall each maintain their respective separate corporate existences.

1.2. Except for any obligations created under this Agreement or any other written agreement entered into by and between the Parties, neither Party shall (i) assume or become obligated in any way for the debts, liabilities or obligations of the other Party, or (ii) have any rights or interests in or to any asset of the other Party. The only payment made by CNCA to PN-EDG pursuant to this Agreement shall be the compensation specified in Section 4.

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

2. TERM OF AGREEMENT

2.1. This Agreement shall take effect on July 1, 2025 for a term of twelve (12) months, ending on June 30, 2026. This Agreement shall automatically renew at the end of this term for consecutive successive one year terms from July 1 through June 30 each year, and on the same terms and conditions herein, unless amended or terminated in accordance with Section 2.2 below.

2.2. This Agreement may be terminated as follows:

2.2.1. By either CNCA or PN-EDG upon one hundred twenty (120) days prior written notice to the other Party, with or without cause;

2.2.2. By mutual agreement of the Parties; or,

2.2.3. Upon commencement by either Party of a voluntary case under bankruptcy, insolvency, or similar law; or if any involuntary case under any bankruptcy, insolvency, or similar law is filed against either Party.

2.3. In the event of termination for any reason, the following conditions shall apply:

2.3.1. CNCA shall pay PN-EDG any due and unpaid portion of the compensation defined in Section 4 below for services performed by PN-EDG until the effective date of termination;

2.3.2. PN-EDG shall provide reasonable assistance to CNCA to transition its services to another service provider or in-house to CNCA, during which time CNCA shall reimburse PN-EDG for all reasonable expenses incurred by PN-EDG in providing such transition assistance; and,

2.3.3. As soon as practicable, PN-EDG shall return to CNCA and/or destroy, as appropriate, all student-related, confidential and other records of CNCA that are maintained by PN-EDG.

3. LIMITED SERVICES

3.1. PN-EDG shall provide the limited task-related services and support described in Sections 3.2 through 3.4 below, including the staff necessary to provide this support, to CNCA and existing and new CNCA schools so that they operate in a manner consistent with the terms of their charters and agreements with authorizer(s). The CNCA Board and its Chief Executive Officer shall at all times retain ultimate responsibility for and control of the management and operation of the CNCA charter schools, including but not limited to governance and the administration and delivery of curriculum, and managing day-to-day operations. PN-EDG's limited services and support are task-related and shall not extend to management or governance of CNCA or any charter school operated by CNCA, and the services shall be performed at the direction of the CNCA Board and its Chief Executive Officer, who shall retain ultimate decision making authority at all times.

3.2. PN-EDG shall provide the following early childhood services (TK), alumni services, development, home support office services and integrated community support services:

- (a) Providing support for the implementation of "dashboard" goals for parent engagement at the CNCA school sites;
- (b) Providing resources, partnership opportunities and technical assistance to the Parents as Partners programs at CNCA school sites on such topics as college knowledge, academics, physical health, mental health, and other family support needs such as financial literacy, immigration, and housing;
- (c) Establishing and maintaining a data system for effective partnership management, student and family and site participation in experiential learning opportunities and integrated support services;
- (d) Professional development and training on topics essential to Parents as Partners program and integrated support services, such as managing student health records and other data, case management and referral process, and student attendance and discipline management;
- (e) Home office support services; and,
- (f) Assisting CNCA with promotion, expansion and replication of the CNCA instructional model by supporting CNCA's efforts to create and open new schools.

3.3. PN-EDG shall provide the following support with regard to CNCA afterschool, intersession, and summer school enrichment programs in accordance with the Expanded Learning Opportunities Program ("ELOP"):

- (a) Training and support for compliance with ELOP funding requirements;
- (b) Support CNCA in its recruitment and hiring of ELOP site coordinators and afterschool intervention staff;
- (c) Program support for summer school and intersessions (Winter & Spring (9 hours)), including operational and new facilities support;

- (d) Program support for afterschool program, including recruitment and enrollment of students, operational support, nutrition support to include supper, and new facilities support;
- (e) Program development for TK/K specific afterschool activities; and,
- (f) Academic support for intervention program during afterschool, summer school and intersession.

3.4. PN-EDG shall provide mental health program services to CNCA students and their families through accessible and free psychotherapy in school settings, as a continuation of the services previously performed by the Los Angeles Child Development Center.

4. COMPENSATION

4.1. As compensation for the services described in Section 3.2 above, CNCA agrees to pay PN-EDG twelve percent (12%) of the operational funding (as defined in Education Code Section 47632(f)) of each CNCA school as projected by PN-EDG on or about July 1, 2025, and on or about July 1 of each year thereafter so long as the Agreement is renewed ("Base Compensation"). The Parties estimate Base Compensation for the 2025-2026 school year to be **\$6,421,880**.

4.2. As compensation for the ELOP services described in Section 3.3 above, the "ELOP Compensation" for the 2025-2026 school year shall be **\$250,000**.

4.3. As compensation for the mental health program services described in Section 3.4 above, the "Mental Health Program Compensation" for the 2025-2026 school year shall be **\$945,753.23**.

4.4. PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services described in Section 3.2 above, the ELOP Compensation for the services described in Section 3.3 above, and the Mental Health Program Compensation for the services described in Section 3.4 above. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of **\$1,605,470**, as Base Compensation, **\$62,500** as ELOP Compensation, and **\$236,438.31** as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2025. After the initial three (3) month period (July - September), the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school on a monthly basis.

4.5. As further consideration for the services described in Section 3 above, CNCA shall make available to PN-EDG furnished shared office and administrative space at CNCA's offices, for the term of this Agreement. PN-EDG is to provide its own equipment, materials and supplies that are necessary for PN-EDG's services.

5. LIABILITY

5.1. Insurance

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

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

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

5.2. It is the intent of the Parties that CNCA be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on PN-EDG any liability arising out of the operations of CNCA, except such liability that may result from the provisions of services by PN-EDG to CNCA.

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

6. NOTICE

All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the Party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party's address set forth below:

To PN-EDG: Pueblo Nuevo Education and Development Group
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Board President

To CNCA: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chief Executive Officer

7. FIDUCIARY OBLIGATIONS

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

8. HEADINGS

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

9. ASSIGNMENT

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

10. ENTIRE AGREEMENT

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

11. AMENDMENTS

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

12. WAIVER

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

13. CONTROLLING LAW

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

14. ENFORCEMENT

If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its

remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

15. ARBITRATION

Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

16. ATTORNEYS' FEES

In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement, the prevailing Party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

17. AUTHORITY TO CONTRACT

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

18. COUNTERPARTS

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

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date set forth above.

CAMINO NUEVO CHARTER ACADEMY

PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP

By: _____
Name: _____
Its: _____
Date: _____, 2025

By: _____
Name: _____
Its: _____
Date: _____, 2025

**TENTH AMENDED AGREEMENT FOR LIMITED SERVICES
BETWEEN PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP
AND CAMINO NUEVO CHARTER ACADEMY**

Effective Date: July 1, 2025

This Seventh Amended Agreement for Limited Services (“Agreement”) is entered into and effective July 1, 2025, by and between Camino Nuevo Charter Academy, a California nonprofit public benefit corporation (“CNCA”) and Pueblo Nuevo Education and Development Group, a California nonprofit public benefit corporation (“PN-EDG”), collectively the “Parties”, with respect to the following:

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

B. In furtherance of its charitable purposes, CNCA has promoted, expanded and replicated the CNCA model by creating and opening new charter schools, supporting schools that provide education based on the CNCA model, and providing integrated community support services for students and families.

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

D. In order to benefit and further the charitable purposes of both Parties, CNCA and PN-EDG entered into an Agreement for Limited Services effective July 1, 2016 (“Initial Agreement”) for PN-EDG to perform certain task-related services that were historically provided by CNCA, thereby allowing CNCA to focus on charter school operations.

E. The Parties amended the Initial Agreement by entering into a First Amended Limited Services Agreement effective July 1, 2017, a Second Amended Limited Services Agreement effective July 1, 2018, a Third Amended Limited Services Agreement effective February 1, 2019, a Fourth Amended Limited Services Agreement effective July 1, 2019, a Fifth Amended Limited Services Agreement effective July 1, 2020, Sixth Amended Limited Services Agreement effective July 1, 2021, Seventh Amended Limited Services Agreement effective July 1, 2022, and a Eighth Amended Limited Services Agreement effective July 1, 2023, Ninth Amended Limited Services Agreement effective July 1, 2024, and Tenth Amended Limited Services Agreement effective July 1, 2025 (collectively the “Amended Agreements”).

F. The Parties now desire to update the services PN-EDG provides to CNCA by entering into this Agreement, which shall amend, replace, and supersede the Initial Agreement and Amended Agreements beginning July 1, 2024 and successive terms until and unless amended pursuant to Section 2.1, or terminated pursuant to Section 2.2.

NOW, THEREFORE, the Initial Agreement and the Amended Agreements are hereby amended to read in their entirety as follows:

1. RELATIONSHIP OF THE PARTIES

1.1. PN-EDG and CNCA shall each maintain their respective separate corporate existences.

1.2. Except for any obligations created under this Agreement or any other written agreement entered into by and between the Parties, neither Party shall (i) assume or become obligated in any way for the debts, liabilities or obligations of the other Party, or (ii) have any rights or interests in or to any asset of the other Party. The only payment made by CNCA to PN-EDG pursuant to this Agreement shall be the compensation specified in Section 4.

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

2. TERM OF AGREEMENT

2.1. This Agreement shall take effect on July 1, 2025 for a term of twelve (12) months, ending on June 30, 2026. This Agreement shall automatically renew at the end of this term for consecutive successive one year terms from July 1 through June 30 each year, and on the same terms and conditions herein, unless amended or terminated in accordance with Section 2.2 below.

2.2. This Agreement may be terminated as follows:

2.2.1. By either CNCA or PN-EDG upon one hundred twenty (120) days prior written notice to the other Party, with or without cause;

2.2.2. By mutual agreement of the Parties; or,

2.2.3. Upon commencement by either Party of a voluntary case under bankruptcy, insolvency, or similar law; or if any involuntary case under any bankruptcy, insolvency, or similar law is filed against either Party.

2.3. In the event of termination for any reason, the following conditions shall apply:

2.3.1. CNCA shall pay PN-EDG any due and unpaid portion of the compensation defined in Section 4 below for services performed by PN-EDG until the effective date of termination;

2.3.2. PN-EDG shall provide reasonable assistance to CNCA to transition its services to another service provider or in-house to CNCA, during which time CNCA shall reimburse PN-EDG for all reasonable expenses incurred by PN-EDG in providing such transition assistance; and,

2.3.3. As soon as practicable, PN-EDG shall return to CNCA and/or destroy, as appropriate, all student-related, confidential and other records of CNCA that are maintained by PN-EDG.

3. LIMITED SERVICES

3.1. PN-EDG shall provide the limited task-related services and support described in Sections 3.2 through 3.4 below, including the staff necessary to provide this support, to CNCA and existing and new CNCA schools so that they operate in a manner consistent with the terms of their charters and agreements with authorizer(s). The CNCA Board and its Chief Executive Officer shall at all times retain ultimate responsibility for and control of the management and operation of the CNCA charter schools, including but not limited to governance and the administration and delivery of curriculum, and managing day-to-day operations. PN-EDG's limited services and support are task-related and shall not extend to management or governance of CNCA or any charter school operated by CNCA, and the services shall be performed at the direction of the CNCA Board and its Chief Executive Officer, who shall retain ultimate decision making authority at all times.

3.2. PN-EDG shall provide the following early childhood services (TK), alumni services, development, home support office services and integrated community support services:

- (a) Providing support for the implementation of "dashboard" goals for parent engagement at the CNCA school sites;
- (b) Providing resources, partnership opportunities and technical assistance to the Parents as Partners programs at CNCA school sites on such topics as college knowledge, academics, physical health, mental health, and other family support needs such as financial literacy, immigration, and housing;
- (c) Establishing and maintaining a data system for effective partnership management, student and family and site participation in experiential learning opportunities and integrated support services;
- (d) Professional development and training on topics essential to Parents as Partners program and integrated support services, such as managing student health records and other data, case management and referral process, and student attendance and discipline management;
- (e) Home office support services; and,
- (f) Assisting CNCA with promotion, expansion and replication of the CNCA instructional model by supporting CNCA's efforts to create and open new schools.

3.3. PN-EDG shall provide the following support with regard to CNCA afterschool, intersession, and summer school enrichment programs in accordance with the Expanded Learning Opportunities Program ("ELOP"):

- (a) Training and support for compliance with ELOP funding requirements;
- (b) Support CNCA in its recruitment and hiring of ELOP site coordinators and afterschool intervention staff;
- (c) Program support for summer school and intersessions (Winter & Spring (9 hours)), including operational and new facilities support;

- (d) Program support for afterschool program, including recruitment and enrollment of students, operational support, nutrition support to include supper, and new facilities support;
- (e) Program development for TK/K specific afterschool activities; and,
- (f) Academic support for intervention program during afterschool, summer school and intersession.

3.4. PN-EDG shall provide mental health program services to CNCA students and their families through accessible and free psychotherapy in school settings, as a continuation of the services previously performed by the Los Angeles Child Development Center.

4. COMPENSATION

4.1. As compensation for the services described in Section 3.2 above, CNCA agrees to pay PN-EDG twelve percent (12%) of the operational funding (as defined in Education Code Section 47632(f)) of each CNCA school as projected by PN-EDG on or about July 1, 2025, and on or about July 1 of each year thereafter so long as the Agreement is renewed ("Base Compensation"). The Parties estimate Base Compensation for the 2025-2026 school year to be \$6,421,880.

4.2. As compensation for the ELOP services described in Section 3.3 above, the "ELOP Compensation" for the 2025-2026 school year shall be \$250,000.

4.3. As compensation for the mental health program services described in Section 3.4 above, the "Mental Health Program Compensation" for the 2025-2026 school year shall be \$945,753.23.

4.4. PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services described in Section 3.2 above, the ELOP Compensation for the services described in Section 3.3 above, and the Mental Health Program Compensation for the services described in Section 3.4 above. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,605,470, as Base Compensation, \$62,500 as ELOP Compensation, and \$236,438.31 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2025. After the initial three (3) month period (July - September), the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school on a monthly basis.

4.5. As further consideration for the services described in Section 3 above, CNCA shall make available to PN-EDG furnished shared office and administrative space at CNCA's offices, for the term of this Agreement. PN-EDG is to provide its own equipment, materials and supplies that are necessary for PN-EDG's services.

5. LIABILITY

5.1. Insurance

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

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

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

5.2. It is the intent of the Parties that CNCA be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on PN-EDG any liability arising out of the operations of CNCA, except such liability that may result from the provisions of services by PN-EDG to CNCA.

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

6. NOTICE

All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the Party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party's address set forth below:

To PN-EDG: Pueblo Nuevo Education and Development Group
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Board President

To CNCA: Camino Nuevo Charter Academy
3435 W. Temple Street
Los Angeles, CA 90026
Attn: Chief Executive Officer

7. **FIDUCIARY OBLIGATIONS**

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

8. **HEADINGS**

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

9. **ASSIGNMENT**

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

10. **ENTIRE AGREEMENT**

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

11. **AMENDMENTS**

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

12. **WAIVER**

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

13. **CONTROLLING LAW**

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

14. **ENFORCEMENT**

If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its

remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

15. ARBITRATION

Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

16. ATTORNEYS' FEES

In the event any action at law or in equity or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement, the prevailing Party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

17. AUTHORITY TO CONTRACT

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

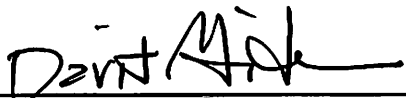
18. COUNTERPARTS

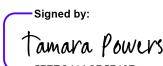
This Agreement may be executed in two or more counterparts and signed electronically, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same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

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date set forth above.

CAMINO NUEVO CHARTER ACADEMY

PUEBLO NUEVO EDUCATION AND DEVELOPMENT GROUP

By: 
Name: DAVID GIDLOW
Its: CHAIRPERSON CNCA BOA
Date: 10/07, 2025

Signed by:
By: 
Name: Tamara Powers
Its: Board Chair
Date: 11/18/25, 2025

Coversheet

Math Yogis Contract - Dalzell Lance Campus

Section: IV. Consent Items
Item: F. Math Yogis Contract - Dalzell Lance Campus
Purpose: Vote
Submitted by:
Related Material: DAL Saturday Boot Camp Spring SY 25-26.pdf
Yogis Tutoring Contract SY 25-26 v.2.1.pdf



The Math Yogis

Camino Nuevo Charter Schools – Dazell Lance High School

Scope of Work: High Dosage Math Tutoring – Saturday School

Scope of Work/Strategic Plan

April 18 – May 15

The scope of the work will center around supporting student academic achievement. Specifically providing high dosage tutoring for middle school students during the school day.

- Up to 3-5 scholars per tutor.
- Scholars who are enrolled must attend consistently
- Tutoring occurs during the school day when possible.
- Tutoring does NOT replace the core content of math class.
- There is an adult at school actively monitoring scholars during tutoring sessions.
- The tutoring company and/or school will be responsible for keeping track of attendance, scholar engagement, and mastery of the material covered.

Tutors will adhere to the following organizational principles while tutoring:

Data-Driven

- Utilizing data for tutoring that prioritizes students that would benefit the most from intensive support.

Accountability

- A formulated tutoring scope and sequence with an emphasis on priority standards based on data. Both tutors, students and the school will have a shared understanding of accountability to move achievement forward.

Relationships and Care

- High-Dosage Tutoring comes to your schools to provide in-person tutoring directly for your students.

In-Class Intervention Tutoring

Description of Services High Dosage Tutoring \$150 an hour	
Pre-tutoring consulting, Insurance, Compliance, On-Site Supervision, Data Analysis, Systems, Materials, and Risk Management. 5 tutors, 3 hours, 5 Saturdays. 75 hours total.	\$11,250
Total: 75 hours	\$11,250

THE MATH YOGIS



TUTORING AGREEMENT

This Math Tutoring Agreement (this “Agreement”) is made as of October 22, 2025 between Camino Nuevo Charter Academy - Dazell Lance High School (the “Client”) located at 3500 West Temple Street, Los Angeles, CA 90004, and MATH YOGIS THE MATH GUY, LLC/The Math Yogis., a California C Corporation (the “Contractor”) located at 5103 Onaknoll Ave Los Angeles, CA 90043.

1. **Contractor Relationship.** During the Term (as defined below) of this Agreement, Contractor will provide the Client tutoring for enrolled students as agreed upon in **Exhibit A** (including any notes incorporated by reference) (hereinafter collectively “Services”). Contractor represents they have the qualifications, the experience and the ability to properly perform the Services. Contractor shall use his best efforts to perform the Services such that the results are satisfactory.

2. **Fees.** As consideration for the Services to be provided by Contractor and other obligations, Camino Nuevo Charter Schools shall pay the Contractor as specified in **Exhibit A**. Payment is due within thirty (30) days of invoice. In addition, 100% of the agreed upon fees are due upon execution of this agreement prior to the beginning of services.

3. **Expenses.** Contractor shall be responsible for his own expenses related to his Services.

4. **Term and Termination.**

(a) *Term.* The term of this Agreement shall last for as long as is agreed upon between Client and Contractor and memorialized in **Exhibit A** (or any Contractor notes attached thereto).

(b) *Termination (Material Breach).* Either Party may terminate this Agreement with no further obligations to the other, by delivering written notice of termination to the other Party, only if there is a material breach of the terms herein, and such breach has not been cured within five (5) calendar days after written notice thereof.

(c) *Effect of Termination -Notwithstanding Contractor Refund & Cancellation Policy stated in Section 2.1,* after the termination of this Agreement or the expiration of the Term, the Client shall pay the Consultant for any portion of the Services that have been performed prior to the termination in accordance with Consultant’s hourly rate stated in **Exhibit A**.

5. **Independent Contractor.** The parties are independent contractors. Nothing in this Agreement shall be deemed to constitute a partnership, joint venture, or employment relationship between the parties.

6. **Method of Provision of Services.** Contractor shall be solely responsible for determining the method, details and means of performing the Services. Contractor may, at his own expense, employ or engage the services of such employees (tutors), subcontractors, partners or agents, as he deems necessary to perform the Services (collectively, the “Assistants”). The Assistants are not and shall not be employees of Math Yogis ., and Contractor shall be wholly responsible for the professional performance of the Services by the Assistants such that the results are satisfactory to Dr. Nick.

(a) *No Authority to Bind Math Yogis .* Client acknowledges and agrees that Contractor and his Assistants have no authority to enter into contracts that bind Math Yogis or create obligations on the part of Math Yogis without the prior written authorization of Math Yogis .

(b) *No Benefits.* Client acknowledges and agrees that Contractor and his Assistants shall not be eligible for any Math Yogis employee benefits and, to the extent Contractor otherwise would be eligible for any Math Yogis

THE MATH YOGIS



employee benefits but for the express terms of this Agreement, Contractor (on behalf of himself and his employees) hereby expressly declines to participate in such Math Yogis . employee benefits.

(c) *Withholding; Indemnification.* Contractor shall have full responsibility for applicable withholding taxes for all compensation paid to Contractor or his Assistants under this Agreement, and for compliance with all applicable labor and employment requirements with respect to Contractor’s self-employment, sole proprietorship or other form of business organization, and with respect to the Assistants, including state worker’s compensation insurance coverage requirements and any U.S. immigration visa requirements. Contractor agrees to indemnify, defend and hold Math Yogis harmless from any liability for, or assessment of, any claims or penalties with respect to such withholding taxes, labor or employment requirements, including any liability for, or assessment of, withholding taxes imposed on Math Yogis by the relevant taxing authorities with respect to any compensation paid to Contractor or his Assistants.

7. **Supervision of Contractor’s Services.** All of the services to be performed by Contractor, including but not limited to the Services, will be as agreed between Client and Math Yogis . Client will be required to report to Math Yogis concerning the Services performed under this Agreement. The nature and frequency of these reports will be left to the discretion of both parties.

8. **Non-Circumvent.** Notwithstanding anything to the contrary in this Agreement, Client agrees any transaction or disclose any trade secret information that will interfere with, or deprive The Contractor of the business opportunities disclosed pursuant to this Agreement.

9. **Confidential Information.** During the Term and for an indefinite period of time thereafter, all proprietary and confidential business, marketing, technical, and/or other information, disclosed to a Party (the “Receiving Party”) by the other (the “Disclosing Party”) hereunder, which the Receiving Party should reasonably have known to be confidential information at the time of disclosure or which is marked as “confidential” at the time of disclosure, or, if disclosed or obtained orally or visually (or otherwise in a non-written form), which was described by summary in writing or otherwise in a tangible form by the Disclosing Party as confidential and forwarded to the Receiving Party within thirty (30) days of such disclosure (collectively, “Confidential Information”), shall be deemed to be confidential and shall be treated as such by the Receiving Party and shall not be disclosed or used in all or in part by the Receiving Party to any third Person, except as expressly permitted by this Agreement and shall be used only for the purposes of this Agreement. The mutual obligations of confidentiality under this Section 9 shall not apply to any information to the extent that such information is:

- independently developed by such Party as documented by prior written records outside the scope and not in violation of this Agreement;
- legally in the public domain at the time of its receipt or thereafter legally becoming part of the public domain through no fault of the Receiving Party;
- received without an obligation of confidentiality from a Person having the right to disclose such information; or
- released from the restriction of this Section 9 by the expressed written consent of the Disclosing Party.

10. **Conflicts with this Agreement.** Contractor represents and warrants that neither Contractor nor any of his Assistants is under any pre-existing obligation in conflict or in any way inconsistent with the provisions of this Agreement. Contractor represents and warrants that Contractor’s performance of all the terms of this Agreement will not breach any agreement to keep in confidence proprietary information acquired by Contractor in confidence or in trust prior to commencement of this Agreement. Contractor warrants that Contractor has the right to disclose and/or use all ideas, processes, techniques and other information, if any, which Contractor has gained from third parties, and which Contractor discloses to Math Yogis or uses in the course of performance of this Agreement, without liability

THE MATH YOGIS



to such third parties. Notwithstanding the foregoing, Contractor agrees that Contractor shall not bundle with or incorporate into any deliveries provided to the Math Yogis . herewith any third-party products/rights, intellectual property, ideas, processes, or other techniques, without the express, written prior approval of Math Yogis . Contractor represents and warrants that Contractor has not granted and will not grant any rights or licenses to any intellectual property that would conflict with Contractor’s obligations under this Agreement. Contractor will not knowingly infringe upon any copyright, trademark, trade secret, patent or other property right of Math Yogis ., former employer or third party in the performance of the Services.

11. **Insurance.** **Contractor** shall, at its own expense, procure and maintain at all times it performs any portion of the tutoring.

a) *Commercial General Liability and Automobile Liability Insurance.* Commercial General Liability Insurance and Automobile Liability Insurance that shall protect **Contractor, Client**, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments. Commercial General Liability insurance shall include contractual liability, products liability, completed operations and broad form property damage coverage.

b) *Workers’ Compensation and Employers’ Liability Insurance.* Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Tutoring. In accordance with provisions of section 3700 of the California Labor Code, **Contractor** shall be required to secure workers’ compensation coverage for its employees.

c) *Professional Liability (Errors and Omissions) Insurance.* Professional Liability (Errors and Omissions) Insurance against loss due to error, omission or malpractice, unless waived in writing by **the client**.

d) *Sexual Abuse & Molestation Insurance.* Sexual Abuse & Molestation Insurance covering bodily injury, emotional distress, or mental anguish related to any claim, cause of action, or liability associated with child molestation or sexual abuse.

Limits of Insurance

- i. *Commercial General Liability Insurance:* \$1,000,000 combined single limit per occurrence for bodily injury, personal injury, and property damage; \$2,000,000 general aggregate.
- ii. *Workers’ Compensation and Employers’ Liability Insurance:* Workers’ compensation limits as required by the Labor Code of the State of California and Employers Liability limits of \$1,000,000 per accident.
- iii. *Professional Liability (Errors and Omissions) Insurance:* \$1,000,000 single limit per claim; \$1,000,000 general aggregate.
- iv. *Sexual Abuse & Molestation Insurance.* \$1,000,000 per claim and in aggregate if this coverage is applicable to the Tutoring provided. \$1,000,000 single limit per claim; \$3,000,000 general aggregate.

12. **Miscellaneous.**

THE MATH YOGIS



(a) **Governing Law.** The validity, interpretation, construction and performance of this Agreement, and all acts and transactions pursuant hereto and the rights and obligations of the parties hereto shall be governed, construed and interpreted in accordance with the laws of the state of California, without giving effect to principles of conflicts of law.

(b) **Binding Mediation.** The Parties shall attempt in good faith to resolve any dispute arising under this Agreement. If the Parties are unable to resolve the dispute within a reasonable period, then the dispute shall be finally settled by binding mediation in Los Angeles, California in accordance with the Commercial Rules of the American Arbitration Association. The cost for mediation shall initially be split evenly among the parties. The mediation shall be conducted by one mediator appointed in accordance with said rules. The mediator shall apply California law to resolve any dispute. The award rendered by the mediator may include costs of mediation, reasonable attorneys' fees, and costs for witnesses. Judgment on the award rendered by the mediator may be entered in any court having jurisdiction thereof. Notwithstanding the foregoing, the Parties may apply to any court of competent jurisdiction for preliminary or interim equitable relief, or to compel mediation, in accordance with this paragraph, without breach of this mediation provision.

(c) **Entire Agreement.** This Agreement sets forth the entire agreement and understanding of the parties relating to the subject matter herein and supersedes all prior or contemporaneous discussions, understandings and agreements, whether oral or written, between them relating to the subject matter hereof.

(d) **Amendments and Waivers.** No modification of or amendment to this Agreement, nor **any** waiver of any rights under this Agreement, shall be effective unless in writing signed by the parties to this Agreement. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance.

(e) **Successors and Assigns.** No party to this Agreement may assign, whether voluntarily or by operation of law, any of its rights and obligations under this Agreement, except with the prior written consent of the other party.

(f) **Notices.** Any notice, demand or request required or permitted to be given under this Agreement shall be in writing and shall be deemed sufficient when delivered personally or by overnight courier or sent by email, or 48 hours after being deposited in the U.S. mail as certified or registered mail with postage prepaid, addressed to the party to be notified at such party's address as set forth on the signature page, as subsequently modified by written notice, or if no address is specified on the signature page, at the most recent address set forth in the Contractor's records.

(g) **Severability.** If one or more provisions of this Agreement are held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (i) such provision shall be excluded from this Agreement, (ii) the balance of the Agreement shall be interpreted as if such provision were so excluded and (iii) the balance of the Agreement shall be enforceable in accordance with its terms.

(h) **Construction.** This Agreement is the result of negotiations between and has been reviewed by each of the parties hereto and their respective counsel, if any; accordingly, this Agreement shall be deemed to be the product of all of the parties hereto, and no ambiguity shall be construed in favor of or against any one of the parties hereto.

(i) **Counterparts.** This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original, and all of which together shall constitute one and the same agreement. Execution of a facsimile copy will have the same force and effect as execution of an original, and a facsimile signature will be deemed an original and valid signature.

THE MATH YOGIS



(j) **Electronic Delivery.** The Parties agree to deliver any documents related to this Agreement or any notices required by applicable law by email or any other electronic means. The Parties hereby consent to (i) conduct business electronically; (ii) receive such documents and notices by such electronic delivery; and (iii) sign documents electronically and agrees to participate through an on-line or electronic system established and maintained by a third party mutually agreed to by the Parties.

The parties have executed this Agreement as of the date first written above.

THE MATH YOGIS

By: _____

Print Name/Title: Neeraj Satyal, CEO

Date: _____

Camino Nuevo Charter Academy - Dalzell Lance High School

By: RLH

Print Name/Title: Rachel Hazlehurst/CAO

Date: 11/14/25

THE MATH YOGIS



EXHIBIT A

DESCRIPTION OF CONTRACTOR SERVICES

Contractor shall provide the following Services below.

The Math Yogis

Camino Nuevo Charter Academy – Dazell Lance High School

Scope of Work: High Dosage Math Tutoring

November 2025 - May 2026

The scope of the work will center around supporting student academic achievement. Specifically providing high dosage tutoring.

- Up to 3-5 scholars per tutor. We encourage schools to prioritize ELs and SWD if possible.
- Scholars who are enrolled must attend consistently
- Tutoring occurs during the school day when possible.
- Tutoring does NOT replace the core content of math class.
- There is an adult at school actively monitoring scholars during tutoring sessions.
- The tutoring company and/or school will be responsible for keeping track of attendance, scholar engagement, and mastery of the material covered.

Tutors will adhere to the following organizational principles while tutoring:

Data-Driven

- Utilizing data for tutoring that prioritizes students that are “almost” at grade level and would benefit the most from intensive support.

Accountability

- A formulated tutoring scope and sequence with an emphasis on priority standards based on interim assessment results. Both tutors, students and the school will have a shared understanding of accountability in order to move achievement forward.

Relationships and Care

- High-Dosage Tutoring comes to your schools to provide in-person tutoring directly for your students.

More Information [here](#)

Cost Breakdown High Dosage Tutoring \$150 an hour per tutor Pre-tutoring consulting, Insurance, Compliance, Legal, On-Site Supervision, Data Analysis Systems, Materials, and Risk Management. High Dosage Tutoring.	
Camino Nuevo Charter Academy - Dazell Lance High School: 4 tutors. November – May.	\$99,750
Cost 665 hours	\$99,750

Coversheet

Meal Provider Contract Renewal with Revolution Foods, PBC

Section: IV. Consent Items
Item: G. Meal Provider Contract Renewal with Revolution Foods, PBC
Purpose: Vote
Submitted by:
Related Material: Camino Nuevo x RevFoods FSMC Renewal 2026-27 CDE Approved.pdf

CONTRACT EXTENSION

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Renewal (Extension Number)	Agreement Number (Base Year)
4	CNCA2223FSMC

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

Camino Nuevo Charter Academy

FOOD SERVICE MANAGEMENT COMPANY'S NAME

REVOLUTION FOODS, PBC (EIN: 14-1955846)

2. Base year contract term: Effective date: 07/1/2022 Expiration date: 06/30/2023

Extension year: Effective date: **07/01/2026** Expiration date: **06/30/2027**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$2,167,607.50(maximum dollar amount)

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

a. The parties have agreed to renew the Agreement for an additional one-year period pursuant to Section II Term of the Agreement. There are 0 remaining one-year renewal options available.

b. The following "Fixed Meal Rate Per Meal" table shall supersede and replace the current table contained in Contract Amendment 1 and Exhibit B – Fee Proposal – of the Agreement:

	Annual # Meals	Cost per Meal ¹	Annual Cost
Breakfast	144,000	\$3.13	\$450,720.00
Lunch	360,000	\$4.54	\$1,634,400.00
Snack	63,000	\$1.25	\$78,750.00
SSO Breakfast	350	\$3.41	\$1,193.50
SSO Lunch	400	\$5.11	\$2,044
SSO Snack	400	\$1.25	\$500
Servers (Est 9 servers x 6hrs per day x 180 days)	9,720	\$ 27.12	\$ 263,606.40
Total meal cost			\$2,167,607.50
Grand Total – with estimated server costs			\$2,431,213.90

¹ Rate increase reflects the JANUARY 2026 CPI for Food Away from Home – Los Angeles Region

Additional Ordering Options: Non-Required

1. Special Therapeutic Meals: – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans²
 - a. Breakfast: \$ 3.57 Lunch: \$ 5.10
2. Soy Milk: – non medically needed: \$ 0.82 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: \$0.60 per lunch
4. Onsite BBQs for Lunch: \$0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): \$.51 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

FOOD SERVICE MANAGEMENT COMPANY	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i>	
Revolution Foods, PBC	
BY <i>(Authorized Signature)</i>	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING	
Drew Helmey, Sr. Vice President of Sales & Marketing	
ADDRESS	
5743 Smithway St, Commerce, CA 90040	
SCHOOL FOOD AUTHORITY	
SCHOOL FOOD AUTHORITY NAME	
BY <i>(Authorized Signature)</i>	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING	
ADDRESS	

² Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

Coversheet

LAUSD Renewal Update

Section: V. LAUSD Renewal Update
Item: A. LAUSD Renewal Update
Purpose: FYI
Submitted by:
Related Material: CIS Renewal Update_Board Meeting 04.26.pdf



CIS Renewal Update

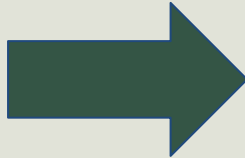
April 2026

A Year in Review 2025-2026



LAUSD Renewal Statistics

	LAUSD			
	Supt Rec		Board Vote	
	<i>Approve</i>	<i>Deny</i>	<i>Approve</i>	<i>Deny</i>
High	8	0	8	0
Middle	43	7	42	8
Low	1	1	1	1
DASS	0	1	0	1
Total	52	9	51	10



61 recommendations and votes

- 52 recommended for approval, 9 for denial



10 appeals to LACOE

- 1 approved (Gabriella)
- 2 denied (Ingenium MS, Matrix)
- 3 withdrew (Learning By Design, Prepa Tec MS, New Horizons)
- 4 pending (New Millennium, Teach ES, CalCreative MS, Locke)



Renewal Trends

❑ **Academic Outcomes**

- Year-over-year change (consistent vs. inconsistent)
 - Whole school and subgroups
- Charter School DFS falls below Resident School Median (RSM)
 - Whole school and subgroups
- CA Dashboard
 - School is not making sufficient progress across the span of three years over a majority of the data points

❑ **Compliance, Operations and Governance**

- LAUSD Oversight Scores
- Notices to Cure

What does this mean for Cisneros?



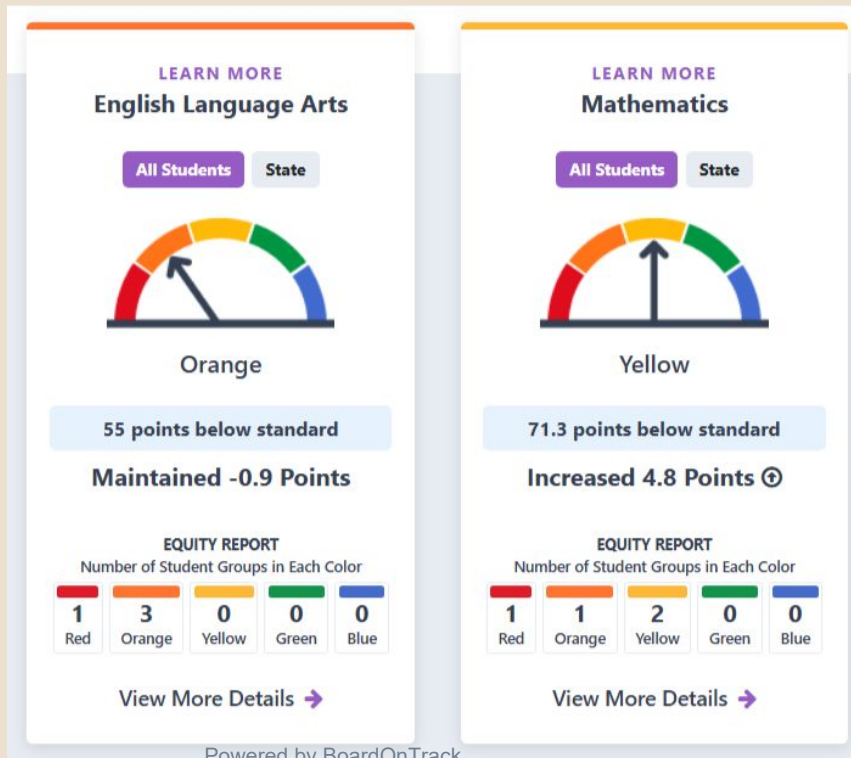
Criteria for Renewal

- ❑ **Criterion 1 - Strength of Petition and Petitioners ability to Implement**
- ❑ **Criterion 2 - Academic Performance**
 - ❑ **Step 1:** Does the charter school meet or exceed the state in the following:
 - ❑ ELA
 - ❑ Math
 - ❑ ELPI
 - ❑ Chronic Absenteeism
 - ❑ Suspension Rates
 - ❑ **Step 2:** Resident Schools
- ❑ **Criterion 3 - Fiscal and Governance Factors**

Verified Data was removed in December 2025, but there is an excellent chance Verified Data will return as part of the Governor's Bill.



CIS: Academic Performance 2025 CA Dashboard



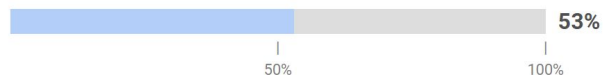


CIS: Academic Performance

2025-2026 iReady Data

English Language Arts

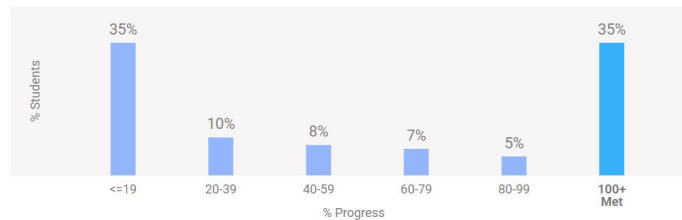
Progress to Annual Typical Growth (Median)



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.

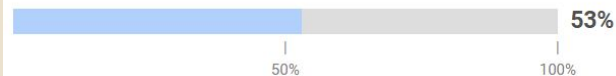
[Learn More About Growth](#)

Distribution of Progress to Annual Typical Growth



Mathematics

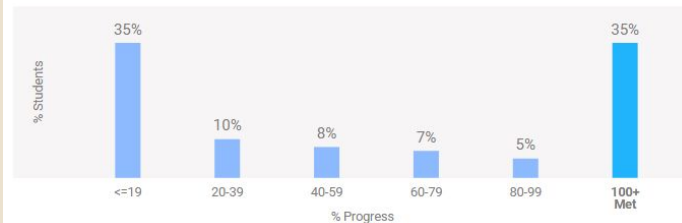
Progress to Annual Typical Growth (Median)



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





CIS: Academic Performance

2025-2026 iReady Data

Cisneros iReady Math Data
Our students who started the year farthest behind are making big gains

Grade Level	Baseline Placement	Median Progress toward Annual Typical Growth
3	Three or More Years Below	70%
4	Three or More Years Below	117%
5	Three or More Years Below	65%
6	Three or More Years Below	113%
7	Three or More Years Below	54%
8	Three or More Years Below	50%



Timeline for Renewal and Appeal



Call To Action



Board Member Next Steps

- **04.20.26:** Advocate and Collect Letters of Support
 - We can share a template with you
- **06.15.26:** Resume and Board Member Questionnaire Due to Natasha
 - Natasha will send email communication on this by EOW

Coversheet

Declaration of Need (DON) for Fully Qualified Educators - CNCA, CNCA #2, CNCA #3, CNCA #4 and CNHS #2

Section: VI. Declaration of Need (DON) for Fully Qualified Educators - CNCA,
CNCA #2, CNCA #3, CNCA #4 and CNHS #

Item: A. Declaration of Need (DON) for Fully Qualified Educators - CNCA,
CNCA #2, CNCA #3, CNCA #4 and CNHS #2

Purpose: Vote

Submitted by:

Related Material: 2026-2027 DON CL-500.pdf
2026-2027 DON Letter Supporting CDS Codes.pdf

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
------	-----------	-------

Fax Number	Telephone Number	Date
------------	------------------	------

Mailing Address

EMail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization:	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



April 14, 2026

Commission on Teacher Credentialing
Certification Division

On April 14, 2026, the Camino Nuevo Charter Academy's Board of Directors approved a Declaration of Need for the following charter schools within our network:

19-64733-6117667	Camino Nuevo Charter Academy
19-64733-0122861	Camino Nuevo Charter Academy #2
19-64733-0122564	Camino Nuevo Charter Academy #3
19-64733-0124826	Camino Nuevo Charter Academy #4
19-64733-0127910	Camino Nuevo High School #2

Please accept this letter in addition to form CL-500 specifying the names of the Charters and CDS codes approved by the Board for 2026-2027 school year.

If you have additional questions or require further clarification, please contact Yedid Ruvalcaba, Credentials & Compliance Coordinator at Yedid.ruvalcaba@pueblonuevo.org

Sincerely,

Adriana Abich
Chief Executive Officer
Camino Nuevo Charter Academy

Coversheet

Children's Institute MOU 25-26

Section: VII. Children's Institute MOU 2025-2026
Item: A. Children's Institute MOU 25-26
Purpose: Vote
Submitted by:
Related Material: CII-CNCA FY 25-26 MOU No. 823 6-4-25.pdf

Contract #

MENTAL HEALTH SERVICES & COMMUNITY SCHOOLS CONTRACT

This on-site school Mental Health Services and Community Schools Contract (“Contract”) is made and entered into, on the date of the last dated signature below (the “Effective date”) by and between Camino Nuevo Charter Academy (5 schools- Dalzell Lance Campus, Sandra Cisneros Campus, Burlington Campus, Jose A. Castellanos/Eisner Campus, Kayne Siart Campus) individually referred to as “Charter School” whose principal place of business is 3500 W Temple St, Los Angeles, CA 90004, and the independent contractor that provides school-site mental health services and community schools services, Children’s Institute, Inc. (individually referred to as “Provider,” collectively referred to with Charter School as the “Parties”) Provider’s principal place of business is 2121 W. Temple St., Los Angeles, CA 90026.

In consideration of the mutual promises contained herein, the Parties agree as follows:

1. Services. During the Term (as defined in Section 3 below) of this Contract, Provider agrees to provide services to Charter School as described in Exhibit A attached hereto (the “Services”). Provider will perform the Services in a diligent, careful, thorough, and professional manner consistent with customary practice and compliance with applicable law. Provider may use Provider’s employees or subcontractors to perform the Services under this Contract, subject to applicable Charter School certifications. Any additional responsibilities are set forth in Exhibit C attached hereto.

In the event that it is determined that Medi-Cal certification is required in order to provide school-based mental health services at any of the CNCA sites, CNCA shall use its reasonable best efforts to assist with certification of such sites, including by not limited to providing additional space and support as may be required.

2. Compensation and Expenses; Invoices and Payment.

2.1 Provider receives public and/or private grants from third parties as consideration for the performance of Services to public schools, such as additional funds for enrichment programs. Charter School is an eligible public school and entitled to receipt of services on this basis. Charter School will compensate provider \$150,000 per school, for the Services rendered under this Contract performed by Provider from July 1, 2025, to June 30, 2026 Charter School agrees to provide the resources and services specified in Exhibit C.

3. Term, Termination, and Survival. The effective term of this Contract will begin on the Effective Date and will terminate on June 30, 2026 (“Term”). Either party may terminate this Contract at any time and for any reason with thirty (30) days prior written notice to the other party. Notwithstanding the foregoing, either party may terminate this Contract “for cause” effective immediately upon written notice to the other. The occurrence of any of the following events shall constitute “cause” for termination of the Contract: (a) the bankruptcy or insolvency of either party; (b) the sale or transfer of the other entity to a third-party, (c) the dissolution of either party; or (d) Provider becomes debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200; or (e) Provider becomes underfunded or funding to Provider is restricted or ceases so that Provider becomes unable to perform the Services. Upon termination, no further performance will be required of either party except as expressly stated herein.

CII CS Camino 2025 MOU

Sections 4, 5, 6, 7 of the Contract, and their subsections, if any, below will survive the expiration or termination of this Contract.

4. Proprietary Information & Confidentiality.

- 4.1 The parties acknowledge that, in connection with providing the Services under this Contract, one party (“Recipient” for purposes of this section only) may have access to and use of the other party’s (“Owner” for purposes of this section only) proprietary, confidential, and trade secret information.
- 4.2 The written, verbally presented, visually viewed, printed, graphic, or electronically recorded materials furnished by Owner for use by Recipient are confidential to the extent allowable by law, proprietary and/or trade secret information of Owner and are the property of Owner (“Proprietary Information”). Proprietary Information also includes, but is not limited to: know-how, materials, processes, and procedures relating to the medical scribes and medical scribe services; know-how, materials, processes, and procedures relating to the use of electronic medical records systems; lists of customers and potential customers; marketing plans and strategies; pricing information; information concerning Owner’s employees, trainees, interns, and independent contractors; and any other information reasonably understood to be confidential or proprietary to Owner.
- 4.3 Recipient will maintain in confidence and will not, directly or indirectly, disclose or use, either during or after the term of this Contract, any Proprietary Information except to the extent necessary to perform the Services. Upon termination of this Contract, or at the request of Owner before termination, Recipient will deliver to Owner all Proprietary Information that is in Recipient’s possession or under Recipient’s control. The obligations concerning Proprietary Information extend to information belonging to customers and suppliers of Owner to which Recipient may have gained possession as a result of performing the Services.
- 4.4 The restrictions contained in this Section 4 and its subsections will not apply to any information that is: (a) generally known, or becomes generally known, to the public through no wrongful or negligent act of Recipient; (b) in the possession of Recipient prior to the Effective Date of this Contract and the same can be demonstrated by the Recipient’s records; (c) has been independently developed by Recipient without use, directly or indirectly, of Owner’s Proprietary Information; (d) is rightfully received by Recipient from a third party without restriction and without breach of this Contract or any other agreement; (e) is approved for release by written authorization of Owner; or (f) is required to be disclosed by operation of law, provided, however, Recipient will first give written notice of such required disclosure to Owner, make a reasonable effort to obtain a protective order requiring that the Proprietary Information so disclosed be used only for the purposes for which disclosure is required, take reasonable steps to allow Owner to seek to protect the confidentiality of the Proprietary Information required to be disclosed, and disclose only that part of the Proprietary Information which, in the opinion of Owner’s legal counsel, is required to be disclosed.
- 4.5 Charter School shall not use the name, insignia, or any facsimile of Children’s Institute Inc. or CII material for any purpose, without Children’s Institute Inc. or CII’s express prior authorization. Charter School shall not use for any material purpose, including, but not limited to, advertising, client list, or references, any of

Children's Institute Inc. or CII's intellectual property, name, insignia, trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, or any facsimile of Children's Institute Inc. or CII, and any common law rights pertaining thereto, without prior written consent from Children's Institute Inc. or CII, respectively.

- 4.6 The covenants of confidentiality set forth in this Section 4 and its subsections will apply to all Proprietary Information disclosed to Charter School before and after the Effective Date and will continue in effect during the Term of this Contract and for a period of three (3) years following termination; provided, however, that with respect to Proprietary Information that rises to the level of a "trade secret", as defined under applicable law, such covenants of confidentiality will apply for the greater of such three-year period or the period of time such information retains its status as a "trade secret" as determined under applicable law.

5. Protected Information/Data Sharing

- 5.1 **Health Information.** Provider acknowledges that from time to time during the Term of this Contract, Provider may acquire or have access to Protected Health Information (as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (the "HIPAA Rules")) of Charter School students ("PHI"). Provider will not use or disclose and will cause its employees and subcontractors not to use or disclose, PHI, except as necessary to perform the Services or as required by law.
- 5.2 **Student Information.** All records shall be maintained by Provider as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, Provider shall maintain all records for at least five (5) years after the termination of this Contract. For purposes of this Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of daily service providers; service logs and notes and other documents used to record the provision of services including supervision and incident reports. Provider shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. Provider shall maintain a current list of the names and positions of Provider's employees who have access to confidential records. Provider shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of Charter School or Provider having a legitimate educational interest in requesting or receiving information from the record. Provider/Charter School shall maintain copies of any written parental concerns granting access to student records. Provider shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. Provider agrees, in the event of agency closure or program termination, to forward student records within ten (10) business days to Charter School. Charter School

shall have access to and receive copies of any and all records upon request within five (5) business days.

5.3 Data Platform Use. Provider shall be entitled to use a number of data platforms to track the provision of school-wide and student services, service-related goals, and goal progress. The overall goal of the practice is to determine the effectiveness of the academic, behavioral, and clinical services provided by Provider and to receive ongoing data-based feedback throughout the year on the student's individual and group plans to ensure appropriate performance of the Services. The data tracked will be used by Provider to support service decisions aimed at improving students' academic achievement and engagement, decreasing problem behavior and discipline issues, and improving social-emotional wellness, school climate, and parent engagement.

5.4 Scope and Data Elements. Provider will access and import the following data sets for all enrolled students into the appropriate databases for service and progress tracking purposes: School Name, School ID, Student ID (SSID), State Student ID, Last Name, First Name, Middle Name, Date of Birth, Gender, Grade, Teacher, Race/Ethnicity, ELL status, Home Language, and Special Education Status.

5.5 Transfer of Data. Charter School and Provider shall use a secure, mutually agreed upon means and schedule for transferring confidential information.

5.6 Contractor Responsibilities. Provider acknowledges that the data described in this Section is confidential data and proprietary to Charter School. Provider will use appropriate safeguards to prevent the use or disclosure of the information other than as provided for in this Contract. Provider shall not re-disclose any individual-level data with or without identifying information to any other requesting individuals, agencies, or organizations without prior written authorization from Charter School. Provider shall keep all information furnished by Charter School in space physically and electronically secure from unauthorized access. Information and data shall be stored and processed in a way that unauthorized persons cannot retrieve nor alter the information by means of a computer, remote terminal, or other means.

6. Provider's Representations and Warranties. Provider represents and warrants that (a) Provider has the qualifications, licenses (if required by law) and ability to perform the Services in a competent and professional manner, without the advice, control, or supervision of Charter School; (b) Provider is not, and shall not become, subject to any obligation that prohibits or inhibits Provider from performing all or any part of the Services; (c) Provider will not infringe upon any copyright, patent, trade secret, or other property right of any third party in the performance of the Services; (d) Provider will not disclose to Charter School any confidential information received by Provider from third parties if doing so would violate Provider's obligations to any third party; (e) should Provider provide services to Charter School students, Provider shall adhere to all applicable law and Charter School's policies, including, but not limited to, certifying compliance with the requirements of California Education Code Section 45125.1 et seq., and shall fill out and return the Criminal Background Check and Tuberculosis Clearance Certification, on an annual basis, attached hereto as Exhibit D; (f) Provider shall keep its staff/volunteer roster listed in Exhibit D current and shall update Charter School as soon as practicable upon any changes, additions, or renewed clearances; (g) should Provider provide services at Charter School sites, Provider's employees shall adhere to the school site's policy regarding signing in and out upon entry and exit, respectively; (h) Provider's personnel that currently serve or will serve Charter School are trained, and accept full responsibility, to act as mandated child abuse reporters pursuant to applicable California law, including, but not limited to, the Child Abuse and Neglect Reporting Act (Cal. Penal

Code § 11164 et seq.); (i) Provider is not, and will notify Charter School immediately if, debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities pursuant to Title 2 of the Code of Federal Regulations Part 200; and (j) the parties have an independent contractor relationship only, and neither party is the employee, employer, or joint employer of or with the other.

7. General Provisions.

- 7.1 Relationship of Parties.** Provider is an independent contractor retained by Charter School to provide the Services. Provider represents that Provider an independent corporation which is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services. Provider is not an agent, principal, or employee of Charter School and has no authority to bind Charter School by contract or otherwise. Further, no joint-venture relationship exists between the Parties. Provider shall be free from the control and direction of Charter School in connection with the performance of the Services, both under this Contract and in fact. Provider has the right to perform services for others during the Term. Provider has the sole right to control and direct the means, manner, and method by which the Services required by this Contract will be performed to the extent the provision of Provider's services is consistent with the responsibilities set forth herein at Exhibit A. Provider shall furnish all materials, equipment, and supplies used to provide the Services required by this Contract. Charter School will provide items outlined in Exhibit C which includes classroom space and parking spots for staff if space is available and possible. Provider will not be entitled to any benefits accorded to Charter School's employees, including, but not limited to medical, dental, vision, worker's compensation, disability insurance, vacation, or sick pay. Provider shall be responsible for providing, at Provider's expense, and in Provider's name, criminal background checks if required by Section 7 above, disability, workers' compensation, or other insurance, as well as licenses, credentials, and permits usual or necessary for performing the Services, to the extent required by law.
- 7.2 Choice of Law and Venue.** This Contract will be governed by and construed in accordance with the laws of the State of California, without regard to its conflicts of law principles. Any legal proceeding to interpret or enforce this Contract will be brought in Los Angeles County, California. Each party acknowledges, consents, and agrees to venue and jurisdiction in Los Angeles County, California.
- 7.3 Attorneys' Fees.** In the event either party breaches its obligations under this Agreement, each party shall bear its own costs and expenses, including attorney's fees, incurred to enforce the contract.
- 7.4 Resolution of Disputes.** In the event of any dispute, claim or disagreement relating to the interpretation or enforcement of this Contract, the Parties will use commercially reasonable efforts to settle the dispute, claim, or disagreement. To this end, the Parties will consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to each party. If the Parties do not reach such a solution within a period of sixty (60) days, then, upon notice by either party to the other pursuant to Section 7.12 below, the Parties will try to resolve the dispute with the help of a mutually agreed-upon mediator in Los Angeles County, California. Any costs and fees other

than attorneys' fees associated with the mediation shall be shared equally by the Parties. This section will not prohibit either party from seeking equitable relief in any court.

7.5 Mutual Indemnification.

7.5.1 Children's Institute Inc. agrees to indemnify, defend and hold the Charter School and its respective directors, managers, members, officers, employees, owners and agents (collectively "Indemnitees") harmless from and against any and all liabilities, obligations, damages, claims, suits, proceedings, costs, fees and expenses, including reasonable attorneys' fees and costs (collectively "Losses"), arising out of the negligence or willful misconduct of Children's Institute Inc. or breach of the Agreement by Children's Institute Inc. except to the extent that such Losses were caused by the Charter School's negligence or willful misconduct.

7.5.2 The Charter School agrees to indemnify, defend and hold Children's Institute Inc. and its respective directors, managers, members, officers, employees, owners and agents (collectively "Indemnitees") harmless from and against any and all liabilities, obligations, damages, claims, suits, proceedings, costs, fees and expenses, including reasonable attorneys' fees and costs (collectively "Losses"), arising out of the negligence or willful misconduct of the Charter School or breach of the Agreement by the Charter School; except to the extent that such Losses were caused by Children's Institute Inc.'s negligence or willful misconduct.

7.6 **Insurance.** Provider agrees to obtain liability insurance consistent with customary practice for performing the Services specified in Exhibit A. At a minimum, Provider shall procure and maintain general and professional liability insurance covering all activities of Provider's personnel performing the obligations of this Contract with coverage of not less than one million dollars (\$1,000,000) for any incident, two million dollars (\$2,000,000) annual aggregate per incident, and three million dollars (\$3,000,000) excess liability policy for a maximum of five million dollars (\$5,000,000) per aggregate limit. Coverage should include abuse and molestation and assault and battery coverage with no exclusions. Parties shall add Children's Institute Inc. as an additional insured to Parties' applicable insurance policy and shall provide Children's Institute Inc. with such proof upon Children's Institute Inc.'s request.

7.7 **Assignment.** Neither party will assign or otherwise transfer this Contract in whole or in part without the prior written consent of the other party; provided, however, that Children's Institute Inc. may, without the consent of Charter School, assign this Contract in connection with the sale of substantially all of its assets, or the merger or like change of control. The provisions of this Contract will be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns permitted hereby.

7.8 **Entire Contract.** This Contract, including any and all exhibits and amendments, constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersede any and all other oral and written representations, understandings, or agreements relating to the subject matter hereof.

7.9 **Change in Document.** By signing and delivering this Contract and/or any schedule, exhibit, amendment, or addendum, each party will be deemed to represent to the other party that the signing party has not made any changes to such document from the draft(s) most recently

provided to the other party by the signing party, or vice versa, unless the signing party has expressly called such changes to the other party's attention, in writing (e.g., by "redlining" the document or by a comment memo or electronic mail).

7.10 No Waiver or Oral Modification; Amendments. No waiver of any provision of this Contract will be deemed, or will constitute, a waiver of any other provision, whether or not similar, nor will any waiver constitute a continuing waiver. No waiver or modification will be binding unless executed, in writing, by the party making the waiver or modification. Any amendment to this Contract will not be binding unless executed, in writing, by each party.

7.11 Severability. In the event that a court of competent jurisdiction holds any term or provision of this Contract invalid, void, or unenforceable, then the remainder of this Contract, and the application of such provision, will not be affected, impaired, or invalidated thereby, and each such term and provision of this Contract will be valid and enforceable to the fullest extent permitted by law. Any provision of this Contract held invalid or unenforceable only in part or degree will remain in full force and effect to the extent not held invalid or unenforceable.

7.12 Notices. Any notice or other communication given or made under this Contract will be in writing and will be delivered personally or by a nationally recognized overnight courier (freight prepaid, specifying next-day delivery, with written verification of receipt), addressed to a party's address as listed below, or sent by email to the party's email address listed below. If the notice or communication is delivered personally or by national commercial delivery service, it will be deemed given upon delivery; if sent by email during the recipient's normal business hours, it will be deemed given when sent, and if not sent during normal business hours, then on the recipient's next business day. The addresses to which notices or other communications will be delivered may be changed by a party from time to time by giving prior written notice to the other party as described in this section.

The addresses of the parties are as follows:

If to Provider:

Attn: Eugene D. Straub
Executive Vice President, Chief Operating Officer, Acting CFO & Asst. Secretary
Children's Institute, Inc.
2121 W. Temple St.
Los Angeles, CA 90026
Email: gstraub@childrensinstitute.org

If to Charter School:

Attn: Adriana Abich
Chief Executive Officer for Camino Nuevo
Charter Academy 3435 W. Temple St.
Los Angeles, CA 90026
Email: Adriana.Abich@CaminoNuevo.org

7.13 Nondiscrimination. The Parties shall not discriminate against any pupil, employee, or applicant for employment on the basis of the person's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic Provider status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS);

medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws. Harassment, retaliation, intimidation and bullying is also prohibited. The Parties shall comply with any and all applicable state, federal and other laws that prohibit discrimination, including, without limitation, Title IV, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act.

- 7.14 OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA):** Children’s Institute Inc. hereby certifies awareness of the Occupational Safety and Health Administration (OSHA) standards and codes as set forth by the U.S. Department of Labor, and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verifies that all performance under this MOU shall be in compliance therewith.
- 7.15 Force Majeure.** Either party shall be excused from performance, without penalty, for delay in, or failure of, performance or shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. “Force majeure” means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not limited to, acts of nature, acts of government (including, but not limited to, political subdivisions, school districts, or local education agencies that authorize and oversee Charter School petitions) not triggered by breach of any legal or regulatory obligation by either party, fire, earthquake, strike, lockout, civil disorder, war or commandeering by any agency of government, epidemics, pandemics, and quarantine restrictions. If either party is delayed at any time by force majeure, the delayed party shall notify the other party’s designated representative of such delay, in writing and via telephone when feasible, as soon as practicable and shall specify the cause(s) of such delay. The delayed party shall cause such delay to cease as soon as practicable.
- 7.16 Binding Effect.** The provisions of this Contract will be binding upon and will inure to the benefit of the respective successors and permitted assigns of the Parties.
- 7.17 Counterparts.** This Contract may be executed in counterparts, each of which will be deemed an original, and the counterparts will together constitute one and the same instrument, notwithstanding that all of the parties are not signatory to the original or the same counterpart. Counterparts may be delivered via facsimile, electronic mail (including .pdf format), or other transmission method, and any counterpart so delivered will be deemed to have been duly and validly delivered and be valid and effective for all purposes.
- 7.18 Headings.** The headings of sections in this Contract are for convenience of reference only and will not affect the meaning or interpretation of this Contract in any way.
- 7.19 Interpretation and Opportunity for Counsel.** In the event of a controversy or dispute between the Parties concerning the provisions in this Contract, this Contract shall be interpreted according to the provisions in this Contract and construed as a whole in accordance with its fair meaning. The Parties hereto acknowledge and agree that each has been given an opportunity to review this Contract with legal counsel.
- 7.20 Communication.** Communication between the Parties required by this Contract shall be in writing, except as otherwise noted.

8. Publicity

The District and Contractor (Children’s Institute, Inc.) agree to provide opportunities to collaborate on, cross-promote programs or initiatives, and develop and share other content across each agency’s media platforms. The District authorizes Contractor the right and permission to capture, publish, reproduce or otherwise use name, voice, and likeness in video, photographs, written materials, and audio-visual recordings of children, families and staff during programs or events at specified partner schools utilizing the approval process described below. Media materials captured by Contractor may be used for both internal and external communication and marketing purposes. Contractor will adhere to media permission from subjects in accordance with the below terms.

- 8.1 In regards to media releases, Provider agrees to obtain, document, and file signed permission and/or release waivers for use of these materials. For participants under eighteen years of age, parents or legal guardians will be asked to give their consent by said permission and/or release waiver. A copy of the media release is provided in Exhibit E.
- 8.2 In regards to cross-promotion of media between the Parties, both agencies agree to allow each other to repost or otherwise distribute/promote agency-owned marketing materials or digital content.
- 8.3 In regards to shared content or media projects, Parties will each share relevant branding guidelines and files as necessary.
- 8.4 In regards to approval processes, the Charter School will appoint a school representative to give final approval for any marketing materials, content utilized for social media posts or other media outlets or communications that the Provider proposes to use with name, image, or likeness of the school or any subject connected to the school.
- 8.5 In regards to access to media platforms, several Provider staff members are expected to engage with and post about Community Schools work on the school’s social media page. The relevant Provider staff (Community School Coordinators) will be provided access to their assigned school’s social media in order to promote their work at the school and share information and resources with the community. Charter School will appoint a school representative to give approval of posts prior to Provider staff posting.

In witness whereof, the Parties hereto have executed this Contract as of the Effective Date.

Each person below warrants and guarantees that they are legally authorized to execute this Memorandum of Understanding on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Memorandum of Understanding.

This Memorandum of Understanding may be signed in counterparts such that the signatures may appear on separate signature pages.

Signature of Adriana Abich
Chief Executive Officer
Camino Nuevo Charter Academy



Signature of Eugene D. Straub
Executive Vice President, Chief Operating Officer,
Acting CFO & Asst. Secretary
Children's Institute, Inc.

Date

June 4, 2025

Date

Exhibit A

1. Services/Project. Provider will provide mental health services to Charter School students at the school site(s) listed in Exhibit B when indicated and with appropriate parental/guardian consent. Mental health services may also be provided in the student's home, in Provider's clinic, telehealth, or another appropriate community venue, as appropriate. Services provided might also include, based on the need of individual students or the school community:

- ▶ Consultation with teachers and staff.
- ▶ Individual Therapy
- ▶ Group Therapy
- ▶ Family Therapy
- ▶ Crisis Intervention
- ▶ Caregiver/Parent Collateral support
- ▶ Case Management
- ▶ Occupational Therapy
- ▶ Behavioral Support
- ▶ Psychotropic medication support¹.
- ▶ Dual-Generational Adult/Caregiver Individual Therapy services

Provider will provide a Community School model to coordinate comprehensive resources and supports for the families, students, staff, and administrators at the Charter School listed in Exhibit B that will include various prevention, early intervention, and treatment level services and supports. These services and supports will be further identified and prioritized in partnership with the school site(s) stakeholders (students, parents, teachers, administrators), and therefore the types and levels of services outlined in this proposal are subject to change based on input from the school community. Services may include:

- ▶ Dedicated full-time Community School Coordinator coordinating Provider services and supports and serving as the single point of contact for school administrators, teachers, students, and parents. These services will benefit students, teachers, and administrators
- ▶ Dedicated Family Ambassador creating linkages to services and supports, case management, and basic/essential needs support services
- ▶ Individualized Teacher trainings based on need and trends
- ▶ Provide and/or coordinate therapeutic after-school activities and experiences for students struggling in the mainstream after-school program
- ▶ Two-generation services for students and their families, including screening for trauma, case management, referrals for dental and medical support, employment support, outreach, regular conferences among school and Provider staff to identify and track progress, home visits, and mental health services
- ▶ Student workshops based on need and trends
- ▶ Parenting supports including Project Fatherhood, adult enrichment, employment support

¹ For purposes of this contract “Psychotropic medication support” is defined as medication evaluation per request of caregiver/parent, including referrals to independent, adjunct services or as provided by appropriately qualified and licensed providers employed by or contracted with Provider.

- ▶ Experiential learning activities and experiences to enhance social/emotional/academic wellness

Services will not include special education, academic intervention, or other services that are typically provided by credentialed teachers or resource specialists.

With regard to the services to be performed by the Provider pursuant to the terms of this Agreement, Charter School shall not be liable to the Provider, or to anyone who may claim any right due to any relationship with the Provider, for any acts or omissions of Charter School, except when said acts or omissions of Charter School are due to willful misconduct or gross negligence. Provider shall hold Charter School free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered by Provider pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of Charter School and Charter School is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction. Provider shall remain liable for bodily injury, personal property damage or other damages resulting from grossly negligent or willful actions of Provider or Provider's employees or agents while on Charter School's premises to the extent such actions or omissions were not caused by Charter School, or while Provider is providing Services to Charter School's students in the community or at the student's home.

2. Fees. In consideration of the Services to be provided at Charter School, Charter School will pay Children's Institute Inc. \$150,000.00 per school, for five schools. Children's Institute will provide the services detailed above as of the effective date for the term of this Contract once fully executed.

Exhibit B

Provider will provide the Services listed in Exhibit A at the following Charter School(s) during the Contract's Term:

CAMINO NUEVO CHARTER ACADEMY – Dalzell Lance Campus
3500 W Temple St, Los Angeles, CA 90004

CAMINO NUEVO CHARTER ACADEMY – Sandra Cisneros Campus
1018 Mohawk St, Los Angeles, CA 90026

CAMINO NUEVO CHARTER ACADEMY – Burlington Campus
697 S. Burlington Ave. Los Angeles, CA 90057

CAMINO NUEVO CHARTER ACADEMY – Jose A. Castellanos/Eisner Campus
1723 Cardova St. Los Angeles, CA 90007/
2755 W. 15th Street Los Angeles, CA 90006

CAMINO NUEVO CHARTER ACADEMY – Kayne Siart Campus
3400 W. 3rd St., Los Angeles, CA 90020

Exhibit C

During the Contract's Term, Charter School shall be responsible for the following:

1. Provide a dedicated and reasonable space, as agreed upon for Children's Institute Inc. to facilitate services (if possible and available)
 - Space for Community School Coordinator and clinical staff
 - Space for Parent/Student Resource Room (can, at times, be #1 included in 1 room)
 - Minimum of 2 Therapy Rooms/Space (if available)
 - Locked Records Space for BHW and other HIPAA Compliant Services
 - Parking for Staff

Facilities provided for Children's Institute use must meet the following minimum requirements:

- Clean, sanitary and in good repair (e.g. no frayed electrical cords, no dangling/missing ceiling tiles, no holes in carpet/walls, no uneven flooring, no leaks in bathroom plumbing/hot & cold water, etc.)
 - Parking lot, building entrance, assigned spaces and bathroom are ADA accessible
 - Facilities are free from clutter or unnecessary obstructions.
 - Fire Extinguisher(s) are present and up to date
 - Emergency Disaster Evacuation diagrams are present and up to date
 - Charter School acknowledges that Provider will, at no cost to Charter School, provide furnishings, decorations, informational materials, therapy materials, safety materials etc. as determined necessary to implement Services or meet requirements of regulation or law.
2. Ensure Children's Institute Inc. staff receives a school site orientation.
 3. Facilitate regular, weekly meetings between the Principal (or School Leadership designee) and Children's Institute Inc. / Community School Coordinator to ensure services are: (a) reflective of best practices; and (b) meet the needs of students and adults utilizing the services at the school sites.
 4. Invite Provider to appropriate school-wide events.
 5. Include Provider/Community School Coordinator and Family Ambassador to regular COST and other school team meetings.
 6. Agree to share information with appropriate agency personnel (with proper releases to maximize student success and assure confidentiality).
 7. Share relevant data, like attendance reports or suspensions, with proper releases to monitor program performance.
 8. Provider will be responsible for the cost and care of its property and equipment.

During the Contract's Term, Children's Institute Inc. shall be responsible for the following:

1. Provide a designated person who is responsible for being a liaison between Charter School and Provider.
2. Provide a designated Family Ambassador who is responsible for supporting families and students with Community Health support and Case Management/Linkage, to support all campuses.
3. Ensure staff and/or trainees providing the services are adequately trained and prepared according to prevailing professional standards for providing such services and that personnel providing clinical and/or counseling services are licensed or otherwise legally qualified.
4. Submit an affidavit to Charter School indicating that Provider's employees who will provide the Services at the school sites have cleared a criminal background check completed by the California Department of Justice, which includes a check performed by the Federal Bureau of Investigations and conforms to the requirements for public school employment set by the California Education Code. Provider will also confirm that staff who will provide the Services at the school sites have undergone a tuberculosis risk assessment or check and have been cleared of active tuberculosis.
5. Obtain subsequent arrest notifications for Provider's employees who will provide the Services at the school sites, Upon receipt of any notice of an arrest or conviction of a serious or violent felony as described in California Education Code Section 45125.1, a sexual offense as defined by California Education Code Section 44010, or a controlled substance offense as described in California Education Code Section 44011, Provider will immediately prohibit such staff from having any contact with Charter School students and staff. Provider's employees who are arrested but not charged or convicted may return to their job role, if appropriate, if law enforcement or prosecutors do not pursue charges, or after the charges are dropped or if not convicted
6. Collect, describe, and provide data requested by Charter School related to the Services in a timely manner.
7. Participate in collaboration meetings between Charter School and Provider and other relevant parties including, but not limited to service planning meetings.
8. Provider's employees are considered mandated reporters. As mandated reporters of child abuse and neglect, they must report any suspicions of abuse or neglect to Child Protective Services or law enforcement, as appropriate.
9. Agree to share information with appropriate Charter School personnel (with proper releases to maximize student success and to assure confidentiality).
10. Provider will be responsible for the cost and care of its property and equipment.

11. Should services by Provider include any form of medical or psychological services, including diagnostic services, treatment, or counseling, Provider shall obtain written parent/guardian consent on an approved form prior to providing services.
12. Meet and incur the cost of all Provider's licensing regulations, including initial tuberculosis test for all Provider's employees that will interact with students, parents, and family members at the school sites.
13. Communicate to Charter School any information which may indicate that a student receiving or recommended for services may have a disability that either impairs a major life function or creates a need for special education and related services, except as limited by confidentiality requirements. Provider agrees to communicate any concerns regarding a student's potential disability to Charter School prior to making recommendations to a specific parent regarding identification and/or evaluation of students with disabilities.

Exhibit D

Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)

With respect to the Agreement/Contract (Number _____) between Camino Nuevo Charter Academy ("CHARTER SCHOOL") and the individual, company, or contractor CHILDREN'S INSTITUTE INC. ("PROVIDER") for provision of services.

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The PROVIDER hereby certifies to the CHARTER SCHOOL's Governing Board that it has completed the criminal background check requirements of California Education Code (Ed. Code) section 45125.1, that it has determined that none of its employees that may come into contact with CHARTER SCHOOL students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the PROVIDER requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.
- B. The PROVIDER hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide PROVIDER with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. PROVIDER maintains current TB clearances for all such employees.

- C. The PROVIDER hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all PROVIDER employees whose assignment at the CHARTER SCHOOL requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Ed. Code section 47605(l).

List below, or attach, the name and other information for each worker for whom PROVIDER has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
Alina Cobian	3/8/2022	10/22/2026	AMFT 133453; exp. 6/30/2026
Alexandra Damian	5/26/2023	6/2/2027	APCC 16960; exp. 7/15/2025
Amy Zhao	2/18/2022	3/1/2026	OTD 20620; exp. 1/31/2027
Brittany Uyeno	7/1/2023	10/25/2027	AMFT 142113; exp. 10/31/2025
Danielle Cooper	9/23/2023	9/19/2027	OTD 23065; exp. 11/30/2026
Danitza Eyo	12/7/2021	12/7/2025	ASW 106070; exp. 12/31/2025
Diana Barrera	6/3/2023	6/5/2027	AMFT 149548; exp. 9/30/2025
Icarus Salmeron	1/24/2022	2/2/2026	AMFT 130421; exp. 1/31/2026
Jamie Burger	7/7/2008	8/4/2026	LMFT 35250; exp. 10/31/2026
Karen Najera	12/30/2021	1/4/2026	ASW 105940; exp. 12/31/2025
Luis Baeza	6/19/2017	8/14/2025	LMFT 135153; exp. 10/31/2026
Marisol Martinez	7/16/2022	8/24/2026	ACSW 108715; exp. 6/30/2025
Maritza Alva	2/16/2022	2/17/2026	ASW 104896; exp. 10/31/2025
Nancy Cruz	6/21/2023	10/26/2027	AMFT 141919; exp. 10/31/2025
Natalie Olivares	11/13/2024	11/15/2028	AMFT 151582; exp. 11/30/2025
Yesenia Martinez	12/29/2020	8/16/2025	ACSW 96125; exp. 8/31/2025
Lizzeth Sosa	10/9/2020	9/30/2028	ACSW 95807; exp. 7/31/25
Sandy Pena	7/7/2022	10/11/2027	ACSW 109839; exp. 8/31/2025
Vanessa Ramos	5/21/2022	6/9/2026	AMFT 134124; exp. 8/31/2025
Angelica Juan Martinez	10/30/2024	11/2/2028	ACSW 126278; exp. 9/30/2025
Michelle Gutierrez	5/2/2013	10/14/2028	LCSW 84932; exp. 8/31/2026
Lizeth Victorio	8/25/2024	9/6/2028	N/A; Community Schools Staff
Noemi Covarrubius	7/29/2024	8/14/2028	N/A; Community Schools Staff
Crystal Aguilar	11/28/2023	4/19/2027	N/A; Community Schools Staff
Melissa Garcia	7/17/2023	7/19/2027	N/A; Community Schools Staff
Robin Leach	9/26/2013	9/8/2025	N/A; Community Schools Staff
Eduardo Ramirez-Sandoval	2/11/2020	9/5/2023	N/A; Community Schools Staff

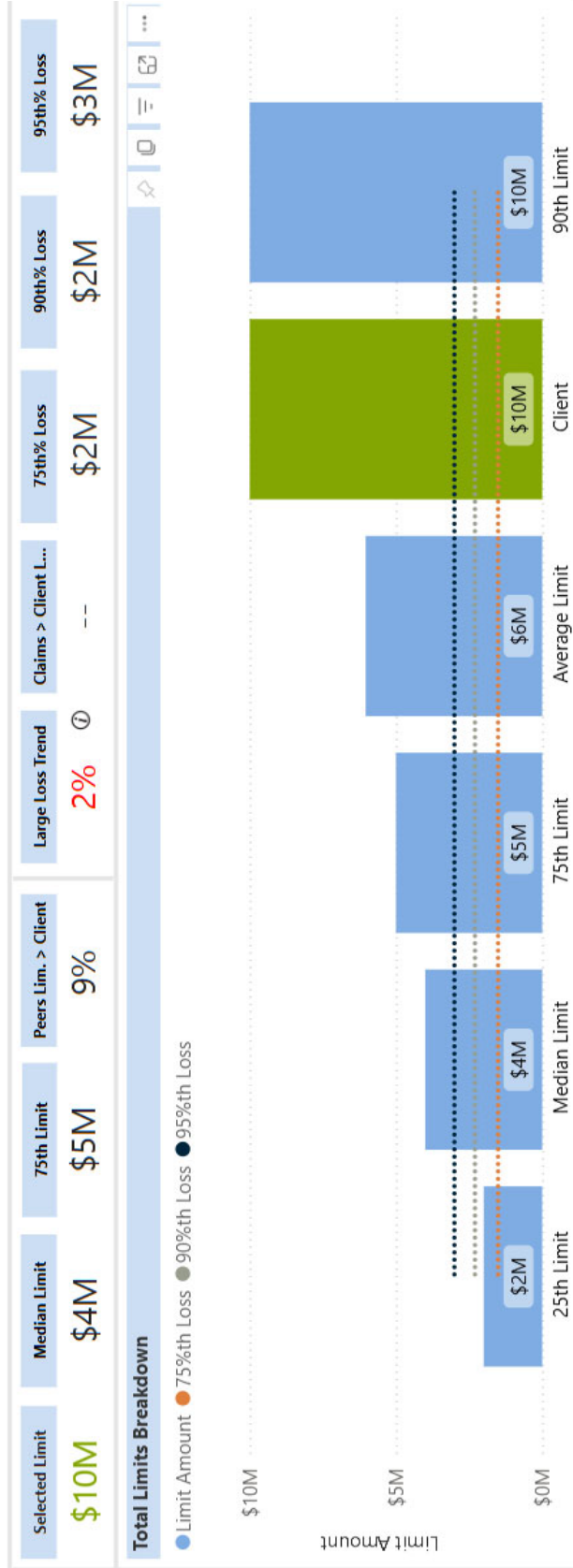


Insurance Program

UMBRELLA BENCHMARKING



- CII's current Umbrella limit is in the 90th percentile among peers within Gallagher
- The median limit purchased by most similar organizations is \$4M



AJG.com

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WAIVER JUSTIFICATION:

- D. The PROVIDER and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Ed. Code section 45125.1 et seq.
 - The PROVIDER and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)
 - The PROVIDER and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether VENDOR employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) [Ed. Code § 45125.1 (c)]
 - The PROVIDER, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the VENDOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [EC 45125.2 (a)]

Check all methods to be used:

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the PROVIDER by an employee of the PROVIDER who has not been convicted of a serious of violent felony as ascertained by the DOJ
- 3) Surveillance of employees of the PROVIDER by school personnel

The services provided by the PROVIDER are for an “EMERGENCY OR EXCEPTIONAL SITUATION” ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [EC 45125.1(b)]

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the PROVIDER sole responsibility to maintain, update, and provide the CHARTER SCHOOL with current and complete information along with the employee list, throughout the duration of services provided by PROVIDER.


	Eugene D. Straub	EVP & COO	June 4, 2025
Authorized Provider Signature	Printed Name	Title	Date

Exhibit E



Consent to Photograph/Video/Audio Record Participation in Events

Name of Client _____ Program Community Schools

Phone Number _____ E-mail _____

The undersigned client* or responsible adult** consents to Children's Institute and its representatives to: Photograph (which, is used in this Consent, means motion picture, still photography in any form, videotapes, or any other mechanical means of recording and reproducing images) Audio record

The undersigned:

1. Agrees that photographs/audio/video recordings made as a result of this consent will be used for purposes of:

- Publication, public relations, webpages and/or fund-raising
- Sharing Success Stories
- For Training and/ or educational purposes

2. I/we understand my agreement as outlined above may be used in connection with publicizing and promoting Children's Institute, Inc (CII). I authorize Children's Institute to use my name, and any information I share. I/we understand that by signing this consent, information that may be considered Protected Health Information is waived for the purposes of this agreement.

3. Waives any right to compensation for use of photographs/ video recordings/audio recordings:

4. Hold CII harmless from and against any claim of injury or compensation resulting from the activities authorized by this Consent.

5. In addition, I waive any right to inspect or approve the finished product, including photograph, audio, or video, wherein my participation, my success story/testimonial appears.

6. I shall indemnify CII against all liability or loss, and against all claims or actions as a result of the

CII CS Camino 2025 MOU

photograph, audio, or video wherein my participation, success story/testimonial and its use or caused by the acts or negligence of any other person, firm, or corporation furnishing or supplying work, services, materials or supplies in connection with the above.

I have read the authorization and release information and give my consent for my participation, the use of my success story/ testimonial as indicated above.

Signature of Client* _____ Date _____

Signature of Responsible Adult** _____ Relationship to Client _____

Signature of Witness/Interpreter**** _____ Date _____

This Consent was interpreted in _____ for client and/or responsible adult. If a translated version of this Consent was signed by the client and/or responsible adult, the translated version must be attached to the English version.

Signator was given declined a copy of this Consent on _____(Date) by ____ (Initials)

*A minor client receiving services under his/her own signature must have the Minor Consent and a Consent for Services form on file in the clinical record.

**Responsible Adult = Guardian, Conservator, or Parent of minor when required

***Witness/Interpreter = Person who either witnessed the signing of the form (may be staff person) or the person who interpreted this form into another language for the client (must include the language it was interpreted into)

For your protection and privacy, please indicate if you/your family is DCFS involved



Permiso para Tomar Fotografía/Video/Grabación de Audio Participación en Eventos

Nombre del Cliente _____ Programa Community Schools

Numero _____ Correo Electrónico _____

El cliente abajo firmate* o adulto responsable ** da permiso a Children's Institute y sus representantes a:

Tomar fotografías (el cual, según este Permiso, significa películas, fotografías fijas en cualquier formato, videograbaciones o cualquier otro medio mecánico de grabar y reproducir imágenes)

Hacer grabaciones de audio

El abajo firmante:

1. Accede a que las fotografías/grabaciones de video e audio hechos como resultado de este permiso serán utilizados para el propósito de:

Publicación, relaciones publicas, paginas en línea y/o recaudación de fondos

Compartiendo Experiencias de Éxito

Para capacitación y/o propósitos educacionales

2. Entiende que su acuerdo delineado arriba se puede utilizar en conexión con dar publicidad y promover Children's Institute, Inc (CII). Usted da permiso a Children's Institute a utilizar mi nombre y cualquier información que comparte. Entiende que, al firmar este permiso, renuncia a cualquier información que tal vez sería considerado como Información de Salud Protegida para los propósitos de este acuerdo.

3. Renuncia a cualquier derecho a compensación por el uso de fotografías/grabaciones de video/audio

4. Libera a CII de cualquier responsabilidad de y contra cualquier demanda de lesión o compensación resultando de las actividades autorizadas por este Permiso.

5. Además, renuncia cualquier derecho a inspeccionar o aprobar el producto final, el cual incluye fotografía, audio o video, en el que aparezca mi participación, mi experiencia de éxito / testimonio

6. Indemnizó a CII de cualquier responsabilidad o pérdida y de cualquier reclamo o demandas como resultado de la fotografía, audio o video en el cual mi participación mi experiencia de éxito/testimonio el cual sea utilizado por cualquier otra persona, empresa o corporación quien facilite o suministre trabajo, servicios, materiales o suministros en conexión con lo mencionado arriba.

He leído la información de autorización y divulgación y doy mi permiso para el uso de mi participación, mi experiencia de éxito/testimonio tal como se indica arriba.

Firma de Cliente* _____ Fecha _____

Firma del Adulto Responsable** _____ Relación con el Cliente _____

Firma del Testigo/Interprete *** _____ Fecha _____

Este Permiso se interpreto en _____ para el cliente y/o el adulto responsable. Si el cliente y/o el adulto responsable firmo una versión traducida de este Permiso se debe agregar tal versión traducida a la versión de ingles.

Al firmante fue dado rechazo una copia de este Permiso _____ (Fecha) por _____ (Iniciales)

* Un cliente menor de edad a quien recibe servicios bajo su propia firma debe tener el Permiso de Menor de Edad y un Permiso de Servicios en su expediente clínico.

** Adulto responsable = Guardián, Conservador, Abogado del cliente menor de edad, o Padre del menor cuando sea necesario *** Testigo/Interprete = La persona quien presencio la firma de la forma (puede ser miembro del personal) o la persona quien interpreto esta forma a otro idioma para el cliente (se debe incluir el idioma al cual se interpretó)

Para su protección y privacidad, indique si usted/su familia están involucrados con DCFS

Coversheet

Attendance and Chronic Absenteeism Update

Section: VIII. School and Academic Updates
Item: A. Attendance and Chronic Absenteeism Update
Purpose: FYI
Submitted by:
Related Material: Attendance Update_ April Board Meeting_SY25_26.pdf

Attendance & Chronic Absenteeism Board Update

April 14, 2026





Average Daily Attendance August to March

ADA - Year to Date

School	Overall	Grade Level													
		-1	0	1	2	3	4	5	6	7	8	9	10	11	12
BUR	95.21%	92.56%	92.55%	94.30%	96.43%	95.33%	96.33%	96.36%	95.53%	95.38%	96.62%				
KAY	92.99%	91.76%	88.81%	88.35%	90.76%	91.38%	93.56%	92.81%	96.62%	95.89%	95.41%				
CIS	92.24%	90.80%	89.28%	88.90%	91.16%	90.84%	91.91%	91.33%	95.93%	94.45%	94.04%				
CASEIS	92.04%	91.70%	92.84%	91.15%	92.60%	92.77%	91.78%	92.24%	91.23%	92.36%	91.63%				
DAL	93.59%											92.98%	92.82%	93.40%	95.15%
CNCA	93.21%	91.90%	91.20%	91.01%	92.76%	92.66%	93.50%	93.24%	94.67%	94.44%	94.29%	92.98%	92.82%	93.40%	95.15%



Chronic Absenteeism August to March

Chronic Absenteeism - Year to Date

School	Overall	Grade Level													
		-1	0	1	2	3	4	5	6	7	8	9	10	11	12
BUR	13.55%	22.50%	28.13%	18.18%	8.20%	12.90%	9.23%	8.06%	11.48%	13.11%	5.36%				
KAY	22.75%	27.03%	44.44%	34.38%	38.46%	31.88%	18.18%	27.03%	5.75%	9.89%	10.87%				
CIS	28.67%	53.33%	43.59%	42.86%	33.96%	32.00%	29.27%	27.08%	12.50%	25.42%	16.13%				
CASEIS	27.25%	32.50%	23.19%	21.21%	20.83%	23.88%	31.08%	31.43%	35.80%	26.37%	26.83%				
DAL	22.68%											26.67%	26.72%	19.82%	17.07%
CNCA	22.72%	30.53%	33.19%	26.79%	25.10%	24.39%	21.31%	23.62%	16.42%	18.33%	15.41%	26.67%	26.72%	19.82%	17.07%

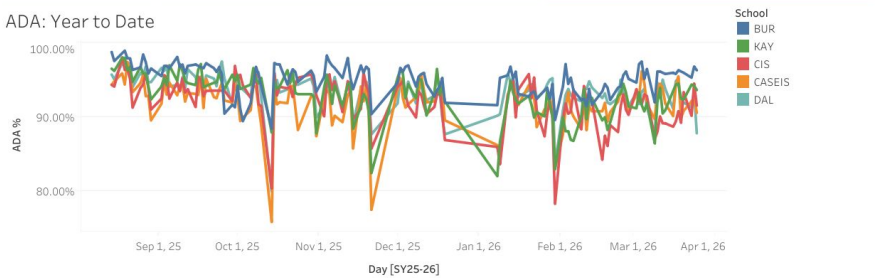
Goal
*Less than 20% Overall
 Chronic Absenteeism
 Across Our Network*



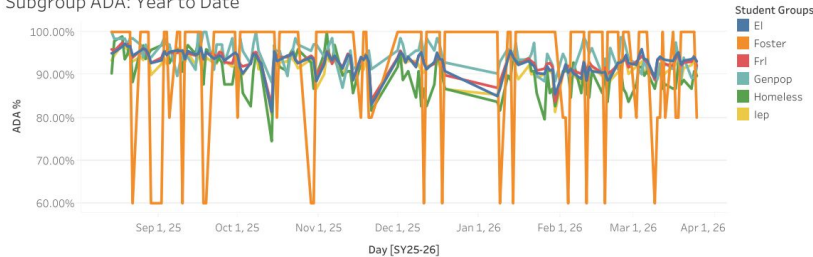
Additional Data Visualization

ADA

ADA: Year to Date

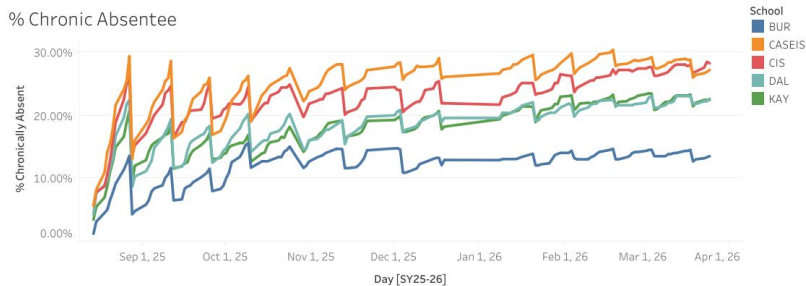


Subgroup ADA: Year to Date



Chronic Absenteeism

% Chronically Absentee



% Chronically Absentee by Subgroup





Chronic Absenteeism Q3 Comparative Data

School	2025-2026	2024-2025
	Q3	Q3
BUR	15.89%	15.26%
DAL	23.09%	28.32%
KAY	29.78%	29.76%
CAS/EIS	30.29%	34.76%
CIS	31.96%	33.20%
TOTAL	26.26%	28.26%

Chronic absenteeism rates have improved overall compared to the previous school year:

- Decrease from 28.26% in 2024–2025 to 26.26% in 2025–2026 in Quarter 3.
- Several school sites, including DAL and CAS/EIS, showed notable reductions, indicating that targeted attendance interventions and increased family outreach are having a positive impact.
- Despite this progress, rates remain elevated across sites. This reflects ongoing challenges such as ICE/immigration fears, health-related absences, and barriers to consistent attendance.

While the downward trend is encouraging, continued focus is needed to ensure sustained improvement.

Call to Action

Continue to increase Attendance and decrease Chronic Absenteeism

How we are maintaining 93%:

- ❑ Intentionally Tracking Attendance: Using Tableau to identify students at risk.
- ❑ Supporting Attendance Teams: Guiding and supporting teams on handling sensitive absence follow-ups.
- ❑ Celebrating Attendance: Recognizing students with strong and improved attendance.
- ❑ Communicating with Families: Keeping families informed about attendance data and engaged in the school community.

Our goal is to maintain strong attendance and prevent additional absences after Spring Break and during SBAC to end the school year strong.



Coversheet

Enrollment Update

Section: VIII. School and Academic Updates
Item: B. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: _April 2025-26 Enrollment Board Slides .pdf



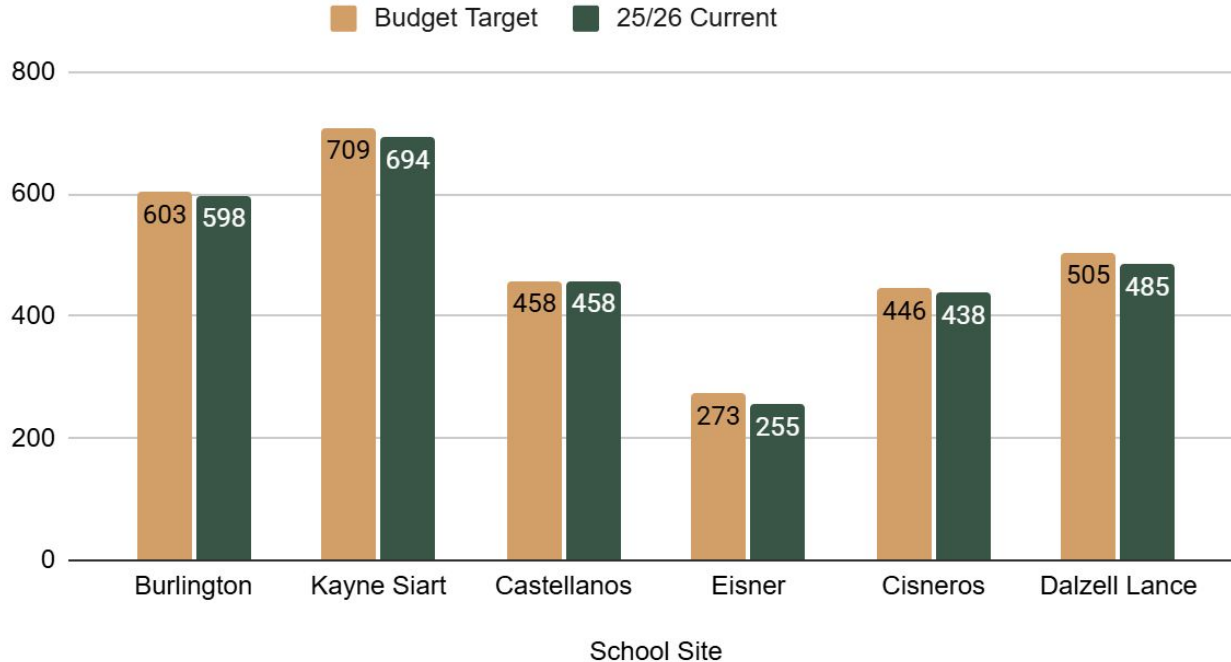
**Camino
Nuevo
Charter
Academy**

Board Meeting Enrollment Update

April 14, 2026

School Site: Current Enrollment as of 3/23/26

Budget Target vs. 25/26 Current Enrollment



School Site	Difference from Budget target	Enrollment Capacity
BUR	-5	99.17%
KAY	-15	97.88%
CAS	0	100.00%
EIS	-18	93.41%
CIS	-8	98.21%
DAL	-20	96.04%
Org	-58	97.80%



School Site: Student Re-Enrollment

3/26/2026				
Intent to Return Completed	Total Possible	Returning CV	% Completed	Undecided
BUR	540	540	100%	0%
KAY	597	575	96%	0%
CAS	386	354	92%	0%
EIS	234	202	86%	0%
CIS	372	367	99%	0%
DAL	362	362	100%	0%
ORG	2491	2400	96%	0%

- 100% re-enrollment confirmation across school sites as of March 23, 2026
- Shout out to BUR, DAL, and CIS who have completed 99% or more of the re-enrollment



School Site: 26-27SY Enrollment and Open Seats

3/26/2026							
Site	25/26 Targets	Enrollment Projections	Open Seats	Applications	Acceptance	Waitlist	W/R/D
Burlington	603	619	-16	182	79	54	35
Kayne Siart	705	692	13	163	91	1	59
Castellanos	458	454	4	100	66	0	25
Eisner	273	270	3	59	33	0	10
Cisneros	401	392	9	60	24	0	29
Dalzell	505	547	-42	263	185	0	66
CNCA	2945	2974	-29	827	478	55	224

- Shout out to BUR and DAL who are currently projected to be over-enrolled (-16 and -42 open seats). Strong retention and steady demand are keeping enrollment stable.
- KAY, CAS, EIS and CIS still have a handful of open seats suggesting that some recruitment efforts may be needed to meet the target.

Enrollment may be slightly affected by ICE activity, rising housing costs, and fewer school-aged children entering the system. However, Camino Nuevo remains relatively stable compared to LAUSD and charter surrounding schools.





**Camino
Nuevo
Charter
Academy**

Thank You

Coversheet

CAO Update

Section: VIII. School and Academic Updates
Item: C. CAO Update
Purpose: FYI
Submitted by:
Related Material: CAO Update April 2026.pdf



Instructional Program Update:
CNCA Board of Directors
April 2026



CAMINO NUEVO CHARTER ACADEMY

Strategic Plan Overview

Our Mission

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

Success Equation

2027-2028 Vision

By 2028, Camino Nuevo students attend some of the highest performing Tk-12 schools in Los Angeles, where their wellbeing is nurtured, they see themselves as successful, and they feel they belong.

2025-2026 Org Wide Priority

Belonging & Intellectual Engagement

**From Unlocking to Uplifting:
Elevating Minds, Hearts and Our Impact**

Step Forward
Culture

Coaching
Year 2

Strategies

Belonging - Community - Equity - Excellence - Innovation - Joy

25 años



Q3 Math Data Update

In 5 out of the 6 grades tested by mid-March, math benchmark scores increased compared to last year's test. For elementary and middle schools, increases range between 8 and 26 percentage points!

Grade Level		24-25 % Proficient or Advanced	25-26 % Proficient or Advanced	25-26 SBAC Goal <i>(Average Across Sites)</i>
3	↑	37%	49%	30%
4	↑	45%	56%	36%
5		<i>No comparison data</i>		
6	↑	16%	28%	26%
7	↓	15%	10%	30%
8	↑	21%	47%	29%
Alg. 2 (11th)	↑	32%	36%	30%

25 años



Looking Ahead: 2026-2027 Instructional Priorities



26-27 Priorities

Coaching toward the Instructional Framework

Data, Assessment & Accountability

CNCA's Instructional Framework



The challenge:

Our current Teacher Growth Tool uses broad strokes language, making it difficult for CNCA teachers and leaders to understand exactly what practices lead to excellence in the classroom, and ultimately student outcomes.

CNCA's Instructional Framework



The solution:

A Companion Guide to accompany our Teacher Growth Tool, which will be used as a resource to undergird teacher and leader development as we move all classrooms toward excellent instruction and high levels of student achievement.

CNCA's Teacher Growth Tool Snapshot



3c: Engaging All Students in Learning

Proficient	Developing
<p>The learning tasks and activities are fully aligned with the instructional outcomes, and to grade level standards, and are designed to challenge student thinking, inviting students to make their thinking visible. This results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.</p>	<p>Across multiple lessons, the learning tasks and activities are partially aligned with the instructional outcomes and/or to grade level standards but require only lower level thinking (e.g. factual recall) by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</p>
<p>The groupings of students are suitable for the activities.</p>	<p>The groupings of students are moderately suitable to the activities.</p>
<p>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>

Companion Guide Snapshot



Component 3c: Engaging all Students in Learning	
Developing Critical Attributes ⁵	Proficient Critical Attributes
<p>Design Learning That Sparks Thinking</p> <ul style="list-style-type: none"> → <u>Teacher</u> provides some tasks that require students to analyze ideas, make decisions, or work through problems beyond recall. → Some students explore multiple possible answers or different approaches to solving a problem. <p>Students Collaborate to Strengthen Learning:</p> <ul style="list-style-type: none"> → <u>Teacher</u> organizes group activities where students work together to complete tasks. → Collaboration supports learning for some students, and groups interact in mostly productive ways. <p>Use Resources to Deepen Learning:</p> <ul style="list-style-type: none"> → <u>Teacher</u> provides instructional materials and resources that generally support student learning. → Students have equitable access to the materials and resources needed to participate in the lesson. 	<p>Design Learning That Sparks Thinking</p> <ul style="list-style-type: none"> → <u>Teacher</u> provides tasks aligned to grade level standards that require all students to engage in sustained critical thinking and demonstrate agency. → Activities demand high levels of intellectual engagement; students explain and justify their thinking. <p>Students Collaborate to Strengthen Learning:</p> <ul style="list-style-type: none"> → <u>Teacher</u> communicates and implements explicit structures for collaboration and student engagement as a central part of the lesson. → Students use effective teamwork practices (e.g., sharing ideas, building on others' thinking, and taking on roles) that support learning for all students. <p>Use Resources to Deepen Learning:</p> <ul style="list-style-type: none"> → <u>Teacher</u> uses a variety of instructional materials and resources to support deep understanding of grade level content. → Resources promote strong intellectual engagement and ensure all students can access and work with rigorous, grade level content.

Companion Guide: Signature Practices



The challenge:

Strategies are introduced in professional learning sessions one year, but then forgotten the next. Or, strategies that work don't spread across classrooms and schools.

Companion Guide: Signature Practices



The solution:

The Instructional Framework's Companion Guide will codify a finite series of practices (~ 15 total) that we expect to see in every CNCA teacher's classroom. These will be re-introduced, honed, or rolled out across the next few years.

Signature Practice Example



"CNCA Instructional Routine"

Everybody Writes*



*For TK-1, might be other ways of making thinking visible

Turn & Talk



Cold Call with No Opt Out



Check for Understanding



What is one way we are aiming to improve clarity & consistency of excellent teaching at Camino Nuevo in 26-27?

Coversheet

CIS Improvement Plan

Section: IX. CIS Improvement Plan
Item: A. CIS Improvement Plan
Purpose: FYI
Submitted by:
Related Material: Cisneros Academic Improvement Plan_April 2025.pdf

Introduction

At Camino Nuevo Charter Academy - Sandra Cisneros Campus, we maintain an unwavering commitment to our students and families. This promise is one of both educational excellence and a joyful, affirming community. While we have made strides toward fulfilling this promise, we know we still have a ways to go.

It is with this awareness that we have developed this multifaceted improvement plan. Our approach is centered around the most important academic achievement metrics – ELA, Math, and ELD – and holistic in the path to achieve them. We are grounded in research-based best practices for educator capacity building, MTSS, and data-driven instruction; while also bringing in contextual awareness of the whole-child support that our students need in order to thrive.

The plan includes annual goals leading up to end of our next charter term (2032), all of which are broken down for all students and key subgroups, such as English Learners, Students with Disabilities, Hispanic/Latino, Socioeconomically Disadvantaged, and students experiencing Homelessness.

This equity-driven plan is sound, based on research and 25 years of Camino Nuevo experience. We will rely on both the successes and challenges of the past, as well as our research-based orientation toward innovative practices of today, in order to ensure this is a living document that fulfills our promise to the students and families of the Sandra Cisneros Campus.

Contents

- ELA Improvement
 - [Goals & Strategies](#)
- Math Improvement
 - [Goals & Strategies](#)
- ELD Improvement
 - [Goals & Strategies](#)
- [Progress Monitoring Tables](#)

Improvement Area #1: ELA

Goal 1: Improve distance from standard points as measured by the SBAC for ELA overall and for all student groups before the start of the next charter term.

	Baseline (2025)	2026	2027	2028	2029	2030	2031	2032
All	-55	≥8	≥8	≥8	≥8	≥8	≥5	-10
EL	-86.7	≥10	≥10	≥10	≥10	≥10	≥10	-26
LTEL	-98	≥12	≥12	≥12	≥12	≥12	≥12	-26
SpEd	-109.2	≥12	≥12	≥12	≥12	≥12	≥12	-37.2
Latino	-57.3	≥8	≥8	≥8	≥8	≥8	≥8	-10
SED	-58.2	≥8	≥8	≥8	≥8	≥8	≥8	-10
Homeless	-125.5	≥12	≥12	≥12	≥12	≥12	≥12	-53

Goal 2: All grade bands (1-8) and their numerically significant student groups demonstrate more than one year's progress in reading as defined by iReady's targets for median progress to typical growth.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
Grades 1-2 All Ss + Subgroups	All: 120% EL: 127% SpEd: 97% Latino: 123% SED: 122% Homeless: 125%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%
Grades 3-5 All Ss + Subgroups	All: 104% EL: 82% SpEd: 115% Latino: 109% SED: 104% Homeless: 85%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%

Grades 6-8 All Ss + Subgroups	All: 130% EL: 128% LTEL: 87% SpEd: 100% Latino: 130% SED: 122% Homeless: 111%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%
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ELA Strategies

Increased (Ongoing Investments):

- **ELA & Dual Language PLC Meetings**

Teachers meet with grade-level and/or department colleagues on a regular basis to analyze student achievement data for English and Spanish Language Arts, commit to instructional changes grounded in our instructional frameworks for literacy and dual language instruction, and co-plan lessons with these changes integrated.

- **Teacher observations, feedback, and coaching**

Every administrator on campus is also an instructional coach who has received explicit training in best practices for observation, feedback and coaching connected to our instructional frameworks. Teachers' classrooms are visited regularly (ranging from bi-weekly to multiple times a week depending on teacher need) by their coach, they receive feedback via a centralized platform (KickUp), and lessons are debriefed in one-on-one coaching meetings.

- **Annual Teacher Development Scope & Sequence**

Teachers participate in weekly professional development for at least two hours per week. Sessions are organized into a coherent scope and sequence that includes research-based practices for reading and dual language instruction.

- **ELA ELO-P Intervention after school and during intersession**

Students in need of additional support participate in Tier 2 intervention through our Expanded Learning Opportunity Program. Students are grouped based on need, ranging from foundational literacy to comprehension skills.

- **Learning Center & RSP push-in supports**

Students with IEPs receive additional Tier 3 instruction from special educators. For middle school students, this includes both a daily period of Learning Center, which includes an emphasis on reading intervention, as well as push-in support from special educators who have co-planned the literacy lessons with their general education counterparts. For elementary students, Tier 3 support is through co-planning and push-in or co-teaching with their Resource Support Program (RSP) teacher.

- **Attendance Team supports**

Our attendance team works to re-engage students and families who are at-risk-of-being or who are already chronically absent. They do this through regular phone calls and ParentSquare messages, attendance support meetings, home visits, and the SART process to ensure that students are at school and ready to engage.

- **Home Support Office supports and accountability structures**

Our Home Support Office team includes a Director of Biliteracy and English Learners, as well as a K-2 Literacy Specialist, both of whom provide guidance, support, and oversight of literacy program leaders, coaches, and teachers. They work collaboratively with the Director of Special Education and the VP of Schools (principal supervisor) to ensure coherent support.

Improved (New Additions):

- **New highly-rated K-5 curriculum that is better aligned to the science of reading**

While our previous curriculum, American Reading Company (ARC) Core, was highly rated by Ed Reports, it scored lower in Reading Foundational Skills. Conversely, our new curriculum, *Into Reading* by Houghton Mifflin Harcourt, is highly rated across the board and includes much more explicit guidance for teachers and resources for students in the area of foundational skills. This allows our ELA and SLA instruction to be more in line with the science of reading, which emphasizes explicit phonics instruction alongside knowledge building as key components of quality instruction.

- **New highly-rated 6-8 curriculum that is more conducive to quality implementation**

An additional challenge with our former curriculum was the intense amount of intellectual preparation that teachers had to engage in, which required both time and knowledge. To reduce this planning burden, which was negatively impacting the quality of instruction, we have switched to another highly rated curriculum in middle school: *EL Education*. This ensures that our middle school teachers can spend time and energy aligning the curricular resources to the needs of their students, rather than making sense of a vaguely written curriculum.

- **Embedded reading intervention to close foundational literacy skill gaps across grades 1-8**

All students in grades 1-5, and all students who need it in grades 6-8, have an intervention block during the instructional day. This includes foundational literacy skills instruction to close any phonemic awareness, phonics, and fluency gaps that are preventing students from moving from “learning to read” to “reading to learn.”

- **Foundational literacy skills assessment**

Reading intervention is designed and progress monitored through regular administration of a foundational literacy skills assessment, NAME, which provides teachers with data on the specific phonemes and additional foundational literacy skills students still need to master.

- **Integration of special educators and special education leaders into general education literacy PD**

To ensure that all teachers are equipped to support struggling students and those with IEPs, we have combined the special and general education departments for literacy PDs. This allows all teachers to increase their expertise in differentiated and scaffolded instruction, which supports students with IEPs and also benefits their general education peers.

Improvement Area #2: Math

Goal 1: Improve distance from standard points as measured by the SBAC for Math overall and for all student groups before the start of the next charter term.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
All	-71.3	≥8	≥8	≥8	≥8	≥8	≥8	-23
EL	-88.8	≥10	≥10	≥10	≥10	≥10	≥10	-28
LTEL	-132	≥12	≥12	≥12	≥12	≥12	≥12	-60
SpEd	-131.1	≥12	≥12	≥12	≥12	≥12	≥12	-59
Latino	-71.5	≥8	≥8	≥8	≥8	≥8	≥8	-23
SED	-73.3	≥8	≥8	≥8	≥8	≥8	≥8	-25
Homeless	-140.5	≥12	≥12	≥12	≥12	≥12	≥12	-68

Goal 2: All grade bands (1-8) and their numerically significant student groups demonstrate more than one year's progress in math as defined by iReady's targets for median progress to typical growth.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
Grades 1-2 All Ss + Subgroups	All: 107% EL: 113% SpEd: 83% Latino: 107% SED: 105% Homeless: 139%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%
Grades 3-5 All Ss + Subgroups	All: 96% EL: 100% SpEd: 83% Latino: 96% SED: 96% Homeless: 129%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%

Grades 6-8 All Ss + Subgroups	All: 129% EL: 129% LTEL: 118% SpEd: 53% Latino: 129% SED: 124% Homeless: 118%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%	≥100%
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Math Strategies

Increased (Ongoing Investments):

- **Math PLC Meetings**

Teachers meet with grade-level and/or department colleagues on a regular basis to analyze student achievement data in math, commit to instructional changes grounded in our instructional framework for mathematics, and co-plan lessons with these changes integrated.

- **Teacher observations, feedback, and coaching**

Every administrator on campus is also an instructional coach who has received explicit training in best practices for observation, feedback and coaching connected to our instructional frameworks. Teachers’ classrooms are visited regularly (ranging from bi-weekly to multiple times a week depending on teacher need) by their coach, they receive feedback via a centralized platform (KickUp), and lessons are debriefed in one-on-one coaching meetings.

- **Annual Teacher Development Scope & Sequence**

Teachers participate in weekly professional development for at least two hours per week. Sessions are organized into a coherent scope and sequence that includes research-based practices for math instruction.

- **Math ELO-P Intervention after school and during intersession**

Students in need of additional support participate in Tier 2 intervention through our Expanded Learning Opportunity Program. For math, this includes a focus on the pre-requisite skills needed for access to grade level standards. Some sessions are taught by Camino Nuevo staff, while others are provided via virtual, one-on-one tutoring from Mathnasium.

- **Learning Center & RSP push-in supports**

Students with IEPs receive additional Tier 3 instruction from special educators. For middle school students, this includes both a daily period of Learning Center, which includes instruction toward IEP goals related to mathematics, as well as push-in support from special educators who have co-planned the math lessons with their general education counterparts. For elementary students, Tier 3 support is through co-planning and push-in or co-teaching with their Resource Support Program (RSP) teacher.

- **Attendance Team supports**

Our attendance team works to re-engage students and families who are at-risk-of-being or who are already chronically absent. They do this through regular phone calls and ParentSquare messages, attendance support meetings, home visits, and the SART process to ensure that students are at school and ready to engage.

- **Home Support Office supports and accountability structures**

Our Home Support Office team includes a Director of Mathematics who provides guidance, support, and oversight of math program leaders, coaches, and teachers. She works collaboratively with the Director of Special Education and the VP of Schools (principal supervisor) to ensure coherent support.

Improved (New Additions):

- **Professional learning cycles related to explicit instruction in mathematics**

Teachers engage in professional learning cycles – text studies, leader-led PD sessions, observations, feedback, and coaching debriefs – to improve their explicit instruction practices in mathematics.

- **Coaching and observation feedback connected to strategic monitoring and feedback**

In order to ensure that students are mastering math objectives within the lesson, teachers are trained, supported to implement, and provided feedback on the practice of strategic monitoring. This allows teachers to collect in-the-moment data, which they can respond to through mid-lesson adjustments, as well as give quick feedback to individual students who are off-track.

- **Regular analysis of Comprehension Check assessments**

Teachers administer regular formative assessments provided by the math curriculum, which they then analyze in the context of coaching and grade-level/department PLC meetings. This allows them to reflect on their practice, grounded in student achievement outcomes, and make adjustments for the subsequent lessons to ensure standards mastery.

Improvement Area #3: ELPI

Goal 1: Improve the percent of English Learners and LTELs making progress on the ELPAC, as defined by an improved ELPI rate, before the start of the next charter term.

	Baseline (25)	YR 0 (2026)	YR 1 (2027)	YR 2 (2028)	YR 3 (2029)	YR 4 (2030)	YR 5 (2031)
All	34.4%	40%	45%	50%	55%	56%	57%
LTEL	55.6%	60%	61%	62%	63%	64%	65%

ELD Strategies

Increased (Ongoing Investments):

- **Teacher observations, feedback, and coaching**

Every administrator on campus is also an instructional coach who has received explicit training in best practices for observation, feedback and coaching connected to our instructional frameworks. Teachers' classrooms are visited regularly (ranging from bi-weekly to multiple times a week depending on teacher need) by their coach, they receive feedback via a centralized platform (KickUp), and lessons are debriefed in one-on-one coaching meetings.

- **Annual Teacher Development Scope & Sequence**

Teachers participate in weekly professional development for at least two hours per week. Sessions are organized into a coherent scope and sequence that includes research-based practices for Designated and Integrated ELD instruction.

- **ELD ELO-P Intervention after school and during intersession**

Students in need of additional support – including LTELs and upper elementary students who are at risk of becoming LTELs – participate in Tier 2 intervention through our Expanded Learning Opportunity Program. For ELD, this includes a focus on the listening, speaking, reading, and writing skills necessary to demonstrate progress on the ELPAC.

- **Learning Center & RSP push-in supports**

Students with IEPs receive additional Tier 3 instruction from special educators. For middle school students, this includes both a daily period of Learning Center, which includes instruction toward IEP goals related to ELD, as well as push-in support from special educators who have co-planned with ELD goals in mind. For elementary students, Tier 3 support is through co-planning and push-in or co-teaching with their Resource Support Program (RSP) teacher.

- **Attendance & COST Team supports**

Our attendance team works to re-engage students and families who are at-risk-of-being or who are already chronically absent. They do this through regular phone calls and ParentSquare messages, attendance support meetings, home visits, and the SART process to ensure that students are at school and ready to engage. For English Learners, attendance support also includes reassurance for families who are afraid to send their children to school due to immigration enforcement. We have multiple measures in place to support families through this, including “Camino Seguro” (a safe passage campaign), distribution of “Know Your Rights” information through ParentSquare and workshops, partnerships with immigration attorneys through Bet Tzedek, and a COST meeting structure to provide individual families with wrap-around supports.

- **Home Support Office supports and accountability structures**

Our Home Support Office team includes a Director of Biliteracy and English Learners, who provides guidance, support, and oversight for ELD program leaders, coaches, and teachers. She works collaboratively with the Director of Special Education and the VP of Schools (principal supervisor) to ensure coherent support.

Improved (New Additions):

- **New ELD curriculum that is better aligned with the expectations of the ELPAC**

Throughout the 25-26 and 26-27 school years, we are engaging in a curriculum adoption process that includes integrating ELPAC alignment into our Designated ELD instruction. We are piloting new curricula, including *English 3D* and an updated version of *Systematic ELD* (our former curriculum) and basing our final decision on both student achievement and teacher usability data. While we are engaging in this exploration of new resources, our teachers are being trained in ELPAC expectations through use of the released questions and interim assessment suite. This allows them to make curricular adjustments themselves, such as modifying tasks to align better with ELPAC question types and the ELD standards.

- **Interim ELPAC Assessments**

In order to monitor progress, students in after-school ELD intervention, as well as middle school students in Designated ELD, take the ELPAC Interim Assessment at least once prior to Summative ELPAC administration. This supports their familiarity with the test format and expectations, and provides the teachers with data to help target their instruction. Data is analyzed during professional learning sessions for instructors, where they make long-term planning adjustments to address gaps.

Progress Monitoring Tables

Area 1: ELA

Goal 1: Improve distance from standard points as measured by the SBAC for ELA overall and for all student groups before the start of the next charter term.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
All	-55							
EL	-86.7							
LTEL	-98							
SpEd	-109.2							
Latino	-57.3							
SED	-58.2							
Homeless	-125.5							

Area 1: ELA

Goal 2: All grade bands (1-8) and their numerically significant student groups demonstrate more than one year's progress in reading as defined by iReady's targets for median progress to typical growth.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
Grades 1-2 All Ss + Subgroups	All: 120% EL: 127% SpEd: 97% Latino: 123% SED: 122% Homeless: 125%	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	
Grades 3-5 All Ss + Subgroups	All: 104% EL: 82% SpEd: 115% Latino: 109% SED: 104% Homeless: 85%	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	
Grades 6-8 All Ss + Subgroups	All: 130% EL: 128% LTEL: 87% SpEd: 100% Latino: 130% SED: 122% Homeless: 111%	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	

Area 2: Math

Goal 2: Improve distance from standard points as measured by the SBAC for Math overall and for all student groups before the start of the next charter term.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
All	-71.3							
EL	-88.8							
LTEL	-132							
SpEd	-131.1							
Latino	-71.5							
SED	-73.3							
Homeless	-140.5							

Area 2: Math

Goal 2: All grade bands (1-8) and their numerically significant student groups demonstrate more than one year's progress in Math as defined by iReady's targets for median progress to typical growth.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
Grades 1-2 All Ss + Subgroups	All: 107% EL: 113% SpEd: 83% Latino: 107% SED: 105% Homeless: 139%	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	
Grades 3-5 All Ss + Subgroups	All: 96% EL: 100% SpEd: 83% Latino: 96% SED: 96% Homeless: 129%	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	All: EL: SpEd: Latino: SED: Homeless:	
Grades 6-8 All Ss + Subgroups	All: 129% EL: 129% LTEL: 118% SpEd: 53% Latino: 129% SED: 124% Homeless: 118%	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	All: EL: LTEL: SpEd: Latino: SED: Homeless:	

Improvement Area #3: ELPI Improvement

Goal 1: Improve the percent of English Learners and LTELs making progress on the ELPAC, as defined by an improved ELPI rate, before the start of the next charter term.

	Baseline: 2025	2026	2027	2028	2029	2030	2031	2032
All	34.4%							
LTEL	55.6%							

Coversheet

January 2026 Financials

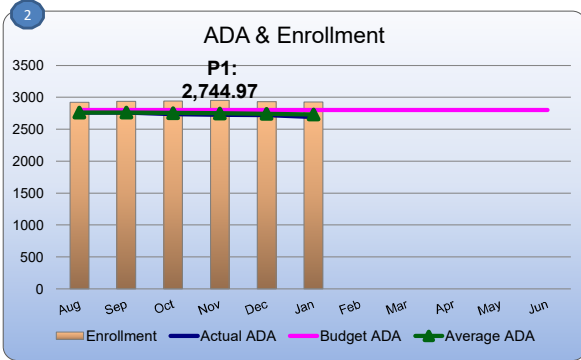
Section: XI. Financials
Item: A. January 2026 Financials
Purpose: FYI
Submitted by:
Related Material: 01.26 - CNCA Consolidated - Financial Packet.pdf

Camino Nuevo Charter Academy - Consolidated - Financial Dashboard (January 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



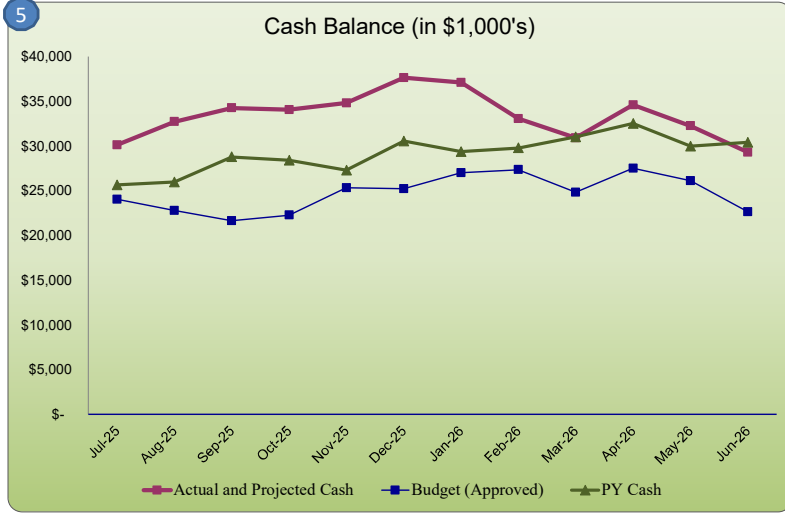
KEY POINTS

Enrollment is currently 55 students below budget, resulting in a \$725K decrease in LCFF Revenue.

Forecast includes \$3.94M of restricted one-time funds. An additional \$4.79M remains available to spend through FY28/29.

Attendance Analysis	Actual through Month 6	Forecasted P2	Budgeted P2	Budget Variance B/(W)	FY 24-25 P2
Enrollment	2,930	2,936	2,991	(55)	5,561
ADA %	93.2%	93.3%	93.7%	-0.4%	92.9%
Average ADA	2,734.44	2,738.66	2,803.98	(65.32)	5,246.18

Income Statement	Actual through 01/31/26	Year-end Forecast as of 01/31/26	FY 25-26 Budget	Budget Variance B/(W)	FY 24-25
Local Control Funding Formula	24,551,415	43,453,623	44,178,393	(724,770)	43,236,362
Federal Revenue	1,650,898	5,892,849	5,853,600	39,249	7,528,934
State Revenue	15,144,384	14,783,498	13,691,308	1,092,190	11,129,991
Other Local Revenue	2,037,094	3,209,765	2,803,061	406,704	8,748,458
Grants/Fundraising	153,240	780,227	706,216	74,011	1,521,648
TOTAL REVENUE	43,537,032	68,119,963	67,232,578	887,385	72,165,393
<i>Total per ADA</i>		24,873	23,978	896	13,756
<i>w/o Grants/Fundraising</i>		24,589	23,726	863	13,466
Certificated Salaries	10,513,315	19,055,721	19,073,525	17,804	18,036,271
Classified Salaries	4,089,702	7,830,885	8,043,735	212,850	7,327,393
Benefits	4,989,347	8,884,739	8,938,829	54,090	8,103,133
Student Supplies	2,352,977	5,303,864	5,017,994	(285,870)	5,375,743
Operating Expenses	11,963,077	24,899,625	24,014,516	(885,109)	26,670,768
Other	875,029	1,510,264	1,661,344	151,080	1,644,527
TOTAL EXPENSES	34,783,448	67,485,099	66,749,943	(735,156)	67,157,836
<i>Total per ADA</i>		24,642	23,805	(836)	12,801
NET INCOME / (LOSS)	8,753,584	634,863	482,635	152,228	5,007,557
Op Inc Excl. Non-cash Lease Exp	9,451,262	1,817,411	1,816,262	1,149	6,316,071



Year-End Cash Balance		
Projected	Budget	Variance
29,295,040	22,655,954	6,639,087

Balance Sheet	6/30/2025	12/31/2025	1/31/2026	6/30/2026 FC
Assets				
Cash, Operating	19,381,987	29,929,895	29,386,583	15,409,707
Cash, Restricted	11,026,059	7,696,802	7,714,802	13,885,332
Accounts Receivable	8,157,327	2,048,342	2,048,242	7,291,231
Due From Others	11,506	249,854	240,849	50,740
Deposits/Prepays	299,423	131,468	169,930	409,839
Net Fixed Assets	38,950,277	38,462,025	38,517,100	38,896,835
Lease Assets	23,530,977	23,294,085	23,254,137	23,079,256
Other Assets	0	0	0	0
Total Assets	101,357,556	101,812,471	101,331,643	99,022,940
Liabilities				
A/P & Payroll	4,241,555	4,558,824	4,522,669	4,651,359
Due to Others	927,215	210,593	203,357	162,823
Deferred Revenue	10,656,649	2,877,094	2,895,094	9,065,625
Lease Liabilities	23,267,091	22,945,753	22,901,359	22,664,249
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	39,839,182	39,769,397	45,579,415
Equity				
Beginning Fund Bal.	47,801,105	52,808,662	52,808,662	52,808,662
Net Income/(Loss)	5,007,557	9,164,627	8,753,584	634,863
Total Equity	52,808,662	61,973,289	61,562,246	53,443,525
Total Liabilities & Equity	101,357,556	101,812,471	101,331,643	99,022,940
Days Cash on Hand	108	165	162	85
Cash Reserve %	29.5%	45.2%	44.4%	23.3%



Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday April 14, 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	152,303	(34,738)	168,728	195,066	(26,338)	144,430	163,417	(18,987)	61,250	106,316	(45,066)	115,165	150,134	(34,969)	-	607,138	767,236	(160,098)
1175 Teachers' Salaries - Stipend/Extra Duty	186,470	210,045	(23,575)	138,700	222,480	(83,780)	227,122	186,561	40,561	210,160	163,441	46,719	144,000	162,560	(18,560)	-	906,452	945,088	(38,636)
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1215 Certificated Pupil Support - Psychologist	80,520	77,318	3,203	93,809	90,010	3,799	95,307	91,513	3,795	57,926	55,607	2,319	66,719	64,069	2,650	-	394,282	378,517	15,765
1299 Certificated Pupil Support - Other	258,325	255,300	3,025	210,959	205,180	5,779	214,329	208,608	5,720	130,264	126,757	3,507	150,039	146,049	3,990	-	963,916	941,895	22,021
1300 Certificated Supervisors' & Administrators' Salaries	897,386	900,865	(3,479)	755,517	751,499	4,018	987,788	1,002,358	(14,570)	539,624	541,871	(2,247)	836,143	794,555	41,588	-	4,016,458	3,991,147	25,311
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 1000 - Certificated Salaries	3,797,793	3,808,894	(11,101)	4,226,067	4,299,106	(73,039)	4,770,098	4,649,159	120,939	2,854,899	2,953,385	(98,486)	3,424,668	3,345,177	79,491	-	19,073,525	19,055,721	17,804
2000 - Classified Salaries																			
2111 Instructional Aide & Other Salaries	569,379	587,848	(18,470)	592,385	572,261	20,123	603,348	590,263	13,085	436,747	472,348	(35,601)	315,376	232,139	83,237	-	2,517,233	2,454,859	62,374
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	51,600	39,330	12,270	-	-	51,600	39,330
2131 Classified Teacher Salaries	218,044	197,121	20,923	82,178	115,489	(33,312)	212,565	137,874	74,691	20,597	61,301	(40,704)	-	-	-	-	533,384	511,786	21,598
2200 Classified Support Salaries	218,835	203,179	15,656	159,567	167,503	(7,936)	212,760	215,583	(2,823)	122,775	127,147	(4,372)	111,624	94,090	17,535	-	825,561	807,501	18,060
2300 Classified Supervisors' & Administrators' Salaries	65,526	75,772	(10,246)	114,521	114,644	(123)	25,430	25,193	237	15,456	15,311	145	55,332	95,152	(39,820)	-	276,265	326,072	(49,807)
2400 Classified Office Staff Salaries	325,703	291,875	33,828	240,920	240,920	6,348	462,793	33,213	281,657	259,657	228,443	31,213	281,657	308,072	(26,415)	-	1,577,078	1,496,530	80,547
2900 Other Classified Salaries	395,548	409,249	(13,701)	477,522	482,730	(5,209)	557,565	536,459	21,106	368,221	354,851	13,370	463,759	411,517	52,241	-	2,262,615	2,194,807	67,808
Total 2000 - Classified Salaries	1,793,035	1,765,044	27,990	1,673,440	1,693,548	(20,108)	2,074,460	1,932,592	141,868	1,223,452	1,259,401	(35,948)	1,279,348	1,180,300	99,048	-	8,043,735	7,830,885	212,850
3000 - Employee Benefits																			
3111 STRS - State Teachers Retirement System	725,378	694,516	30,862	807,179	814,597	(7,418)	911,089	859,427	51,662	545,286	565,549	(20,263)	654,112	646,727	7,385	-	3,643,043	3,580,815	62,228
3212 PERS - Public Employee Retirement System	480,713	501,528	(20,815)	448,649	446,557	2,092	556,163	534,089	22,074	328,008	335,473	(7,465)	342,993	309,507	33,486	-	2,156,525	2,127,153	29,372
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	111,168	117,433	(6,265)	103,753	105,675	(1,922)	128,617	125,433	3,183	75,854	77,962	(2,108)	79,320	74,098	5,222	-	498,712	500,601	(1,890)
3331 MED - Medicare	81,067	79,954	1,113	85,543	85,986	(443)	99,246	94,623	4,623	59,136	60,671	(1,535)	68,208	65,755	2,454	-	393,200	386,988	6,212
3401 H&W - Health & Welfare	409,319	442,726	(33,407)	424,364	513,253	(88,889)	479,179	421,849	57,330	287,128	310,023	(22,894)	384,377	387,820	(3,442)	-	1,984,368	2,075,670	(91,302)
3501 SUI - State Unemployment Insurance	2,795	3,454	(659)	3,995	3,636	3,995	3,422	2,950	(573)	2,039	2,555	(516)	13,559	2,352	11,207	-	16,466	16,466	(2,908)
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	(13,333)	13,333	-	(15,516)	15,516	-	(2,145)	2,145	-	(9,605)	9,605	-	(11,525)	11,525	-	-	(52,125)	52,125
Total 3000 - Employee Benefits	1,863,052	1,878,939	(15,887)	1,930,399	2,009,286	(78,887)	2,237,354	2,099,457	137,897	1,334,232	1,379,663	(45,430)	1,573,792	1,517,394	56,398	-	8,938,829	8,884,739	54,090
4000 - Supplies																			
4111 Core Curricula Materials	156,580	156,580	-	148,234	148,234	-	195,501	195,501	-	54,580	25,199	29,381	62,141	112,141	(50,000)	-	617,036	637,655	(20,619)
4211 Books & Other Reference Materials	3,000	4,000	(1,000)	5,000	5,000	-	6,700	6,700	-	3,000	3,500	(500)	15,000	15,000	-	-	32,700	34,200	(1,500)
4311 Student Materials	83,222	82,862	360	81,563	81,563	-	94,859	104,079	(9,220)	65,285	100,752	(35,467)	98,643	78,803	19,840	-	423,572	448,059	(24,487)
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	-	52,800	52,800	-	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	7,500	-	-	28,351	31,426	(3,075)
4393 PE & Sports Equipment	5,000	5,000	-	700	700	-	3,800	3,800	-	3,000	3,000	-	2,500	2,500	-	-	14,300	15,000	(700)
4395 Before & After School Program Supplies	230,500	245,500	(15,000)	186,000	150,000	36,000	333,200	353,200	(20,000)	70,500	42,750	27,750	7,000	7,000	-	-	827,200	798,450	28,750
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	294,666	(14,982)	230,389	196,647	33,742	411,854	432,320	(20,466)	98,999	77,374	21,625	93,099	109,710	(16,611)	-	1,114,025	1,110,717	3,308
4411 Non Capitalized Equipment	70,000	70,000	(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	600,993	7,267	405,605	460,522	(54,918)	550,019	580,607	(30,587)	241,233	279,817	(38,584)	231,156	204,308	26,848	-	2,036,272	2,126,247	(89,975)
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	1,272,145	1,295,500	(23,355)	1,109,170	1,139,684	(30,514)	1,372,104	1,449,564	(77,460)	558,656	584,617	(25,960)	705,919	834,499	(128,580)	-	5,017,994	5,303,864	(285,870)
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	18,877	228	18,577	19,119	(542)	34,775	34,551	224	-	142,223	141,913	310
5451 General Insurance	-	-	-	-	-	-	61,489	56,783	4,706	-	-	-	1,904	1,904	-	-	63,393	58,687	4,706
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	228,606	(123,456)	93,845	93,845	-	103,397	203,397	(100,000)	131,280	140,692	(9,413)	92,645	92,645	-	-	526,318	759,186	(232,869)
5599 Other Facility Operations & Utilities	86,778	86,778	-	79,580	79,580	-	149,623	179,623	(30,000)										

	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				
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	88,980	(134)	101,891	99,975	1,917	103,857	101,239	2,618	62,536	61,598	937	84,654	82,744	1,910	-	441,784	434,536	7,248	
5872 Special Education Fees (SELPA)	136,227	134,803	1,424	158,488	153,767	4,721	161,228	155,273	5,955	97,974	95,648	2,326	112,887	110,097	2,789	-	666,803	649,588	17,215	
5881 Intra-Agency Fees	1,347,418	1,331,628	15,790	1,452,987	1,414,975	38,012	1,521,354	1,460,634	60,720	906,644	872,620	34,024	1,193,476	1,165,400	28,076	-	6,421,880	6,245,258	176,622	
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5899 All Other Expenses	20,198	24,018	(3,820)	14,221	20,849	(6,628)	21,245	21,245	-	16,330	20,330	(4,000)	17,625	17,625	-	-	89,619	104,067	(14,448)	
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)	1,248	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	2,500	(1,250)	6,324	6,324	-	2,000	2,000	-	5,000	5,000	-	-	15,374	16,624	(1,250)	
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	6,306,567	(253,057)	4,978,368	5,009,202	(30,834)	5,680,568	6,014,484	(333,917)	3,641,958	3,608,844	33,115	3,660,111	3,960,528	(300,417)	-	24,014,516	24,899,625	(885,109)	
6000 - Capital Outlay																				
6901 Depreciation Expense	284,328	223,954	60,374	677,169	653,350	23,819	215,778	176,196	39,582	122,156	102,994	19,162	183,544	175,403	8,142	-	1,482,976	1,331,896	151,080	
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 - Capital Outlay	284,328	223,954	60,374	677,169	653,350	23,819	215,778	176,196	39,582	122,156	102,994	19,162	183,544	175,403	8,142	-	1,482,976	1,331,896	151,080	
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	15,278,899	(215,036)	14,772,982	14,982,544	(209,562)	16,350,362	16,321,452	28,910	9,735,354	9,888,903	(153,549)	10,827,383	11,013,302	(185,919)	-	66,749,943	67,485,099	(735,156)	
NET INCOME	80,796	272,679	191,883	149,840	22,932	(126,907)	135,328	196,147	60,819	39,015	1,745	(37,270)	77,656	141,359	63,703	-	482,635	634,863	152,228	
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	272,679		149,840	22,932		135,328	196,147		39,015	1,745		77,656	141,359			482,635	634,863		
Change in Accounts Receivable																				
Prior Year Accounts Receivable	1,959,486	994,648		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	7,646,811		
Current Year Accounts Receivable	(1,739,837)	(1,650,291)		(1,473,057)	(1,536,967)		(1,678,599)	(1,766,245)		(1,157,258)	(1,026,795)		(1,006,995)	(800,418)			(7,055,745)	(6,780,715)		
Change in Due from		2,591			(35)			4,721						1,697		(48,208)		(39,234)		
Change in Accounts Payable	(21,264)	(30,769)		(12,493)	(36,998)		(33,685)	(52,462)		(23,799)	620,567		(10,916)	(15,263)	(220)	(109,349)	484,854			
Change in Due to	(82,730)	(80,674)		(153,458)	(132,599)		(229,821)	(159,103)		(172,337)	(105,328)		(346,908)	(116,734)	(169,955)	(985,254)	(764,392)			
Change in Accrued Vacation																				
Change in Payroll Liabilities		(84,365)			(105,133)			52,060			(65,163)			158,385	(30,835)			(75,050)		
Change in Current Lease Payable	7,149	(7,548)			(10,826)			(17,791)												
Change in Lease Assets	162,631	177,329			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)	648,557		(197,056)	(516,617)		(232,085)	(890,295)		(69,080)	(367,432)		(73,532)	(465,237)		(857,626)	(1,591,024)			
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	223,954		677,169	653,350		215,778	176,196		122,156	102,994		183,544	175,403			1,482,976	1,331,896		
Cash Flow from Investing Activities																				
Capital Expenditures		(386,608)			(119,320)		(264,000)	(326,564)		(60,000)	(128,137)			(317,825)			(324,000)	(1,278,454)		
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	7,112,936		4,402,789	4,517,096		7,075,022	8,736,832		2,968,751	4,379,283		3,712,098	4,519,077	116,959		22,805,302	29,446,160		



Camino Nuevo Charter Academy - Consolidated Financial Analysis January 2026

Net Income

Camino Nuevo Charter Academy - Consolidated is projected to achieve a net income of \$635K in FY25-26 compared to \$483K in the board approved budget. Reasons for this positive \$152K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2026, the school's unrestricted cash balance was \$29.39M. By June 30, 2026, the school's unrestricted cash balance is projected to be \$15.41M, which represents a 23% 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 January 31, 2026, the Accounts Receivable balance was \$2.05M.

As of January 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$4.52M, compared to \$4.56M in the prior month.

As of January 31, 2026, 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 \$68.12M, which is \$887K or 1.3% over budgeted revenue of \$67.23M.

Prop 28 Arts & Music (8596) \$205K 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) \$651K 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) \$330K increase in interest revenue upon the receipt of LACOE's fourth quarter adjustments from prior year.

Expenses

Total expenses for FY25-26 are projected to be \$67.49M, which is \$735K or 1.1% over budgeted expenditures of \$66.75M.

Teachers' Salaries - Substitute (1170) \$160K 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.

Housekeeping Services (5531) \$233K over budget due to substitute janitorial services needed to cover vacancies at school sites and for night custodians. In addition, some sites have extended their night time custodians.

Contracted Substitute Teachers (5841) \$160K over budget because of teacher vacancies and absenteeism.

Special Education Services (5842) \$417K over budget. This increase is large due to substitute expenses related to SPED staff.

Non Public School (5843) \$82K under budget largely due to Cisneros no longer needing this service for one student.

All Other Consultants & Services (5859) \$189K 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 2,738.66 based on enrollment of 2,936 and a 93.3% attendance rate.

Actual ADA through Month 6 is 2,734.44 with ending enrollment of 2,930 and a 93.2% attendance rate.

In Month 6, ADA was 2,692.11 with a 91.9% attendance rate.

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

Camino Nuevo Charter Academy - Consolidated
 2025-26 Cash Flow Forecast
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	2025-26 Trend	Actuals as of 1/31/2026													FORECAST Jul-25 - Jun-26	Budget Variance		
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL										
		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		Jul-25 - Jun-26	Better / (Worse)	% Better / (Worse)
# of School Days in Month		0	15	20	20	15	10	17	19	20	17	21	9		183			
Enrollment	2,936														2,936	(55)	-2%	
Unduplicated Pupil Percentage	97.38%														97.38%			
ADA	2,738.66														2,738.66	(65.32)		
ADA Rate	93.32%														93.32%			
Income																		
8011-8098 - Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	26,112,256	1,335,314	1,335,314	2,403,566	2,403,566	2,403,566	2,403,566	2,403,566	2,307,028	2,307,028	2,307,028	2,307,028	-	2,195,687	26,112,256	(1,602,650)	-6%	
8012 Education Protection Account	5,785,755	-	-	1,488,078	-	-	1,488,075	-	-	-	1,373,280	-	-	1,436,323	5,785,755	986,293	21%	
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 In Lieu of Property Taxes	11,555,612	145,249	1,992,035	949,904	193,666	949,904	1,706,142	949,904	1,571,122	785,561	785,561	785,561	785,561	(44,557)	11,555,612	(108,412)	-1%	
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 8011-8098 - Local Control Funding Formula Sources	43,453,623	1,480,563	3,327,349	4,841,548	2,597,232	3,353,470	5,597,783	3,353,470	3,878,149	3,092,589	4,465,868	3,092,589	785,561	3,587,452	43,453,623	(724,770)	-2%	
8100-8299 - Federal Revenue																		
8181 Special Education - Federal (IDEA)	706,109	8,876	121,723	58,043	11,834	58,045	104,256	58,045	96,003	48,002	48,002	48,002	48,002	(2,723)	706,109	(24,665)	-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	1,478,259	-	-	-	-	-	-	-	-	-	1,108,694	-	-	369,565	1,478,259	(41,697)	-3%	
Total 8100-8299 - Other Federal Income	5,892,849	8,876	121,723	313,848	87,070	97,775	629,229	392,376	313,696	207,513	1,701,928	228,781	250,050	1,539,985	5,892,849	39,249	1%	
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	-	-	-	-	-	-	77	75,608	624	1%	
8561 State Lottery - Non Prop 20	544,192	-	-	-	-	-	232,779	-	-	-	136,048	-	-	175,365	544,192	(15,179)	-3%	
8562 State Lottery - Prop 20	234,862	-	-	-	-	-	-	-	-	-	-	-	-	234,862	234,862	(5,287)	-2%	
8560 Lottery Revenue	779,054	-	-	-	-	-	232,779	-	-	-	136,048	-	-	410,227	779,054	(20,466)	-3%	
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	746,474	-	-	-	-	-	-	475,393	-	-	-	-	-	-	746,474	-	-	
8592 State Mental Health	233,416	11,941	11,941	21,494	21,494	21,494	21,494	21,494	21,173	21,016	21,016	21,016	-	17,844	233,416	6,518	3%	
8593 After School Education & Safety	813,931	-	-	-	-	-	-	-	-	-	203,483	-	-	610,449	813,931	-	-	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8595 Expanded Learning Opportunity Program	5,879,465	2,176,873	233,144	419,660	419,660	419,660	419,660	419,660	516,951	529,152	529,152	529,152	-	(733,259)	5,879,465	213,796	4%	
8596 Prop 28 Arts & Music	467,261	1,032,817	30,843	55,519	55,519	55,519	55,519	55,519	46,986	42,054	42,054	42,054	-	(1,047,141)	467,261	205,232	78%	
8599 State Revenue - Other	5,282,961	7,335,490	-	-	660,775	287,855	-	-	-	-	1,320,740	-	-	(4,321,899)	5,282,961	650,510	14%	
Total 8300-8599 - Other State Income	14,783,430	10,557,121	275,928	496,673	1,157,448	794,586	805,052	1,057,576	641,007	633,681	2,466,751	639,209	52,516	(4,794,051)	14,783,498	1,092,190	8%	
8600-8799 - Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	2,167	-	-	-	-	-	-	2,167	-	-	-	-	-	-	2,167	2,167	100%	
8660 Interest & Dividend Income	464,968	-	5,252	12,750	7,348	4,537	117,139	218,632	18,433	18,433	18,433	18,433	18,433	7,144	464,968	329,968	244%	
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	712,802	-	50,000	15,092	6,092	7,700	9,972	9,801	752	-	8,988	1,316	439,926	163,162	712,802	21,586	3%	
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	50,900	509	2,746	7,550	60	2,788	34,764	6,166	-	-	-	-	-	12,842	67,425	52,425	350%	
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8697 E-Rate	64,247	331	65	65	-	5,800	5,800	5,800	6,965	6,965	6,965	6,965	6,965	11,560	64,247	(571)	-1%	
8698 SELPA Grants	82,387	-	-	-	-	8,691	73,696	-	-	-	-	-	-	-	82,387	82,387	100%	
8699 All Other Local Revenue	-	218,326	1,991	(218,326)	15	-	10,034	(100)	-	-	-	-	-	0	11,940	11,940	100%	
8792 Transfers of Apportionments - Special Education	2,541,833	31,950	438,178	208,945	42,600	208,946	375,292	208,946	345,592	172,796	172,796	172,796	172,796	(9,801)	2,541,833	(61,411)	-2%	
Total 8600-8799 - Other Income-Local	3,919,304	251,116	498,232	26,076	56,115	238,463	626,697	451,412	371,743	198,194	207,183	199,511	638,121	184,906	3,947,769	438,492	12%	

Camino Nuevo Charter Academy - Consolidated
 2025-26 Cash Flow Forecast
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	2025-26 Trend	Actuals as of 1/31/2026												FORECAST Jul-25 - Jun-26	Budget Variance		
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Feb-26	Mar-26	Apr-26	May-26	Jun-26		Accrual	Better / (Worse)	% Better / (Worse)
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26									
5311 Dues & Memberships	141,913	55,763	5,871	5,932	6,224	2,780	1,140	150	12,811	12,811	12,811	12,811	12,811	-	141,913	310	0%
5451 General Insurance	58,657	38,578	-	-	-	1,904	-	18,205	-	-	-	-	-	-	58,687	4,706	7%
5511 Utilities	1,057,253	25,221	56,639	51,880	159,919	47,432	46,660	51,306	103,033	103,033	103,033	103,033	103,033	103,033	1,057,253	3,387	0%
5521 Security Services	276,500	42,497	34,903	25,019	17,316	21,021	20,760	21,830	18,631	18,631	18,631	18,631	18,631	-	276,500	(22,800)	-9%
5531 Housekeeping Services	759,186	7,150	31,205	17,151	121,484	9,356	29,661	27,940	121,484	121,484	121,484	121,484	121,484	-	759,186	(232,869)	-44%
5599 Other Facility Operations & Utilities	544,023	25,811	21,396	28,723	48,150	13,758	65,978	14,956	65,050	65,050	65,050	65,050	65,050	-	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	74,810	94,424	94,424	94,424	94,424	94,424	-	1,107,788	0	-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	155,660	1,542	2,876	1,632	4,251	30,186	3,514	(297,179)	81,768	81,768	81,768	81,768	81,768	-	155,660	(2,354)	-2%
5621 Equipment Lease	235,663	29,243	46,719	8,301	20,081	1,109	41,162	20,599	13,690	13,690	13,690	13,690	13,690	-	235,663	(3,894)	-2%
5631 Vendor Repairs	1,112,805	64,959	108,249	54,842	59,009	60,402	80,624	26,376	109,724	109,724	109,724	109,724	109,724	109,724	1,112,805	(43,600)	-4%
5812 Field Trips & Pupil Transportation	955,792	2,223	8,744	28,115	42,334	120,791	49,887	32,413	134,257	134,257	134,257	134,257	134,257	-	955,792	(3,000)	0%
5821 Legal	68,807	1,874	(6,166)	1,642	4,825	3,969	7,170	8,475	11,882	11,882	11,882	11,882	11,882	-	81,199	(46,199)	-132%
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831 Advertisement & Recruitment	68,712	58	504	2,253	463	145	794	729	12,753	12,753	12,753	12,753	12,753	-	68,712	(6,000)	-10%
5841 Contracted Substitute Teachers	216,143	5,144	5,070	18,720	39,660	39,921	31,310	22,094	9,037	9,037	9,037	9,037	9,037	9,037	216,143	(160,493)	-288%
5842 Special Education Services	2,088,540	31,431	26,528	72,129	145,241	252,641	146,391	156,642	209,590	209,590	209,590	209,590	209,590	209,590	2,088,540	(417,275)	-25%
5843 Non Public School	228,186	-	-	4,390	-	67,700	36,045	9,592	9,592	9,592	9,592	9,592	9,592	-	228,186	82,486	27%
5844 After School Services	813,931	-	-	-	147,987	73,994	73,994	73,994	81,393	81,393	81,393	81,393	81,393	36,997	813,931	(0)	-
5849 Other Student Instructional Services	5,077,312	200,250	-	25,000	746,571	718,595	463,818	607,562	449,315	449,315	449,315	449,315	449,315	68,939	5,077,312	54,630	1%
5852 PD Consultants & Tuition	446,989	1,500	32,115	34,899	6,500	-	176,063	48,475	29,487	29,487	29,487	29,487	29,487	-	446,989	(10,349)	-2%
5854 Nursing & Medical (Non-IEP)	28,110	-	-	2,798	1,479	-	-	-	4,767	4,767	4,767	4,767	4,767	-	28,110	0	-
5859 All Other Consultants & Services	1,201,162	58,035	133,134	106,579	54,261	245,632	27,562	168,690	81,454	81,454	81,454	81,454	81,454	-	1,201,162	(188,678)	-19%
5861 Non Instructional Software	532,194	292,171	15,608	98,670	28,264	1,550	6,113	(4,038)	18,771	18,771	18,771	18,771	18,771	-	532,194	(43,328)	-9%
5865 Fundraising Cost	5,876	3,600	-	924	-	181	25	1,164	-	-	-	-	-	-	5,894	(5,894)	100%
5871 District Oversight Fees	434,536	5,218	72,669	34,616	6,958	34,616	62,274	34,616	36,714	36,714	36,714	36,714	36,714	-	434,536	7,248	2%
5872 Special Education Fees (SELPA)	649,588	8,166	111,980	53,396	10,886	53,396	95,906	53,396	87,487	43,744	43,744	43,744	43,744	-	649,588	17,215	3%
5881 Intra-Agency Fees	6,245,258	-	1,605,470	-	-	(3,801)	-	1,254,087	594,767	551,571	422,094	686,561	425,310	709,199	6,245,258	176,622	3%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5898 Uncategorized Expense	-	-	-	28	(28)	-	978	(978)	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	104,067	1,074	10,687	1,438	21,187	6,779	15,169	11,463	7,254	7,254	7,254	7,254	7,254	-	104,067	(14,448)	-16%
5911 Office Phone	91,951	5,553	1,925	7,509	2,424	-	12,217	-	12,076	12,076	12,076	12,076	12,076	-	91,951	384	0%
5913 Mobile Phone	4,908	363	-	1,052	-	-	-	2,772	144	144	144	144	144	-	4,908	(852)	-21%
5921 Internet	80,309	6,400	6,400	6,400	-	6,400	6,405	6,424	8,376	8,376	8,376	8,376	8,376	-	80,309	714	1%
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5931 Postage & Shipping	16,624	71	858	1,417	1,101	242	1,586	748	2,120	2,120	2,120	2,120	2,120	-	16,624	(1,250)	-8%
5999 Other Communications	8,076	645	640	655	645	630	615	625	724	724	724	724	724	-	8,076	(516)	-7%
Total 5000 - Operating Services	24,887,186	1,008,163	2,428,268	787,709	1,692,652	1,924,075	1,636,036	2,486,174	2,431,707	2,344,768	2,215,291	2,479,758	2,218,506	1,246,518	24,899,625	(885,109)	-4%
6000 - Capital Outlay																	
6901 Depreciation Expense	1,335,810	116,198	116,366	116,356	116,793	107,520	105,821	105,745	107,832	108,987	109,487	110,484	110,308	-	1,331,896	151,080	10%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	1,335,810	116,198	116,366	116,356	116,793	107,520	105,821	105,745	107,832	108,987	109,487	110,484	110,308	-	1,331,896	151,080	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	69,135,855	3,532,116	5,596,486	4,296,142	5,110,302	5,172,713	5,409,810	5,665,877	6,204,889	6,346,901	6,034,471	6,369,839	6,173,667	1,571,884	67,485,099	(735,156)	-1%
NET INCOME	(1,044,426)	8,765,560	(1,373,255)	1,383,332	(1,165,933)	(671,083)	2,226,006	(411,043)	(1,000,295)	(2,214,923)	2,807,258	(2,209,750)	(4,447,420)	(1,053,591)	634,863	152,228	32%
Operating Income															1,966,760		
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	37,101,386	33,072,778	30,911,256	34,599,417	32,258,559	29,295,040	30,408,047	7,112,518	
Cash Flow from Operating Activities																	
Net Income	(1,044,426)	8,765,560	(1,373,255)	1,383,332	(1,165,933)	(671,083)	2,226,006	(411,043)	(1,000,295)	(2,214,923)	2,807,258	(2,209,750)	(4,447,420)	(1,053,591)	634,863	152,228	
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	-	3,470,544	1,404,016	711,271	318,880	-	204,274	100	-	441,420	1,030,320	34,853	31,133	-	7,646,811	(104,588)	
Current Year Accounts Receivable	(6,780,715)	-	-	-	-	-	-	-	-	-	-	-	-	(6,780,715)	(6,780,715)	275,030	
Change in Due from	-	(345,481)	(94,955)	(221,734)	(147,768)	717,190	(145,600)	9,005	185,614	-	4,495	-	-	-	(39,234)	(39,234)	

Camino Nuevo Charter Academy - Consolidated
 2025-26 Cash Flow Forecast
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	2025-26 Trend	ACTUAL							Actuals as of 1/31/2026					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	484,854	(1,576,286)	1,629,762	(2,021,982)	27,646	(99,101)	(136,594)	1,316,349	(1,823,111)	-	-	-	1,596,287	1,571,884	484,854	594,203	
Change in Due to	(764,392)	(523,954)	1,475	(7,236)	(4,407)	(177,191)	(5,309)	(7,236)	-	-	(130,953)	-	(1,472)	91,892	(764,392)	220,862	
Change in Current Lease Payable	(26,707)	(51,597)	(53,500)	(51,861)	(55,994)	(56,127)	(52,260)	(44,394)	(47,907)	(48,031)	(48,155)	(48,279)	(44,738)	545,992	(56,849)	-	
Change in Lease Assets	423,350	39,151	39,283	39,415	39,548	39,681	39,814	39,948	35,462	35,585	35,709	35,833	32,293	-	451,721	-	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	(75,050)	(462,768)	652,820	282,978	703,018	655,591	662,185	(1,352,505)	(1,216,369)	-	-	-	-	-	(75,050)	(75,050)	
Change in Prepaid Expenditures	(110,416)	203,979	(5)	(9,014)	(8,613)	(742)	(17,651)	(38,461)	-	-	-	-	(239,909)	-	(110,416)	343,821	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(1,591,024)	(9,897,691)	324,811	1,568,326	-	225,000	-	18,000	-	-	-	-	-	6,170,531	(1,591,024)	(733,398)	
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	1,331,896	116,198	116,366	116,356	116,793	107,520	105,821	105,745	107,832	108,987	109,487	110,484	110,308	-	1,331,896	(151,080)	
Cash Flow from Investing Activities																	
Capital Expenditures	(1,278,454)	(19,488)	(46,325)	(39,107)	(13,107)	-	(72,775)	(160,820)	(269,833)	(273,000)	(120,000)	(264,000)	-	-	(1,278,454)	(954,454)	
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	20,009,945	30,126,213	32,726,705	34,267,984	34,078,046	34,818,785	37,626,697	37,101,386	33,072,778	30,911,256	34,599,417	32,258,559	29,295,040	29,295,040	29,295,040		

Coversheet

Second Interim (January Financials) Submitted to LAUSD

Section: XI. Financials
Item: B. Second Interim (January Financials) Submitted to LAUSD
Purpose: Vote
Submitted by:
Related Material: CNCA#1 - FY25-26 - 2nd Interim - Fund 62.pdf
CNCA#2 - FY25-26 - 2nd Interim - Fund 62.pdf
CNCA#3 - FY25-26 - 2nd Interim - Fund 62.pdf
CNCA#4 - FY25-26 - 2nd Interim - Fund 62.pdf
CNHS#2 - FY25-26 - 2nd Interim - Fund 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	4,944,547.00	8,898,009.17	13,405.74	0.2%
2) Federal Revenue		8100-8299	1,519,770.43	1,519,770.43	392,014.07	1,523,506.80	3,736.37	0.2%
3) Other State Revenue		8300-8599	3,890,004.67	3,890,004.67	3,748,808.73	4,112,269.84	222,265.17	5.7%
4) Other Local Revenue		8600-8799	850,280.38	850,280.38	484,134.58	1,017,792.35	167,511.97	19.7%
5) TOTAL, REVENUES			15,144,658.91	15,144,658.91	9,569,504.38	15,551,578.16		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,797,793.12	3,797,793.12	2,133,177.23	3,808,894.22	(11,101.10)	-0.3%
2) Classified Salaries		2000-2999	1,793,034.85	1,793,034.85	907,154.47	1,765,044.40	27,990.45	1.6%
3) Employee Benefits		3000-3999	1,863,051.60	1,863,051.60	1,061,204.13	1,878,939.24	(15,887.64)	-0.9%
4) Books and Supplies		4000-4999	1,272,145.21	1,272,145.21	519,418.47	1,295,500.36	(23,355.15)	-1.8%
5) Services and Other Operating Expenses		5000-5999	6,053,509.89	6,053,509.89	2,988,318.56	6,306,566.57	(253,056.68)	-4.2%
6) Depreciation and Amortization		6000-6999	284,328.14	284,328.14	127,508.77	223,954.11	60,374.03	21.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			15,063,862.81	15,063,862.81	7,736,781.63	15,278,898.90		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			80,796.10	80,796.10	1,832,722.75	272,679.26		
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	1,832,722.75	272,679.26		
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		8,061,425.21		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	3,410,199.93	3,410,199.93		3,089,036.46		
b) Restricted Net Position		9797	163,060.56	163,060.56		369,725.53		
c) Unrestricted Net Position		9790	3,388,861.73	3,388,861.73		4,602,663.22		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	5,344,466.47	5,344,466.47	2,822,356.00	5,077,263.85	(267,202.62)	-5.0%
Education Protection Account State Aid - Current Year		8012	1,157,189.80	1,157,189.80	718,114.00	1,422,710.98	265,521.18	22.9%
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	1,404,077.00	2,398,034.34	15,087.18	0.6%
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	4,944,547.00	8,898,009.17	13,405.74	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	126,254.07	618,227.71	42,109.05	7.3%
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	85,796.00	146,532.52	(2,763.65)	-1.9%
Title I, Part A, Basic	3010	8290	262,861.00	262,861.00	146,518.00	283,789.00	20,928.00	8.0%
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	26,687.00	26,687.00	15,905.00	29,993.00	3,306.00	12.4%
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	12,724.00	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	4,817.00	399,859.81	(58,188.04)	-12.7%
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	392,014.07	1,523,506.80	3,736.37	0.2%
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	28,431.56	143,556.38	8,107.76	6.0%
Mandated Costs Reimbursements		8550	11,773.73	11,773.73	11,773.00	11,773.00	(.73)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	163,341.06	163,341.06	36,844.97	161,373.42	(1,967.64)	-1.2%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,525,988.37	1,525,988.37	1,289,119.54	1,684,688.97	158,700.60	10.4%
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	198,916.34	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	290,824.00	30,840.28	30,840.28	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	1,892,899.32	1,558,288.81	26,584.90	1.7%
TOTAL, OTHER STATE REVENUE			3,890,004.67	3,890,004.67	3,748,808.73	4,112,269.84	222,265.17	5.7%

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	2,166.85	2,166.85	2,166.85	New
Interest		8660	25,000.00	25,000.00	89,478.35	103,000.00	78,000.00	312.0%
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	326,231.48	544,866.60	13,026.93	2.4%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	293,440.71	293,440.71	66,257.90	367,758.90	74,318.19	25.3%
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			850,280.38	850,280.38	484,134.58	1,017,792.35	167,511.97	19.7%
TOTAL, REVENUES			15,144,658.91	15,144,658.91	9,569,504.38	15,551,578.16		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,561,561.33	2,561,561.33	1,417,202.28	2,575,410.85	(13,849.52)	-0.5%
Certificated Pupil Support Salaries		1200	338,845.70	338,845.70	192,176.56	332,618.10	6,227.60	1.8%
Certificated Supervisors' and Administrators' Salaries		1300	897,386.09	897,386.09	523,798.39	900,865.27	(3,479.18)	-0.4%
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	2,133,177.23	3,808,894.22	(11,101.10)	-0.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	787,422.25	787,422.25	386,482.43	784,969.42	2,452.83	0.3%
Classified Support Salaries		2200	218,835.00	218,835.00	109,390.74	203,178.70	15,656.30	7.2%
Classified Supervisors' and Administrators' Salaries		2300	65,526.13	65,526.13	45,248.01	75,771.87	(10,245.74)	-15.6%
Clerical, Technical and Office Salaries		2400	325,703.12	325,703.12	147,134.64	291,874.98	33,828.14	10.4%
Other Classified Salaries		2900	395,548.35	395,548.35	218,898.65	409,249.43	(13,701.08)	-3.5%
TOTAL, CLASSIFIED SALARIES			1,793,034.85	1,793,034.85	907,154.47	1,765,044.40	27,990.45	1.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	725,378.49	725,378.49	374,454.11	694,516.08	30,862.41	4.3%
PERS		3201-3202	480,712.63	480,712.63	271,527.44	501,527.72	(20,815.09)	-4.3%
OASDI/Medicare/Alternative		3301-3302	192,235.18	192,235.18	107,460.46	197,386.94	(5,151.76)	-2.7%
Health and Welfare Benefits		3401-3402	409,318.83	409,318.83	279,878.53	442,726.24	(33,407.41)	-8.2%
Unemployment Insurance		3501-3502	2,795.41	2,795.41	2,187.47	3,454.26	(658.85)	-23.6%
Workers' Compensation		3601-3602	52,611.06	52,611.06	39,029.47	52,661.39	(50.33)	-0.1%

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	(13,333.35)	(13,333.39)	13,333.39	New
TOTAL, EMPLOYEE BENEFITS			1,863,051.60	1,863,051.60	1,061,204.13	1,878,939.24	(15,887.64)	-0.9%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	156,579.92	156,579.92	55,444.01	156,579.92	0.00	0.0%
Books and Other Reference Materials		4200	3,000.00	3,000.00	3,042.54	4,000.00	(1,000.00)	-33.3%
Materials and Supplies		4300	434,305.65	434,305.65	170,831.13	448,927.65	(14,622.00)	-3.4%
Noncapitalized Equipment		4400	70,000.00	70,000.00	26,957.45	85,000.00	(15,000.00)	-21.4%
Food		4700	608,259.64	608,259.64	263,143.34	600,992.79	7,266.85	1.2%
TOTAL, BOOKS AND SUPPLIES			1,272,145.21	1,272,145.21	519,418.47	1,295,500.36	(23,355.15)	-1.8%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	10,397.25	10,397.25	7,125.32	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	303,116.75	691,979.88	(123,456.00)	-21.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	838,961.92	838,961.92	359,164.61	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	2,291,211.40	4,689,877.70	(129,720.68)	-2.8%
Communications		5900	37,184.00	37,184.00	16,634.55	37,184.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			6,053,509.89	6,053,509.89	2,988,318.56	6,306,566.57	(253,056.68)	-4.2%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	284,328.14	284,328.14	127,508.77	223,954.11	60,374.03	21.2%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			284,328.14	284,328.14	127,508.77	223,954.11	60,374.03	21.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%

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	7,736,781.63	15,278,898.90		
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 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647336117667
 Form 62I
 G82R1KHB7G(2025-26)

Resource	Description	2025-26 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	369,725.53
Total, Restricted Net Position		369,725.53

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	5,504,262.00	9,997,453.67	(191,684.20)	-1.9%
2) Federal Revenue		8100-8299	1,251,620.40	1,251,620.40	381,835.80	1,291,905.00	40,284.60	3.2%
3) Other State Revenue		8300-8599	2,791,720.68	2,791,720.68	3,203,196.95	2,957,977.19	166,256.51	6.0%
4) Other Local Revenue		8600-8799	690,342.73	690,342.73	464,409.69	758,140.88	67,798.15	9.8%
5) TOTAL, REVENUES			14,922,821.68	14,922,821.68	9,553,704.44	15,005,476.74		
B. EXPENSES								
1) Certificated Salaries		1000-1999	4,226,067.02	4,226,067.02	2,374,218.38	4,299,106.44	(73,039.42)	-1.7%
2) Classified Salaries		2000-2999	1,673,440.28	1,673,440.28	902,001.53	1,693,548.31	(20,108.03)	-1.2%
3) Employee Benefits		3000-3999	1,930,399.37	1,930,399.37	1,135,253.78	2,009,286.22	(78,886.85)	-4.1%
4) Books and Supplies		4000-4999	1,109,170.20	1,109,170.20	477,710.06	1,139,683.88	(30,513.68)	-2.8%
5) Services and Other Operating Expenses		5000-5999	4,978,368.24	4,978,368.24	2,498,225.11	5,009,202.22	(30,833.98)	-0.6%
6) Depreciation and Amortization		6000-6999	677,169.13	677,169.13	383,734.11	653,349.65	23,819.48	3.5%
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	7,861,374.15	14,982,544.43		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			149,839.73	149,839.73	1,692,330.29	22,932.31		
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	1,692,330.29	22,932.31		
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		28,441,474.13		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	24,685,259.04	24,685,259.04		24,668,207.02		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	3,075,184.38	3,075,184.38		3,773,267.11		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,066,364.00	6,066,364.00	3,089,606.00	5,634,234.72	(432,129.28)	-7.1%
Education Protection Account State Aid - Current Year		8012	1,350,426.90	1,350,426.90	818,741.00	1,627,840.39	277,413.49	20.5%
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	1,595,915.00	2,735,378.56	(36,968.41)	-1.3%
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	5,504,262.00	9,997,453.67	(191,684.20)	-1.9%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	370,465.37	370,465.37	79,575.80	407,807.62	37,342.25	10.1%
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	97,519.00	167,146.03	(6,546.78)	-3.8%
Title I, Part A, Basic	3010	8290	274,320.00	274,320.00	165,211.00	319,995.00	45,675.00	16.7%
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	18,154.00	34,787.00	3,994.00	13.0%
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	16,305.00	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	5,071.00	320,708.15	(38,658.57)	-10.8%
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	381,835.80	1,291,905.00	40,284.60	3.2%
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	22,017.72	119,318.19	18,782.93	18.7%
Mandated Costs Reimbursements		8550	13,379.53	13,379.53	13,382.00	13,382.00	2.47	0.0%
Lottery - Unrestricted and Instructional Materials		8560	190,032.80	190,032.80	41,294.12	184,546.89	(5,485.91)	-2.9%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,441,264.84	1,441,264.84	1,014,291.66	1,498,676.24	57,411.40	4.0%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	322,329.00	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	1,789,882.45	938,571.03	95,545.62	11.3%
TOTAL, OTHER STATE REVENUE			2,791,720.68	2,791,720.68	3,203,196.95	2,957,977.19	166,256.51	6.0%

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)
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	69,092.06	86,000.00	61,000.00	244.0%
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	370,948.38	621,591.50	2,843.37	0.5%
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	24,369.25	50,549.38	3,954.78	8.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			690,342.73	690,342.73	464,409.69	758,140.88	67,798.15	9.8%
TOTAL, REVENUES			14,922,821.68	14,922,821.68	9,553,704.44	15,005,476.74		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,165,782.04	3,165,782.04	1,765,328.16	3,252,417.28	(86,635.24)	-2.7%
Certificated Pupil Support Salaries		1200	304,767.96	304,767.96	168,706.85	295,190.60	9,577.36	3.1%
Certificated Supervisors' and Administrators' Salaries		1300	755,517.02	755,517.02	440,183.37	751,498.56	4,018.46	0.5%
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	2,374,218.38	4,299,106.44	(73,039.42)	-1.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	674,562.00	674,562.00	343,641.79	687,750.29	(13,188.29)	-2.0%
Classified Support Salaries		2200	159,567.00	159,567.00	95,127.30	167,503.17	(7,936.17)	-5.0%
Classified Supervisors' and Administrators' Salaries		2300	114,521.08	114,521.08	67,390.23	114,644.07	(122.99)	-0.1%
Clerical, Technical and Office Salaries		2400	247,268.30	247,268.30	133,476.00	240,920.33	6,347.97	2.6%
Other Classified Salaries		2900	477,521.90	477,521.90	262,366.21	482,730.45	(5,208.55)	-1.1%
TOTAL, CLASSIFIED SALARIES			1,673,440.28	1,673,440.28	902,001.53	1,693,548.31	(20,108.03)	-1.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	807,178.81	807,178.81	446,943.23	814,596.86	(7,418.05)	-0.9%
PERS		3201-3202	448,649.34	448,649.34	234,343.52	446,557.21	2,092.13	0.5%
OASDI/Medicare/Alternative		3301-3302	189,296.16	189,296.16	103,196.59	191,660.79	(2,364.63)	-1.2%
Health and Welfare Benefits		3401-3402	424,364.16	424,364.16	323,294.60	513,252.75	(88,888.59)	-20.9%
Unemployment Insurance		3501-3502	2,949.75	2,949.75	2,278.00	3,636.21	(686.46)	-23.3%
Workers' Compensation		3601-3602	57,961.15	57,961.15	40,713.89	55,098.45	2,862.70	4.9%

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)
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	(15,516.05)	(15,516.05)	15,516.05	New
TOTAL, EMPLOYEE BENEFITS			1,930,399.37	1,930,399.37	1,135,253.78	2,009,286.22	(78,886.85)	-4.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	148,233.74	148,233.74	65,079.66	148,233.74	0.00	0.0%
Books and Other Reference Materials		4200	5,000.00	5,000.00	4,279.98	5,000.00	0.00	0.0%
Materials and Supplies		4300	378,431.93	378,431.93	179,519.88	344,689.93	33,742.00	8.9%
Noncapitalized Equipment		4400	171,900.00	171,900.00	16,942.89	181,238.00	(9,338.00)	-5.4%
Food		4700	405,604.53	405,604.53	211,887.65	460,522.21	(54,917.68)	-13.5%
TOTAL, BOOKS AND SUPPLIES			1,109,170.20	1,109,170.20	477,710.06	1,139,683.88	(30,513.68)	-2.8%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	11,268.43	11,268.43	4,224.86	11,268.43	0.00	0.0%
Dues and Memberships		5300	31,480.00	31,480.00	14,333.93	31,200.00	280.00	0.9%
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	126,122.22	346,109.65	(7,301.37)	-2.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	235,119.76	235,119.76	126,300.63	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	2,211,327.31	4,341,900.38	(12,370.61)	-0.3%
Communications		5900	32,162.00	32,162.00	15,916.16	34,204.00	(2,042.00)	-6.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			4,978,368.24	4,978,368.24	2,498,225.11	5,009,202.22	(30,833.98)	-0.6%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	677,169.13	677,169.13	383,734.11	653,349.65	23,819.48	3.5%
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			677,169.13	677,169.13	383,734.11	653,349.65	23,819.48	3.5%
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	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	7,861,374.15	14,982,544.43		
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 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330122861
 Form 62I
 G82YNMJR6K(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	5,773,496.00	10,123,903.85	(261,772.75)	-2.5%
2) Federal Revenue		8100-8299	1,544,011.90	1,544,011.90	402,697.53	1,625,825.62	81,813.72	5.3%
3) Other State Revenue		8300-8599	3,767,221.21	3,767,221.21	4,651,691.50	3,939,058.07	171,836.86	4.6%
4) Other Local Revenue		8600-8799	788,779.91	788,779.91	492,382.99	828,811.03	40,031.12	5.1%
5) TOTAL, REVENUES			16,485,689.62	16,485,689.62	11,320,268.02	16,517,598.57		
B. EXPENSES								
1) Certificated Salaries		1000-1999	4,770,098.09	4,770,098.09	2,527,666.11	4,649,158.63	120,939.46	2.5%
2) Classified Salaries		2000-2999	2,074,460.12	2,074,460.12	1,023,474.01	1,932,591.84	141,868.28	6.8%
3) Employee Benefits		3000-3999	2,237,353.90	2,237,353.90	1,163,848.51	2,099,457.03	137,896.87	6.2%
4) Books and Supplies		4000-4999	1,372,103.57	1,372,103.57	503,276.77	1,449,563.67	(77,460.10)	-5.6%
5) Services and Other Operating Expenses		5000-5999	5,680,567.88	5,680,567.88	2,675,583.12	6,014,484.47	(333,916.59)	-5.9%
6) Depreciation and Amortization		6000-6999	215,778.40	215,778.40	105,470.85	176,195.95	39,582.45	18.3%
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	7,999,319.37	16,321,451.59		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			135,327.66	135,327.66	3,320,948.65	196,146.98		
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)			135,327.66	135,327.66	3,320,948.65	196,146.98		
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		7,977,543.82		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	1,440,979.12	1,440,979.12		1,037,414.31		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	5,881,362.25	5,881,362.25		6,940,129.51		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,201,800.05	6,201,800.05	3,258,891.00	5,730,103.78	(471,696.27)	-7.6%
Education Protection Account State Aid - Current Year		8012	1,363,608.57	1,363,608.57	848,453.00	1,631,628.06	268,019.49	19.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

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	1,666,152.00	2,762,172.01	(58,095.97)	-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	5,773,496.00	10,123,903.85	(261,772.75)	-2.5%
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	525,754.00	525,754.00	106,115.53	526,232.26	478.26	0.1%
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	101,811.00	168,783.25	(7,911.90)	-4.5%
Title I, Part A, Basic	3010	8290	302,155.00	302,155.00	155,170.00	291,054.00	(11,101.00)	-3.7%
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	18,640.00	31,860.00	(520.00)	-1.6%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	45,848.00	45,848.00	13,368.00	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	7,593.00	563,670.83	102,491.08	22.2%
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	402,697.53	1,625,825.62	81,813.72	5.3%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	116,358.13	116,358.13	23,196.82	122,651.80	6,293.67	5.4%
Mandated Costs Reimbursements		8550	13,971.78	13,971.78	13,970.00	14,046.64	74.86	0.5%
Lottery - Unrestricted and Instructional Materials		8560	193,317.58	193,317.58	43,252.43	186,944.64	(6,372.94)	-3.3%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,849,837.18	1,849,837.18	1,757,188.94	1,889,928.91	40,091.73	2.2%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	150,620.76	150,620.76	94,137.98	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	342,794.00	112,820.32	(57,752.32)	-33.9%
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	2,377,151.33	1,258,562.16	189,501.86	17.7%
TOTAL, OTHER STATE REVENUE			3,767,221.21	3,767,221.21	4,651,691.50	3,939,058.07	171,836.86	4.6%

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	71,372.12	98,000.00	63,000.00	180.0%
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	381,196.14	622,282.88	(7,160.53)	-1.1%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	124,336.50	124,336.50	39,814.73	108,528.15	(15,808.35)	-12.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			788,779.91	788,779.91	492,382.99	828,811.03	40,031.12	5.1%
TOTAL, REVENUES			16,485,689.62	16,485,689.62	11,320,268.02	16,517,598.57		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,472,673.96	3,472,673.96	1,771,313.24	3,346,679.87	125,994.09	3.6%
Certificated Pupil Support Salaries		1200	309,636.05	309,636.05	171,617.07	300,121.16	9,514.89	3.1%
Certificated Supervisors' and Administrators' Salaries		1300	987,788.08	987,788.08	584,735.80	1,002,357.60	(14,569.52)	-1.5%
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	2,527,666.11	4,649,158.63	120,939.46	2.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	815,912.50	815,912.50	363,916.03	728,137.14	87,775.36	10.8%
Classified Support Salaries		2200	212,760.15	212,760.15	121,310.18	215,583.04	(2,822.89)	-1.3%
Classified Supervisors' and Administrators' Salaries		2300	25,429.94	25,429.94	14,700.21	25,193.15	236.79	0.9%
Clerical, Technical and Office Salaries		2400	462,792.68	462,792.68	239,307.66	427,219.48	35,573.20	7.7%
Other Classified Salaries		2900	557,564.85	557,564.85	284,239.93	536,459.03	21,105.82	3.8%
TOTAL, CLASSIFIED SALARIES			2,074,460.12	2,074,460.12	1,023,474.01	1,932,591.84	141,868.28	6.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	911,088.75	911,088.75	454,221.90	859,426.97	51,661.78	5.7%
PERS		3201-3202	556,162.76	556,162.76	290,354.33	534,088.81	22,073.95	4.0%
OASDI/Medicare/Alternative		3301-3302	227,862.63	227,862.63	119,746.69	220,055.86	7,806.77	3.4%
Health and Welfare Benefits		3401-3402	479,179.22	479,179.22	253,693.05	421,848.69	57,330.53	12.0%
Unemployment Insurance		3501-3502	3,422.27	3,422.27	2,479.55	3,994.88	(572.61)	-16.7%
Workers' Compensation		3601-3602	59,638.27	59,638.27	45,498.26	62,187.09	(2,548.82)	-4.3%

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)
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	(2,145.27)	(2,145.27)	2,145.27	New
TOTAL, EMPLOYEE BENEFITS			2,237,353.90	2,237,353.90	1,163,848.51	2,099,457.03	137,896.87	6.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	195,501.06	195,501.06	41,798.86	195,501.06	0.00	0.0%
Books and Other Reference Materials		4200	6,700.00	6,700.00	1,534.60	6,700.00	0.00	0.0%
Materials and Supplies		4300	584,533.03	584,533.03	185,235.34	616,219.43	(31,686.40)	-5.4%
Noncapitalized Equipment		4400	35,350.00	35,350.00	17,940.12	50,536.50	(15,186.50)	-43.0%
Food		4700	550,019.48	550,019.48	256,767.85	580,606.68	(30,587.20)	-5.6%
TOTAL, BOOKS AND SUPPLIES			1,372,103.57	1,372,103.57	503,276.77	1,449,563.67	(77,460.10)	-5.6%
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	10,413.13	10,413.13	2,903.40	10,413.13	0.00	0.0%
Dues and Memberships		5300	19,104.78	19,104.78	14,978.86	18,876.78	228.00	1.2%
Insurance		5400-5450	61,488.85	61,488.85	56,783.17	56,783.17	4,705.68	7.7%
Operations and Housekeeping Services		5500	520,654.02	520,654.02	193,979.45	658,984.16	(138,330.14)	-26.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	516,276.33	516,276.33	172,587.96	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	2,211,040.83	4,681,659.78	(191,804.13)	-4.3%
Communications		5900	62,775.12	62,775.12	23,309.45	63,291.12	(516.00)	-0.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,680,567.88	5,680,567.88	2,675,583.12	6,014,484.47	(333,916.59)	-5.9%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	215,778.40	215,778.40	105,470.85	176,195.95	39,582.45	18.3%
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	105,470.85	176,195.95	39,582.45	18.3%
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			16,350,361.96	16,350,361.96	7,999,319.37	16,321,451.59		
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 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330122564
 Form 62I
 G821ABUJUM(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	6,253,562.53	6,253,562.53	3,630,394.00	6,159,821.83	(93,740.70)	-1.5%
2) Federal Revenue		8100-8299	911,084.83	911,084.83	251,368.09	875,868.11	(35,216.72)	-3.9%
3) Other State Revenue		8300-8599	1,970,935.94	1,970,935.94	1,626,376.19	2,150,008.11	179,072.17	9.1%
4) Other Local Revenue		8600-8799	638,785.64	638,785.64	366,056.53	704,949.73	66,164.09	10.4%
5) TOTAL, REVENUES			9,774,368.94	9,774,368.94	5,874,194.81	9,890,647.78		
B. EXPENSES								
1) Certificated Salaries		1000-1999	2,854,898.58	2,854,898.58	1,635,023.71	2,953,384.78	(98,486.20)	-3.4%
2) Classified Salaries		2000-2999	1,223,452.23	1,223,452.23	661,573.60	1,259,400.55	(35,948.32)	-2.9%
3) Employee Benefits		3000-3999	1,334,232.40	1,334,232.40	773,276.09	1,379,662.86	(45,430.46)	-3.4%
4) Books and Supplies		4000-4999	558,656.43	558,656.43	330,766.29	584,616.89	(25,960.46)	-4.6%
5) Services and Other Operating Expenses		5000-5999	3,641,958.19	3,641,958.19	1,800,868.61	3,608,843.59	33,114.60	0.9%
6) Depreciation and Amortization		6000-6999	122,155.86	122,155.86	64,297.57	102,993.86	19,162.00	15.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			9,735,353.69	9,735,353.69	5,265,805.87	9,888,902.53		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			39,015.25	39,015.25	608,388.94	1,745.25		
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	608,388.94	1,745.25		
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		4,017,168.10		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	490,309.30	490,309.30		485,762.17		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	2,821,510.27	2,821,510.27		3,531,405.93		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	3,706,465.02	3,706,465.02	2,025,662.00	3,447,590.69	(258,874.33)	-7.0%
Education Protection Account State Aid - Current Year		8012	833,297.39	833,297.39	543,470.00	1,010,741.96	177,444.57	21.3%
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%
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	1,061,262.00	1,701,489.18	(12,310.94)	-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			6,253,562.53	6,253,562.53	3,630,394.00	6,159,821.83	(93,740.70)	-1.5%
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	213,879.25	213,879.25	49,374.76	241,736.82	27,857.57	13.0%
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	64,850.00	103,969.95	(3,402.88)	-3.2%
Title I, Part A, Basic	3010	8290	220,096.00	220,096.00	109,677.00	212,483.00	(7,613.00)	-3.5%
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	10,238.00	22,953.00	1,172.00	5.4%
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	6,686.33	21,233.00	(909.50)	-4.1%
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	10,542.00	273,492.34	(52,320.91)	-16.1%
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	251,368.09	875,868.11	(35,216.72)	-3.9%
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	59,215.40	59,215.40	13,242.86	68,280.79	9,065.39	15.3%
Mandated Costs Reimbursements		8550	8,898.89	8,898.89	8,898.00	8,898.00	(.89)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	117,473.83	117,473.83	27,561.62	114,517.94	(2,955.89)	-2.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	848,578.13	848,578.13	447,717.00	806,170.58	(42,407.55)	-5.0%
After School Education and Safety (ASES)	6010	8590	203,482.84	203,482.84	0.00	203,482.84	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	91,456.69	91,456.69	151,284.14	113,446.68	21,989.99	24.0%
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	977,672.57	835,211.28	193,381.12	30.1%
TOTAL, OTHER STATE REVENUE			1,970,935.94	1,970,935.94	1,626,376.19	2,150,008.11	179,072.17	9.1%
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	62,234.36	83,968.32	58,968.32	235.9%
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	246,838.70	387,665.12	5,169.48	1.4%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	231,290.00	231,290.00	56,983.47	233,316.29	2,026.29	0.9%
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	366,056.53	704,949.73	66,164.09	10.4%
TOTAL, REVENUES			9,774,368.94	9,774,368.94	5,874,194.81	9,890,647.78		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,127,084.44	2,127,084.44	1,213,694.21	2,229,150.06	(102,065.62)	-4.8%
Certificated Pupil Support Salaries		1200	188,190.06	188,190.06	104,261.88	182,363.87	5,826.19	3.1%
Certificated Supervisors' and Administrators' Salaries		1300	539,624.08	539,624.08	317,067.62	541,870.85	(2,246.77)	-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	1,635,023.71	2,953,384.78	(98,486.20)	-3.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	457,344.25	457,344.25	257,562.24	533,649.62	(76,305.37)	-16.7%
Classified Support Salaries		2200	122,774.70	122,774.70	71,003.62	127,146.53	(4,371.83)	-3.6%
Classified Supervisors' and Administrators' Salaries		2300	15,455.53	15,455.53	8,933.26	15,310.54	144.99	0.9%
Clerical, Technical and Office Salaries		2400	259,656.57	259,656.57	132,325.42	228,443.18	31,213.39	12.0%
Other Classified Salaries		2900	368,221.18	368,221.18	191,749.06	354,850.68	13,370.50	3.6%
TOTAL, CLASSIFIED SALARIES			1,223,452.23	1,223,452.23	661,573.60	1,259,400.55	(35,948.32)	-2.9%
EMPLOYEE BENEFITS								
STRS		3101-3102	545,285.62	545,285.62	313,741.61	565,548.56	(20,262.94)	-3.7%
PERS		3201-3202	328,007.53	328,007.53	175,195.35	335,472.75	(7,465.22)	-2.3%
OASDI/Medicare/Alternative		3301-3302	134,990.14	134,990.14	73,783.40	138,633.40	(3,643.26)	-2.7%
Health and Welfare Benefits		3401-3402	287,128.36	287,128.36	191,472.22	310,022.48	(22,894.12)	-8.0%
Unemployment Insurance		3501-3502	2,039.16	2,039.16	1,596.80	2,554.87	(515.71)	-25.3%
Workers' Compensation		3601-3602	36,781.59	36,781.59	27,091.68	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	(9,604.97)	(9,604.97)	9,604.97	New
TOTAL, EMPLOYEE BENEFITS			1,334,232.40	1,334,232.40	773,276.09	1,379,662.86	(45,430.46)	-3.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	54,579.66	54,579.66	10,058.74	25,199.08	29,380.58	53.8%
Books and Other Reference Materials		4200	3,000.00	3,000.00	3,000.08	3,500.00	(500.00)	-16.7%
Materials and Supplies		4300	215,043.77	215,043.77	153,094.07	228,885.89	(13,842.12)	-6.4%
Noncapitalized Equipment		4400	44,800.00	44,800.00	8,239.51	47,214.48	(2,414.48)	-5.4%
Food		4700	241,233.00	241,233.00	156,373.89	279,817.44	(38,584.44)	-16.0%
TOTAL, BOOKS AND SUPPLIES			558,656.43	558,656.43	330,766.29	584,616.89	(25,960.46)	-4.6%
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	6,552.63	6,552.63	1,598.01	6,552.63	0.00	0.0%
Dues and Memberships		5300	18,577.33	18,577.33	11,885.58	19,119.33	(542.00)	-2.9%
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	123,463.68	468,605.24	(12,207.34)	-2.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	244,092.66	244,092.66	101,358.94	250,340.58	(6,247.92)	-2.6%
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	2,886,425.67	2,886,425.67	1,550,858.64	2,835,351.69	51,073.98	1.8%
Communications		5900	29,912.00	29,912.00	11,703.76	28,874.12	1,037.88	3.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,641,958.19	3,641,958.19	1,800,868.61	3,608,843.59	33,114.60	0.9%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	122,155.86	122,155.86	64,297.57	102,993.86	19,162.00	15.7%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			122,155.86	122,155.86	64,297.57	102,993.86	19,162.00	15.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			9,735,353.69	9,735,353.69	5,265,805.87	9,888,902.53		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Camino Nuevo Charter Academy #4
 Los Angeles Unified
 Los Angeles County

2025-26 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330124826
 Form 621
 G82PA7JG6R(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	4,698,716.00	8,274,433.98	(190,978.24)	-2.3%
2) Federal Revenue		8100-8299	627,112.49	627,112.49	247,936.01	601,420.75	(25,691.74)	-4.1%
3) Other State Revenue		8300-8599	1,271,425.82	1,271,425.82	1,860,601.84	1,624,185.25	352,759.43	27.7%
4) Other Local Revenue		8600-8799	541,088.47	541,088.47	412,106.04	654,621.45	113,532.98	21.0%
5) TOTAL, REVENUES			10,905,039.00	10,905,039.00	7,219,359.89	11,154,661.43		
B. EXPENSES								
1) Certificated Salaries		1000-1999	3,424,668.04	3,424,668.04	1,843,229.28	3,345,177.00	79,491.04	2.3%
2) Classified Salaries		2000-2999	1,279,347.97	1,279,347.97	595,497.93	1,180,300.39	99,047.58	7.7%
3) Employee Benefits		3000-3999	1,573,791.88	1,573,791.88	855,764.68	1,517,394.00	56,397.88	3.6%
4) Books and Supplies		4000-4999	705,918.97	705,918.97	521,805.83	834,499.46	(128,580.49)	-18.2%
5) Services and Other Operating Expenses		5000-5999	3,660,111.51	3,660,111.51	2,000,081.94	3,960,528.34	(300,416.83)	-8.2%
6) Depreciation and Amortization		6000-6999	183,544.50	183,544.50	103,786.96	175,402.77	8,141.73	4.4%
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	5,920,166.62	11,013,301.96		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			77,656.13	77,656.13	1,299,193.27	141,359.47		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	(.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	1,299,193.27	141,359.46		
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		4,945,914.09		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	904,038.12	904,038.12		1,014,321.97		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	3,581,290.44	3,581,290.44		3,931,592.12		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	6,395,810.41	6,395,810.41	3,491,943.00	6,223,062.52	(172,747.89)	-2.7%
Education Protection Account State Aid - Current Year		8012	94,940.00	94,940.00	47,375.00	92,834.00	(2,106.00)	-2.2%
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	1,974,661.81	1,974,661.81	1,159,398.00	1,958,537.46	(16,124.35)	-0.8%
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	4,698,716.00	8,274,433.98	(190,978.24)	-2.3%
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	36,696.34	184,591.76	(31,377.92)	-14.5%
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	70,846.00	119,676.95	(4,039.36)	-3.3%
Title I, Part A, Basic	3010	8290	234,906.00	234,906.00	125,362.00	242,813.00	7,907.00	3.4%
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	7,581.00	25,825.00	64.00	0.2%
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	3,162.67	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	17,709.00	2,151.00	13.8%
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	247,936.01	601,420.75	(25,691.74)	-4.1%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	57,725.13	57,725.13	8,678.60	51,451.94	(6,273.19)	-10.9%
Mandated Costs Reimbursements		8550	27,029.01	27,029.01	27,577.00	27,577.00	547.99	2.0%
Lottery - Unrestricted and Instructional Materials		8560	135,354.81	135,354.81	30,117.07	131,671.48	(3,683.33)	-2.7%
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	182,338.81	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	234,024.00	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	1,377,866.36	925,743.80	152,013.96	19.6%
TOTAL, OTHER STATE REVENUE			1,271,425.82	1,271,425.82	1,860,601.84	1,624,185.25	352,759.43	27.7%

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	73,481.14	94,000.00	69,000.00	276.0%
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	272,029.32	447,813.42	7,097.19	1.6%
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	75,372.24	75,372.24	66,595.58	112,808.03	37,435.79	49.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			541,088.47	541,088.47	412,106.04	654,621.45	113,532.98	21.0%
TOTAL, REVENUES			10,905,039.00	10,905,039.00	7,219,359.89	11,154,661.43		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,371,767.16	2,371,767.16	1,276,811.00	2,340,503.62	31,263.54	1.3%
Certificated Pupil Support Salaries		1200	216,758.05	216,758.05	120,160.02	210,118.20	6,639.85	3.1%
Certificated Supervisors' and Administrators' Salaries		1300	836,142.83	836,142.83	446,258.26	794,555.18	41,587.65	5.0%
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	1,843,229.28	3,345,177.00	79,491.04	2.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	366,975.75	366,975.75	91,192.44	271,468.97	95,506.78	26.0%
Classified Support Salaries		2200	111,624.48	111,624.48	43,436.50	94,089.62	17,534.86	15.7%
Classified Supervisors' and Administrators' Salaries		2300	55,332.00	55,332.00	48,135.43	95,151.93	(39,819.93)	-72.0%
Clerical, Technical and Office Salaries		2400	281,657.02	281,657.02	185,288.53	308,072.44	(26,415.42)	-9.4%
Other Classified Salaries		2900	463,758.72	463,758.72	227,445.03	411,517.43	52,241.29	11.3%
TOTAL, CLASSIFIED SALARIES			1,279,347.97	1,279,347.97	595,497.93	1,180,300.39	99,047.58	7.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	654,111.58	654,111.58	359,854.84	646,726.84	7,384.74	1.1%
PERS		3201-3202	342,993.20	342,993.20	152,721.37	309,506.92	33,486.28	9.8%
OASDI/Medicare/Alternative		3301-3302	147,527.79	147,527.79	73,337.02	139,852.65	7,675.14	5.2%
Health and Welfare Benefits		3401-3402	384,377.31	384,377.31	248,877.40	387,819.51	(3,442.20)	-0.9%
Unemployment Insurance		3501-3502	2,352.01	2,352.01	1,782.63	2,826.02	(474.01)	-20.2%
Workers' Compensation		3601-3602	42,429.99	42,429.99	30,716.58	42,187.20	242.79	0.6%

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	(11,525.16)	(11,525.14)	11,525.14	New
TOTAL, EMPLOYEE BENEFITS			1,573,791.88	1,573,791.88	855,764.68	1,517,394.00	56,397.88	3.6%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	62,141.17	62,141.17	59,054.20	112,141.17	(50,000.00)	-80.5%
Books and Other Reference Materials		4200	15,000.00	15,000.00	3,905.72	15,000.00	0.00	0.0%
Materials and Supplies		4300	267,402.21	267,402.21	151,244.56	264,173.08	3,229.13	1.2%
Noncapitalized Equipment		4400	130,220.00	130,220.00	224,303.76	238,877.24	(108,657.24)	-83.4%
Food		4700	231,155.59	231,155.59	83,297.59	204,307.97	26,847.62	11.6%
TOTAL, BOOKS AND SUPPLIES			705,918.97	705,918.97	521,805.83	834,499.46	(128,580.49)	-18.2%
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	32,035.25	32,035.25	9,161.18	32,035.25	0.00	0.0%
Dues and Memberships		5300	34,774.76	34,774.76	25,595.24	34,550.76	224.00	0.6%
Insurance		5400-5450	1,904.00	1,904.00	1,904.00	1,904.00	0.00	0.0%
Operations and Housekeeping Services		5500	471,282.98	471,282.98	246,258.11	471,282.98	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	727,616.64	727,616.64	244,752.17	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	1,455,311.56	2,628,823.59	(274,640.83)	-11.7%
Communications		5900	38,315.12	38,315.12	17,099.68	38,315.12	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,660,111.51	3,660,111.51	2,000,081.94	3,960,528.34	(300,416.83)	-8.2%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	183,544.50	183,544.50	103,786.96	175,402.77	8,141.73	4.4%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			183,544.50	183,544.50	103,786.96	175,402.77	8,141.73	4.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	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			10,827,382.87	10,827,382.87	5,920,166.62	11,013,301.96		
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 Second Interim
 Charter Schools Enterprise Fund
 Restricted Detail

19647330127910
 Form 621
 G82NR96HFW(2025-26)

Resource	Description	2025-26 Projected Totals
Total, Restricted Net Position		0.00

Coversheet

CEO Update

Section: XII. CEO Update
Item: A. CEO Update
Purpose: FYI
Submitted by:
Related Material: 260414 CEO Admin Update.pdf

CEO Update

April 14, 2026



Introducing our 2026-27 Theme





Excellence

We prepare our students to be social justice centered community members who are prepared for college, career, and/or technical pathways through outstanding education. We support staff in all positions to reach their highest levels of professional growth and development.

CNCA's Tenets of Excellence

Excellence Is a Belief System First

Excellence is a stance, not a strategy.

Adults Own the Results

Excellence lives in adult choices, systems, and follow-through.

High Expectations & Human Support (Both/And)

Care without rigor fails. Rigor without care fractures trust.

Consistency, Clarity, and Focus Enable Excellence.

Excellence is disciplined alignment over time.

Students as Thinkers, Not Passengers

Excellence requires believing students are capable of deep thinking.



What do “wise ones” say?

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” — Aristotle

"Excellence is not a skill, it's an attitude." — Ralph Marston

“Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution.” — Aristotle

"Be a yardstick of quality. Some people aren't used to an environment where excellence is expected." — Steve Jobs

"Excellence is to do an common thing in an uncommon way." — Booker T. Washington

"Strive for excellence, not perfection." — H. Jackson Brown, Jr.

"Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical, and expecting more than others think is possible." — Unknown



What does our wise CNCA board say?



- Share a time when you have been part of an organization or team that operated with **excellence**
 - What made it feel different?
 - What can we learn from that experience?
- What's the difference between “good enough” and truly excellent in your world?
 - Where do most organizations stop short?
- How do we hold high expectations while still being humane, supportive, and culturally responsive?
- If we truly commit to excellence, what might we need to stop doing or do less of?

2025-26 Communications Strategy Updates



This Year's Communications Goals

- Keep families and staff informed

- Maintain visibility of and access to the CEO for school communities, including families and staff

- Offer healthy, productive opportunities for families and staff to give input



Student Advisory Council

What it is:

- **Fall:** a cohort of DAL high school students met with me three times to review data and make recommendations for improving school outcomes, culminating in presentations to the Academics Team
- **Spring:** a cohort of CIS elementary school students is meeting with me three times, also to review data & make recommendations

Impact:

- Interestingly, we are hearing consistent feedback and ideas from our high school and elementary school students this year
- Student voice is informing our practices



Listener/Learner Events

What it is:

- Opportunities to observe staff-facing and family-facing events at school sites in order to increase CEO visibility and stay grounded in what's happening at schools
 - This year, I've narrowed my focus to instructional calibration using our Teacher Growth Tool
- HSO staff members also participate in listener/learner events

Impact:

- I'm seeing that leaders are moving their own practice toward understanding and calibrating on the tool
- My observations have also uncovered ways for us to support leaders in using the tool in the 2026-27 school year



Parent Charla

What it is:

- An opportunity for me to gather input, stay grounded in what is happening in different parts of the organization, and build buy-in for org-wide initiatives
- This year, my parent charla was focused on draft goals & priorities for next school year



State of Camino

What it is:

- A set of videos distributed to families and staff members 2x per year (fall and spring) sharing updates on our priorities, finances, and operations

Impact:

- A high degree of transparency about the areas we're doing well and the areas we are working to improve
- Consistency in our messaging to our different stakeholder groups

