



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on August 6, 2026 at 11:13 AM PDT

Date and Time

Tuesday August 11, 2026 at 4:30 pm GMT-07:00

Location

Dalzell Lance High School
MPR
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 members will log in virtually from the following locations:

5037 W. 138th St, Hawthorne, CA 90250

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 6/16/26 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
III. Public Comment			4:33 PM
A. 2-Minute Limit per Speaker			5 m
IV. Election of New Board Members			4:38 PM
A. Election of New Board Members	Vote	David Gidlow	1 m
The Board will vote to approve two new board members, Kenneth Carbajal and Victor Salcedo. Their resumes are attached for review.			
V. Consent Items			4:39 PM
A. Fiscal Policy Updates	Vote	Brent Lowry	1 m
The board will vote to approve fiscal policy updates pertaining to credit cards, supplies spending, emergency spending, off-site retreats, and cooperative spending.			

	Purpose	Presenter	Time
B. Prop 28 Certification	Vote	Brent Lowry	1 m
The Board will vote to approve the final annual Proposition 28 spending report detailing fiscal year arts and music program expenditures.			
C. Woodcraft Rangers - Dalzell Lance Contract Approval	Vote	Brent Lowry	1 m
The Board will vote to approve the after school program for Dalzell Lance High School - \$155,000 already earmarked in the 26-27 approved budget. Services include drivers education.			
D. Instructional Continuity Plan	Vote	Rachel Hazlehurst	1 m
The Board will vote to approve the updated Instructional Continuity Plan.			
E. AI Policy	Vote	Naomi Jauregui	1 m
The Board vote on to approve CNCA's Artificial Intelligence Responsible Use Policy for Staff. This is a standalone policy that will be added to the Employee Handbook.			
VI. School and Academic Updates			4:44 PM
A. Enrollment Update	FYI	Jessica Cuellar and Katerin Ortiz	9 m
SFS team members will share enrollment updates for the first month of school.			
B. SBAC data - CAO Update	FYI	Rachel Hazlehurst	9 m
CNCA will present the 25-26 summative academic data.			
VII. Charter Petition Renewal Update			5:02 PM
A. Charter Petition Renewal Update	FYI	Natasha Barriga	9 m
The VP of Strategy and Operations, Natasha Barriga, will present an update on Renewal for Cisneros.			
VIII. IT Cyber Security Update			5:11 PM
A. IT Cyber Security Update	FYI	Natasha Barriga and Naomi Jauregui	9 m
The Director of IT, Naomi Jauregui, will present an update on CNCA's organizational efforts around Cyber Security.			

	Purpose	Presenter	Time
IX. Critical Infrastructure Assessment			5:20 PM
A. Critical Infrastructure Assessment		Brent Lowry	7 m
The board will review an overview of a planned assessment of critical campus infrastructure to identify and prioritize capital needs. The assessment is intended to support proactive facilities planning and inform future Board recommendations as appropriate.			
X. Financials			5:27 PM
A. Finance Committee Update	FYI	Tamara Powers	3 m
The Board will be provided with a Finance Committee update.			
B. Sandra Cisneros Budget Update	Vote	Brent Lowry	9 m
The board will vote to approve the revised budget for the Sandra Cisneros Campus.			
C. May 2026 Financials	Discuss	Sonia Oliva	7 m
ExEd will present the CNCA May 2026 Financials.			
XI. CEO Update			5:46 PM
A. CEO Update	FYI	Adriana Abich	10 m
The CEO will share updates on organizational strategic planning.			
XII. Mandated Training Overview			5:56 PM
A. Mandated Training Overview	Discuss	David Gidlow	5 m
The board will review mandated training and requirements for the 26-27 school year.			
XIII. Closed Session			6:01 PM
A. Public Employee Performance Evaluation CEO G.C. 54957(b)(1)	Discuss	Adriana Abich	14 m
B. Conference with Labor Negotiators: (Gov Code section 54957.6)	Discuss	David Gidlow	14 m
Agency designated representative(s): Board Chair, David Gidlow. Unrepresented employee: CEO			

	Purpose	Presenter	Time
XIV. Closing Items			6:29 PM
A. Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

Approve 6/16/26 CNCA Regular Board Meeting Minutes

Section:	II. Approve Minutes
Item:	A. Approve 6/16/26 CNCA Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for CNCA Regular Board Meeting on June 16, 2026



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Tuesday June 16, 2026 at 4:30 pm

Location

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

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

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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.

Directors Present

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

Directors Absent

None

Directors who arrived after the meeting opened

F. Jimenez

Guests Present

A. Abich, B. Lowry, S. Herrera (remote)

I. Opening Items

A. Record Attendance

F. Jimenez arrived at 4:50 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 Jun 16, 2026 at 4:33 PM.

II. Approve Minutes

A. Approve 4/14/26 CNCA Regular Board Meeting Minutes

D. Gidlow made a motion to approve the minutes from CNCA Regular Board Meeting on 04-14-26.

G. Flores seconded the motion.

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

Roll Call

R. Arenas	Aye
A. Arevalo	Aye
A. Medina	Aye
D. Gidlow	Aye

Roll Call

G. Flores	Aye
L. Jennings	Abstain
J. Hernandez	Abstain
T. Powers	Aye

III. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

IV. Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA

A. Sunshine Proposal for 2026-27 Collective Bargaining Negotiations with CNTA

L. Jennings made a motion to approve initial bargaining proposal with CNTA.

J. Hernandez seconded the motion.

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

Roll Call

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

V. Consent Items

A. Student and Family Handbook Updates

T. Powers made a motion to to approve consent items "A" through "O" as presented.

L. Jennings seconded the motion.

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

Roll Call

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

B.

Title I School-Level Parental Involvement Policy

- C. FY26-27 Consolidated Application for Funding**
- D. Schools Services Agreement for Technicians Between CNCA and PNEDG**
- E. Schools Services Agreement for Custodians Between CNCA and PNEDG**
- F. Commercial Insurance Policy Contract With CharterSafe**
- G. ExEd Contract Notice of Terms Supplement**
- H. 11th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group**
- I. Credit cards for Staff**
- J. Children's Institute Community Schools Contract MOU 2026-27**
- K. ELOP Program Plan Update**
- L. Expanded Learning RFP and MOU for 26-27**
- M. Print/Scan Contract Renewal**
- N. Approve 2026-27 Student Board Member**
- O. Non-Public Agency (NPA) Master Contracts for 2026-27**

VI. Contracts, MOUs, and Policies

A. AVANCE Residency LA Update and MOU for 26-27

A. Arevalo made a motion to approve the revised AVANCE MOU for 26-27.

D. Gidlow seconded the motion.

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

Roll Call

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

B. Landscape Request for Proposal Selection

G. Flores made a motion to approve the selection of a landscape services vendor for CNCA.

L. Jennings seconded the motion.

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

Roll Call

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

C. Internship and Service Hour Policy For Dalzell Lance High School

R. Arenas made a motion to approve the new Internship and Service Hour Policy at Dalzell Lance High School.

G. Flores seconded the motion.

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

Roll Call

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

D. Eisner Roof Replacement

L. Jennings made a motion to approve the recommended vendor to resurface the Eisner campus roof.

J. Hernandez seconded the motion.

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

Roll Call

F. Jimenez	Aye
A. Arevalo	Aye
R. Arenas	Aye
L. Jennings	Aye

Roll Call

D. Gidlow Aye
G. Flores Aye
J. Hernandez Aye
T. Powers Aye
A. Medina Aye

VII. School and Academic Updates

A. Attendance & Chronic Absenteeism Update

Jessica Cuellar, VP of Students and Family Supports, provided an update on the progress on Attendance & Chronic Absenteeism compared to SY24-25.

B. Enrollment Update

Jessica Cuellar also shared an update on current enrollment for SY24-25.

C. College and Career Updates

Elizabeth Nicho, Director of College and Career Success, shared current student milestones, acceptance rates and postsecondary plans for the Class of 2026.

VIII. Community Schools Update

A. Community Schools Update

Amber Skrumbis, Senior Director of Development and Communications, and Lesem Puerto shared an update of the Community Schools implementation progress.

IX. Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027

A. Approval of Notice of Intent to Exit LAUSD SELPA Effective July 2027

A. Arevalo made a motion to approve sending LAUSD and CDE the annual intent to explore alternative SELPA options.

D. Gidlow seconded the motion.

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

Roll Call

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

X. Presentation of SY 25-26 Local Indicators

A. Presentation of SY 25-26 Local Indicators

G. Flores made a motion to approve the Local Indicators report for SY5-26.

L. Jennings seconded the motion.

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

Roll Call

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

XI. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2

A. Local Control and Accountability Plan: CNCA, CNCA 2, CNCA 3, CNCA 4, CNCAHS 2

L. Jennings made a motion to approve the LCAP three year plan as presented.

D. Gidlow seconded the motion.

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

Roll Call

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

XII. CNCA Board Resolution for Renewal Petition

A. CNCA Board Resolution for Renewal Petition

L. Jennings made a motion to approve CNCA Board Resolution for Renewal petition.

J. Hernandez seconded the motion.

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

Roll Call

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

XIII. CNCA LAUSD Oversight Documents

A. CNCA LAUSD Oversight Documents

G. Flores made a motion to approve CNCA's LAUSD Oversight Documents.

L. Jennings seconded the motion.

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

Roll Call

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

XIV. Financials

A. Finance Committee Update

Tamara Powers, Chair of the Finance Committee, shared an update the last committee meeting.

B. Approval of FY26/27 Budget

G. Flores made a motion to approve the FY26-27 Budget as presented.

F. Jimenez seconded the motion.

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

Roll Call

A. Arevalo Aye
T. Powers Aye
L. Jennings Aye
G. Flores Aye

Roll Call

J. Hernandez Aye
A. Medina Aye
D. Gidlow Aye
R. Arenas Aye
F. Jimenez Aye

C. Sandra Cisneros Budget Adjustment

L. Jennings made a motion to approve an additional \$750,000 spend from reserves for additional staff at Cisneros.

A. Medina seconded the motion.

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

Roll Call

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

D. April 2026 Financials

Sonia Oliva, Vice President at ExED, presented the CNCA April 2026 Financials to the Board.

E. EPA Spending Plan Approval

L. Jennings made a motion to approved the annual EPA spending plan for FY26-27.

D. Gidlow seconded the motion.

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

Roll Call

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

F. Los Angeles County Office of Education (LACOE) Certification of Signatures

G. Flores made a motion to approve collection of LACOE Certification of Signatures.
 F. Jimenez seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

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

XV. CEO Update

A. CEO Update

Adriana Abich, CEO of CNCA, shared updates regarding the org-wide strategic plan for SY2026-27.

XVI. Board Member Elections

A. Election of Board Members for New Terms

G. Flores made a motion to to approve new 3-year terms for David Gidlow and Lida Jennings, beginning July 1, 2026.
 J. Hernandez seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

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

B. Election of Officers and Chair of the Board

L. Jennings made a motion to approve the election of officers to the board for 1-year terms beginning July 1, 2026, as follows: David Gidlow, Chair; Tamara Powers, Treasurer; Gil Flores, Secretary.
 A. Arevalo seconded the motion.

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

Roll Call

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

XVII. Closed Session

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

The Board entered closed session at 6.40pm and returned to open session at 7:23pm.
No items were voted on during closed session.

XVIII. 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 7:23 pm.

Respectfully Submitted,
G. Flores

Coversheet

Election of New Board Members

Section:	IV. Election of New Board Members
Item:	A. Election of New Board Members
Purpose:	Vote
Submitted by:	
Related Material:	Ken Carbajal Resume.pdf Vic Salcedo.Resume.063026.pdf

KENNETH R. CARBAJAL

3208 Madera Avenue
Los Angeles, California
(323) 443-4842
kenneth.carbajal@gmail.com

BAR ADMISSION

State of California (July 2021). State of New York (January 2018).

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

J.D., May 2017

Honors: N.Y.U. Review of Law & Social Change, Staff Editor
Sudler Family Fellow

Activities: Latino Law Students Association, Executive Co-Chair
Prosecution Legal Society, Co-Founder & Co-President

UNIVERSITY OF CALIFORNIA, LOS ANGELES, Los Angeles, CA

B.A. in Political Science & History, June 2013

Honors: Archdiocese of Los Angeles, Service Award Recipient

Activities: Larry King Now, Election 2012 Panelist
U.S. House of Representatives Democratic Caucus, Congressional Intern
Congresswoman Lucille Roybal-Allard, Congressional Intern
Professor Otto Santa Ana, Research Assistant

EXPERIENCE

SOUTHWESTERN LAW SCHOOL, Los Angeles, CA

Associate Professor of Law, June 2026-Present

Teach legal analysis, writing, and skills to first-year law students, translating federal and state courtroom experience into practical instruction on advocacy and persuasive reasoning. Design curriculum, provide individualized feedback, and mentor students on professional development.

UNITED STATES ATTORNEY'S OFFICE, CENTRAL DISTRICT OF CALIFORNIA, Los Angeles, CA

Assistant United States Attorney, March 2023-May 2026

Led federal criminal prosecutions, including RICO, wire fraud, bank fraud, and money laundering. Collaborated with federal agencies in conducting investigations and preparing indictments. Navigated evidentiary and constitutional complexities in pretrial litigation, motion practice, trial, and appellate work.

LOS ANGELES COUNTY DISTRICT ATTORNEY'S OFFICE, Los Angeles, CA

Deputy District Attorney, September 2022-February 2023

Prosecuted felony preliminary hearings with a focus on violent crime, including attempted murder, armed robbery, and weapons possession. Assessed witness credibility and evidentiary strength to guide prosecution strategy.

KINGS COUNTY DISTRICT ATTORNEY'S OFFICE, Brooklyn, NY

Senior Assistant District Attorney, September 2021-September 2022

Assistant District Attorney, September 2017-September 2021

Prosecuted hundreds of felony cases from indictment to resolution, including violent crimes and narcotics. Drafted and argued motions in suppression hearings and trials. Developed expertise in search warrants, electronic surveillance, and forensic evidence handling.

ARENT FOX LLP, New York, NY

Summer Associate, May-July 2016

Supported internal investigation into public corruption; synthesized findings into actionable recommendations. Researched regulatory frameworks for a nationwide cybersecurity compliance survey. Drafted memoranda on insurance liability, habeas corpus, and international anti-corruption statutes.

UNITED STATES ATTORNEY'S OFFICE, EASTERN DISTRICT OF NEW YORK, Brooklyn, NY

Extern, Criminal Division, January-May 2016

Drafted memoranda on fair and appropriate sentencing guidelines recommendations. Contributed to development of Second Circuit appellate briefing on peremptory strikes.

SKADDEN, ARPS, SLATE, MEAGHER & FLOM LLP & AFFILIATES, New York, NY

SEO Intern, May-August 2014

Conducted comparative legal analysis of SEC filing regulations across 50 states. Drafted research memos for partners on securities litigation and regulatory enforcement.

ADDITIONAL INFORMATION

Hispanic National Bar Association, Deputy Regional President (October 2020-Present). Fluent in Spanish.

VICTOR A. SALCEDO

303 East Ellis Avenue, Inglewood, CA 90302 • (562) 922-1150 • Vicangelsalcedo@gmail.com

PROFILE & EXPERIENCE

Skilled labor and employment counsel defending clients across an array of industries, including entertainment, retail, manufacturing, healthcare, transportation, and accounting. Advise on a wide spectrum of labor and employment matters, including litigation on Wage and Hour/Fair Labor Standards Act (FLSA), high-stakes class actions, single-plaintiff employment matters, California labor and employment litigation, wrongful termination, misclassification disputes, and payroll recordkeeping requirements. Deep knowledge of legal landscape and ability to communicate strategic and insightful guidance to a spectrum of clients on sophisticated labor and employment issues.

DAVITA INC., El Segundo, CA

May 2024 – Present

Director, Senior Corporate Counsel

Lead and supervise Wage and Hour team in providing guidance and recommendations to stakeholders. Manage and oversee Wage and Hour litigation by working in close collaboration with outside counsel.

AKIN GUMP STRAUSS HAUER & FELD LLP, Los Angeles, CA

September 2017 – April 2024

Counsel, Labor & Employment (promoted from Associate in January 2023)

Client Guidance: Directly advise and consult in-house attorneys, HR professionals, and executive team regarding various employment issues, including satisfying wage-and-hour requirements, complying with workplace regulations, navigating employee separations, and updating company policies in employee handbooks and other policy documents.

Litigation: Draft pleadings, written discovery, dispositive motions, mediation briefs, and trial motions in employment matters across numerous industries. Lead fact investigations, including interviewing up to dozens of employees for a single matter. Appear on behalf of defendants in federal and state court proceedings and Labor Commissioner hearings. Supervise junior associates regarding pleadings, discovery, and motion practice.

Pro Bono: Represent clients on pro bono matters including preparing applications for asylum, advising a non-profit organization on employment issues, and helping clients file adoption papers for their grandchildren.

UNITED PARCEL SERVICE, INC. (UPS), Atlanta, GA

March – June 2023

Seconded (from Akin)

Oversaw and coached seven case managers in investigating employment-based claims and drafting position statements to submit to the Equal Employment Opportunity Commission (EEOC). Collaborated with in-house attorneys and outside legal counsel regarding litigation strategies, fact-finding processes, settlement negotiations at mediation, and lessons learned from resolved cases.

EDUCATION**HARVARD LAW SCHOOL****J.D., May 2017**

Dean's Scholar Prize for Outstanding Work in Contracts

La Alianza, Executive Board Member; *Harvard Human Rights Journal*, Subcite Editor**UNIVERSITY OF CALIFORNIA, LOS ANGELES****B.A., Political Science and Chicana/o Studies, *magna cum laude*, June 2013**

UCLA Law Fellows Program; UCLA Alumni Scholars Club

BAR ADMISSIONS/OTHER

California (State Bar No. 317910); Spanish (fluent); Awards: *Latino Leaders*, Latino Lawyers to Keep on the Watch, 2021; Publications: *Court of Appeal Defines Standard of Review for PAGA Settlements*, JD SUPRA (Dec. 6, 2021); *Avoiding "The Predator" Controversy: Are Background Checks a Solution?*, MONDAQ (Oct. 17, 2018)

Coversheet

Fiscal Policy Updates

Section: V. Consent Items
Item: A. Fiscal Policy Updates
Purpose: Vote
Submitted by:
Related Material:
Fiscal Policy Changes - Board Summary and Appendix.pdf
CNCA Fiscal Policies - Revision 2026 Update -08.11.26 Draft for Approval.pdf

Board Memorandum

Subject: Proposed Fiscal Policy Updates

Meeting: August 26, 2026

Prepared by: Brent Lowry, VP of Finance & Business Services

Purpose

The attached revisions modernize CNCA's Fiscal Policies by improving operational efficiency while strengthening internal controls. None of the proposed changes reduce Board oversight. Instead, they clarify delegated authority, strengthen segregation of duties, and formalize existing operational best practices.

Summary of Requested Board Actions

Policy Area	Operational Benefit	Key Internal Controls
Credit Card Administration	Streamlines onboarding of authorized cardholders.	Board continues approving all credit accounts and credit lines.
SOM Purchasing Authority	Allows Principals to focus on instruction while SOMs manage routine operations.	\$2,500 cap, approved categories, segregation of duties, no invoice splitting.
Emergency Expenditure Authority	Allows immediate response during campus emergencies.	Tiered authority, documentation, CEO review, Board ratification.
Off-Site Retreats	Clarifies allowable leadership development expenses.	Annual spending cap remains in policy.
Cooperative purchasing	Allows the Organization to utilize competitively solicited cooperative purchasing contracts (e.g., OMNIA, Axia) without conducting duplicative bid processes, improving procurement efficiency and reducing administrative burden.	Cooperative contracts must be competitively procured, documentation retained, and all purchases remain subject to CNCA approval authorities, budget controls, and applicable procurement regulations.

Recommendation

Approve the proposed revisions to the CNCA Fiscal Policies as presented. Detailed proposed policy language is provided in Appendix A.

Appendix A – Proposed Policy Language

The following pages contain the detailed proposed language for each recommended policy revision.

Credit Card Policy:

Purpose - to clarify language to allow streamlined onboarding of new employees without awaiting board approval for additional credit card users.

1. Update under Lines of Authority – Governing Board (Page 2):

Current: "Approves the opening of business credit cards."

Proposed Revision:

"Approves the establishment, closing, or modification of organization credit lines and business credit card accounts. Delegates authority to the Chief Executive Officer (CEO) to assign authorized cardholders, issue cards, and set individual user spending limits within approved limits."

2. Update under Credit Cards Policy (Page 15):

Current: "Organization credit card accounts shall only be established with the formal approval of the Governing Board and may only be used for organization-related expenditures. The Chief Executive Officer is responsible for deciding which employees may have an organization credit card and will set expectations for the use of the card and all related supporting records."

Proposed Revision:

"Organization credit card accounts and lines of credit shall only be established with formal approval of the Governing Board. Upon board approval of a credit line or card account, the Chief Executive Officer or designee is authorized to assign individual cards to designated employees, assign user access levels, set spending limits, and establish operational guidelines for card usage and receipt submission."

School Operations Managers (SOM) Spending Policy:

Purpose: Currently, Principals are required to review and sign off on routine operational expenses—often as small as a \$300 order for Scotch tape, printer toner, markers, or routine maintenance items.

- Focusing Leadership on Instruction: Every minute a Principal spends reviewing low-dollar supply orders is time taken away from classroom observations, teacher coaching, student support, and instructional leadership.

- **Operational Efficiency:** School Operations Managers (SOMs) are hired specifically to manage site logistics, facilities, and day-to-day operations. Delegating routine purchasing authority up to \$2,500 empowers SOMs to manage site operations efficiently without bottlenecking site administration.

How We Maintain Financial Safeguards

To ensure complete fiscal integrity and board peace of mind while making this shift:

- **Strictly Defined Categories:** SOM approval authority is strictly limited to routine, operational SACS object codes (e.g., office/instructional supplies, non-capitalized small equipment under \$5k, meeting refreshments, and minor facilities repairs).
- **Strict Segregation of Duties:** To prevent self-approval, purchase requisitions will be entered into the system by a cross-trained site office staff member (e.g., Registrar or Office Manager). If an SOM initiates an order directly, the system automatically routes it to the Principal/AP for approval.
- **Hard Cap (\$2,500):** Anything over \$2,500, as well as any non-routine or unbudgeted expenditure, still routes directly to the Principal or higher leadership.

Update under Purchase & Procurement – Procedures (Page 11):

- 1. School Operations Manager (SOM) Approvals: School Operations Managers are authorized to approve purchase requisitions, operational supplies, repairs, and materials up to \$2,500 per transaction, provided the expenditure falls within the approved site budget and is categorized under SACS Object Codes 4300 (Materials/Supplies), 4400 (Non-Capitalized Equipment), 4700 (Food Services/Meetings), 5200 (Travel/Mileage), 5600 (Rentals/Repairs), 5800 (Services/Operating), or 5900 (Communications)***

Segregation of Duties for SOM Approvals: To maintain strict internal controls, purchase requisitions must be entered into the accounting system by a cross-trained site office staff member (e.g., Office Manager, Registrar, or Attendance Clerk). An SOM may not approve a purchase requisition that they themselves initiated; any requisition initiated directly by an SOM must route to the Principal or Assistant Principal for approval.

Invoice Splitting: Splitting single purchases or contract commitments into multiple transactions to remain under the \$2,500 SOM threshold or higher approval thresholds is strictly prohibited.

Emergency Spending

Purpose: Our current fiscal policies do not explicitly address how site leaders should handle true, real-time emergency crises—such as a main water line burst, a gas leak, a security gate lock failure, or an overnight power/HVAC breakdown before a school day.

In practice, if a disaster strikes a campus at 6:00 AM, site leaders cannot wait hours for purchase requisitions to route through Spendbridge and secure pre-approved PO signatures before calling a

plumber or electrician. However, issuing "after-the-fact" POs without a formal emergency policy leaves the organization vulnerable to audit findings from independent auditors and our authorizer (LAUSD).

Key Safeguards Built Into This Policy:

1. **High Threshold for "Emergency":** The policy strictly defines an emergency as an *imminent threat to life, health, safety, physical property, or immediate school closure*. It explicitly forbids using "emergency" status for poor planning, late supply orders, or routine maintenance.
2. **Tiered Limits Matched to Seniority:** Site-level leaders (SOMs and APs) have emergency authority capped at **\$2,500**, Principals at **\$10,000**, and Senior Leadership at **\$25,000**.
3. **The "One-Pager" Accountability & Board Ratification:** Every emergency transaction requires the leader to fill out a 1-page post-incident form answering *Who, What, When, Why, and How*. This form is signed by the CEO and brought to the Governing Board for **after-the-fact public ratification**.

Update under *Purchase & Procurement*

Emergency Expenditures Policy (Immediate Crisis Authority)

Policy & Guiding Principles

In rare, severe situations where delaying procurement or vendor engagement to wait for standard purchase requisitions or Purchase Orders (POs) would cause critical operational failure, property destruction, or direct danger to student/staff health and safety, authorized site and organizational leaders are empowered to take **immediate action first** outside the standard prior-approval workflow.

Emergency spending authority is strictly limited to unpredictable events requiring immediate response to:

1. **Prevent imminent danger to life, health, or physical safety** of students, staff, or campus visitors.
2. **Halt active physical property damage or destruction** (e.g., active flooding, sewage backup, structural hazards).
3. **Resolve severe facility or utility failures** preventing the school from safely opening or conducting mandatory instructional operations the following business day.

Qualifying vs. Non-Qualifying Circumstances

1. **Qualifying Emergency Examples:** Active main water or gas line leaks, major electrical failure affecting fire/security systems, structural/roof damage during a storm, total HVAC failure in extreme weather, severe biohazards/sewage backups, or compromised main perimeter entry locks.
2. **Non-Qualifying Circumstances:** Emergency authority **strictly may not** be used for routine maintenance, late vendor submissions, missed deadlines, ordering curriculum/technology

supplies, or circumventing competitive procurement requirements. Poor planning or administrative delay does not constitute an emergency.

Tiered Emergency Authority Limits (Per Incident)

When an immediate emergency occurs, leaders are authorized to commit funds up to the following single-incident thresholds without prior PO generation:

Role / Position	Single-Incident Emergency Spending Cap
School Operations Managers (SOMs)	Up to \$2,500
Assistant Principals (APs)	Up to \$2,500
Principals	Up to \$10,000
Senior Leadership Team (SLT / VPs)	Up to \$25,000
Chief Executive Officer (CEO)	Exceeding \$25,000 (up to standard board-delegated authority)

Post-Incident Workflow & Board Ratification

Because emergency commitments bypass the pre-approval PO process, strict post-incident controls are required to maintain compliance, protect against authorizer/LAUSD audit findings, and ensure full board transparency:

- **Immediate Execution & Dispatch:** The authorized official dispatches the emergency vendor, secures the campus, and resolves the immediate threat.
- **Same Or Next Day Notification:** The leader notifies the Finance Team and CEO/VP and submits itemized invoices/receipts through the standard accounting system **no later than the next business day**.
- **Emergency Expenditure Summary Form (One-Pager):** The transaction must be accompanied by a standardized *Emergency Expenditure Summary Form* detailing:
Who: Requesting leader and vendor dispatched.

What: Specific work performed or emergency goods acquired.

When: Date and exact time of the crisis and vendor dispatch.

Why: The specific threat to health, safety, property, or school opening.

How: Cost justification and why standard PO approval could not wait.

- **CEO Approval & Board Ratification:** The One-Pager must be signed by the Chief Executive Officer (CEO) and submitted to the Governing Board for **after-the-fact formal ratification** at its next regularly scheduled public meeting.

Off-Site Staff Retreats

Purpose: Clarify that offsite staff retreats are an allowable business expense for school site leadership.

1. Update under Procurement and Purposes – Staff Development and Team Building Activities - Allowable Activities (Page 13):

Proposed Addition:

"Off-site strategic planning retreats for school leadership"

2. Update under Procurement and Purposes – Staff Development and Team Building Activities - Expense Caps (Page 13):

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

Proposed Revision:

"Total expenditures on team building activities should not exceed **\$4,000 per school site** per fiscal year."

Cooperative Purchasing

Purpose: Clarify that the Organization may utilize competitively solicited cooperative purchasing agreements (e.g., OMNIA Partners, Axia Cooperative) in lieu of conducting a separate competitive solicitation, when permitted by applicable procurement requirements. This change improves procurement efficiency while maintaining compliance with public purchasing standards.

Proposed Policy Language:

Cooperative Purchasing Agreements: *The Organization may procure goods and services through competitively solicited cooperative purchasing agreements, including but not limited to OMNIA Partners, Axia Cooperative, Sourcewell, NASPO ValuePoint, California Multiple Award Schedules (CMAS), and other legally recognized cooperative purchasing organizations. When utilizing an approved cooperative purchasing agreement, the Organization is not required to conduct a separate competitive solicitation, provided the underlying contract was competitively awarded in accordance with applicable federal, state, and local procurement requirements. Documentation supporting the cooperative procurement shall be maintained, and all purchases remain subject to the Organization's approval authorities, budgetary controls, and applicable grant requirements.*

Fiscal Policies & Procedures



**Camino
Nuevo
Charter
Academy**

Approved by the Board of Directors, June 17th, 2025

CNCA Fiscal Policies & Procedures

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CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

Introduction

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

Accounting Procedures

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

Basis of Accounting

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

Procedures:

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

Bank Reconciliations

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

Procedures:

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

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

Record Keeping

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

Procedures:

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

Internal Controls

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

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

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Chief Executive Officer.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- ~~Approves the opening of business credit cards.~~ **Approves the establishment, closing, or modification of organization credit lines and business credit card accounts. Delegates authority to the Chief Executive Officer (CEO) to assign authorized cardholders, issue cards, and set individual user spending limits within approved limits.**
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Chief Executive Officer's performance annually and establishes compensation.
- Reviews and approves all contracts over \$100,000.

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

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

Chief Executive Officer

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

Chief Executive Officer and/or Designee

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

Segregation of Duties

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

Procedures:

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

Financial Planning & Reporting

Budgeting Process

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

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

Procedures:

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

Internal Financial Reports

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

Procedures:

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

Audit

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

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020). The State Controller's Office publishes a list of registered auditors (which can be found at <https://cpads.sco.ca.gov/>) from which the audit firm should be selected (per Education Code 41020).

Procedures:

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

Tax Compliance

Exempt Organization Returns

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

Procedures:

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

Quarterly/Annual Payroll Reports

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

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Procedures:

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

Revenue & Accounts Receivable

Cash Receipts

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

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Chief Executive Officer, Fiscal Designee, or Site Principals will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Office Manager immediately.
- The Office Manager and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval.
- Office Manager will save copy of pdf deposit packet including deposit slip to the myExED portal secure file sharing application *box*.
- The office manager will immediately put the funds in the secure Drop Safe used for Armored services weekly pick-up.
- ExED will reconcile the deposit packet to the deposit slip and the bank statement as part of the monthly close process.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the office manager.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a "received" stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.

CNCA FISCAL POLICIES AND PROCEDURES

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- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

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

Procedures:

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

Expense & Accounts Payable

Payroll

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

Time Sheet Preparation & Approval

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

Procedures:

- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.

CNCA FISCAL POLICIES AND PROCEDURES

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- Supervisors will return, either physically or via the payroll system, incomplete or incorrect timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return. If no timesheet is submitted, the organization will pay the employee for the best estimate of hours worked and will update to the accurate hours as soon as possible.
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Time and Effort Reporting

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

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

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

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

Procedures:

Employees Funded Through Only One Federal Source

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

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

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

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

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

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

Other Requirements/Information Regarding Time and Effort Reporting

Duty Statement

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

Submission Requirements

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

Training

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

Personnel Changes

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

Record Retention

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

Payroll Additions, Deletions, and Changes

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

Procedures:

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

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

Payroll Preparation & Approval

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

Procedures:

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

Pay Upon Termination

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

Procedures:

- The VP of Human Resources or designee will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.

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- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

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

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

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

Meeting food purchasing guidelines are to be followed.

Cooperative Purchasing

The Organization may procure goods and services through competitively solicited cooperative purchasing agreements, including but not limited to OMNIA Partners, Axia Cooperative, Sourcewell, NASPO ValuePoint, California Multiple Award Schedules (CMAS), or other legally recognized cooperative purchasing organizations.

When utilizing an approved cooperative purchasing agreement, the Organization is not required to conduct a separate competitive solicitation, provided the underlying cooperative contract was awarded through a procurement process that complies with applicable federal, state, and local procurement requirements.

Management shall maintain documentation supporting the use of the cooperative purchasing agreement and shall determine that utilizing the cooperative contract is in the best interest of the Organization. All purchases remain subject to the Organization's approval authorities, budgetary controls, and applicable grant requirements.

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Procedures:

- All purchases over \$500 require a purchase requisition.
- The Chief Executive Officer, Fiscal Designee, Director of Expanded Learning, or Site Principals will approve the purchase requisition after determining:
 - If the expenditure is budgeted.
 - If funds are available for the expenditure.
 - If the expenditure is allowable under the appropriate revenue source.
 - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
 - If the price is competitive and prudent and proper bidding procedures have been followed.
- ***School Operations Manager (SOM) Approvals: School Operations Managers are authorized to approve purchase requisitions, operational supplies, repairs, and materials up to \$2,500 per transaction, provided the expenditure falls within the approved site budget and is categorized under SACS Object Codes 4300 (Materials/Supplies), 4400 (Non-Capitalized Equipment), 4700 (Food Services/Meetings), 5200 (Travel/Mileage), 5600 (Rentals/Repairs), 5800 (Services/Operating), or 5900 (Communications)***
 - ***Segregation of Duties for SOM Approvals: To maintain strict internal controls, purchase requisitions must be entered into the accounting system by a cross-trained site office staff member (e.g., Office Manager, Registrar, or Attendance Clerk). An SOM may not approve a purchase requisition that they themselves initiated; any requisition initiated directly by an SOM must route to the Principal or Assistant Principal for approval.***
 - ***Invoice Splitting: Splitting single purchases or contract commitments into multiple transactions to remain under the \$2,500 SOM threshold or higher approval thresholds is strictly prohibited.***

Parent Meetings Coffee with the Principal (Cafecitos) Workshops	Allowable	Light snacks
Staff Professional Development Up to \$20 per employee breakfast* Up to \$30 per employee lunch* Up to \$5 per employee snacks* *Including tax and tips/fees Full Day Professional Development (6-7 hours duration) One meal will be provided to attendees. (either breakfast or lunch). Snacks will also be provided. Half-Day Professional Development (1-5 hours duration)	Allowable	Tips should not be more than 15% Do not tip if delivery fee is included Receipt must show the tip included Preorder food from a vendor Gratuity (tip) paid in excess of the charter school policy is unallowed, unless automatically assessed by the restaurant.

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Snacks will be provided for attendees.		
Celebrations Baby Showers/Holiday Celebration Mother's Day/Father's Day Sport's Banquets (treat as a fundraiser)	Not Allowable	Ok: Donations and potluck Purchases for celebrations are considered gifts of public funds and therefore not allowed.
Food Delivery Service Door Dash Grub Hub Postmates Uber Eats Etc.	Allowable	When necessary to use these services costs must not exceed \$30 per meal, per employee inclusive of taxes and fees.

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

Staff Development and Team Building Activities:

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

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

Allowable Activities

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

- Professional training and workshops
- Coaching and mentoring sessions
- Team building activities that foster collaboration, communication, and morale (e.g., bowling, escape rooms, structured group challenges)
- Off-site strategic planning retreats for school leadership

Conditions for Allowability

Team building activities must meet the following criteria:

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

Expense Caps and Guidelines

To ensure fiscal responsibility and compliance:

- Annual cap:** Total expenditures on team building activities should not exceed ~~\$2,500~~ **\$4,000 per school site** per fiscal year.

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Documentation Requirements

Each expense must be supported by:

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

Unallowable Costs

Unallowable costs include:

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

Contracts

- The Chief Executive Officer, Fiscal Designee, or Site Principals will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over \$30,000. If multiple vendors are not available or do not provide bids, evidence of this will be kept in lieu of additional bids or quotes.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Chief Executive Officer, Fiscal Designee, or Site Principals will keep a record of all searches.
- The Chief Executive Officer, Fiscal Designee, or Site Principals will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Chief Executive Officer or designee may also require that contract service providers list the school as an additional insured.
- The Chief Executive Officer will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Chief Executive Officer, Fiscal Designee, VP of Human Resources, or Site Principals will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Chief Executive Officer and Member(s) of the Governing Board, as well as any other employee participating in any procurement decision, will abide by all relevant Conflict of Interest laws, including insuring that those with the conflict will excuse themselves from discussions and from voting on the contract.

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Delegation of Contractual Authority:

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

Scope of Authority

Under this policy, Principals are authorized to:

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

Limitations and Restrictions

The following limitations apply:

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

Pre-Approval and Review

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

Documentation and Recordkeeping

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

- A copy of the signed agreement
- Supporting documentation and rationale
- Proof of fiscal and legal review (if applicable)
- Date of execution and term of agreement

Oversight and Compliance

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

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Emergency Expenditures Policy (Immediate Crisis Authority)

In rare, severe situations where delaying procurement or vendor engagement to wait for standard purchase requisitions or Purchase Orders (POs) would cause critical operational failure, property destruction, or direct danger to student/staff health and safety, authorized site and organizational leaders are empowered to take immediate action first outside the standard prior-approval workflow.

Emergency spending authority is strictly limited to unpredictable events requiring immediate response to:

- 1. Prevent imminent danger to life, health, or physical safety of students, staff, or campus visitors.
- 2. Halt active physical property damage or destruction (e.g., active flooding, sewage backup, structural hazards).
- 3. Resolve severe facility or utility failures preventing the school from safely opening or conducting mandatory instructional operations the following business day.

Qualifying vs. Non-Qualifying Circumstances

- Qualifying Emergency Examples: Active main water or gas line leaks, major electrical failure affecting fire/security systems, structural/roof damage during a storm, total HVAC failure in extreme weather, severe biohazards/sewage backups, or compromised main perimeter entry locks.
- Non-Qualifying Circumstances: Emergency authority strictly may not be used for routine maintenance, late vendor submissions, missed deadlines, ordering curriculum/technology supplies, or circumventing competitive procurement requirements. Poor planning or administrative delay does not constitute an emergency.

Tiered Emergency Authority Limits (Per Incident)

When an immediate emergency occurs, leaders are authorized to commit funds up to the following single-incident thresholds without prior PO generation:

Role / Position	Single-Incident Emergency Spending Cap
School Operations Managers (SOMs)	Up to \$2,500
Assistant Principals (APs)	Up to \$2,500

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Principals	Up to \$10,000
Senior Leadership Team (SLT / VPs)	Up to \$25,000
Chief Executive Officer (CEO)	Exceeding \$25,000 (up to standard board-delegated authority)

Post-Incident Workflow & Board Ratification

Because emergency commitments bypass the pre-approval PO process, strict post-incident controls are required to maintain compliance, protect against authorizer/LAUSD audit findings, and ensure full board transparency:

1. Immediate Execution & Dispatch: The authorized official dispatches the emergency vendor, secures the campus, and resolves the immediate threat.
2. Same Or Next Day Notification: The leader notifies the Finance Team and CEO/VP and submits itemized invoices/receipts through the standard accounting system no later than the next business day.

Credit Cards

Policy: ~~Organization credit card accounts shall only be established with the formal approval of the Governing Board and may only be used for organization-related expenditures.~~ **Organization credit card accounts and lines of credit shall only be established with formal approval of the Governing Board. Upon board approval of a credit line or card account, the Chief Executive Officer or designee is authorized to assign individual cards to designated employees, assign user access levels, set spending limits, and establish operational guidelines for card usage and receipt submission.**

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases above \$500.
- The Chief Executive Officer is responsible for deciding which employees may have an organization credit card and will set expectations for the use of the card and all related supporting records. Employees who are not able to consistently meet these expectations should not have an organization credit card and will relinquish access and use of card.

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- Tipping shall be applied to transportation and meal costs only.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Chief Executive Officer. Should the Chief Executive Officer be required to complete a "missing receipt" form, authorization must be granted by a member of the Governing Board.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. The Use of such points or discounts is at the discretion of the Chief Executive Officer and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the VP of Human Resources.

Credit Card – Tiered Access by Role and Seniority

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

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

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

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

Gift Cards

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

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

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

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

Procedures:

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

Information to be completed includes the following:

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

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

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

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

Violations of this Procedure:

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

Independent Contractors

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

Procedures:

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

Invoice Approval & Processing

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

Procedures:

- When receiving tangible goods from a vendor, the Office Manager will trace the merchandise to the packing list and note any items that were not in the shipment.
- For invoices that are received manually (e.g., via email or mail)
 - The Office Manager will open and review invoices and bills and will notify the Chief Executive Officer, Fiscal Designee, or Site Principals of any unexpected or unauthorized expense.
 - The Office Manager will code invoices to the correct budget line.

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- For electronic invoices that are sent directly from the vendor to the procurement system
 - The procurement system will automatically receive the electronic invoice against the purchase order.
 - The procurement system will copy the coding from the purchase order to the electronic invoice.
 - The procurement system will create an E-Invoice document to reflect the electronic invoice data it received from the vendor.
- Invoices are then routed to the Chief Executive Officer, Fiscal Designee, or Site Principals for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Office Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

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

Procedures: Two methods are used to issue vendor payments:

Bank Check

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

Nvoicepay/Corpay (outsourced payment provider)

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

Petty Cash

Policy: No Petty cash will be kept on site.

Employee and Volunteer Expense Reimbursements

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

Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Chief Executive Officer, Fiscal Designee, or Site Principals.
- Employees will submit signed expense reports within 30 days of incurring the expense to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- Chief Executive Officer expense reports must be approved by a member of the board via either a signature, email, or through Spendbridge.
- The Office Manager will submit the approved expense report and copies of the supporting documentation to ExED.

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- ExED will issue a reimbursement check during the next regular check run following receipt of appropriate and complete documentation.
- Employees and volunteers will submit expense reports within 60-days and/or within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.
- The Chief Executive Officer will determine which administrative staff is eligible for monthly tech reimbursement not to exceed \$35 per calendar month.

Travel Expenses

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

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 75 miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed up to the established State of California per diem rate found at (<http://www.gsa.gov/portal/category/100120> - US Government Rates) for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Tipping shall be applied to transportation and meal costs only.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis or group ride services may be more economical. Employees should choose between long-term parking or a taxi/ride service based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Executive Officer, Fiscal Designee, or Site Principals for approval and then on to ExED for processing.

Governing Board Expenses

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

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Asset Management

Cash Management and Investments

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

Procedures:

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

Capital Equipment

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

Procedures:

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Chief Executive Officer will be notified of all cases of theft, loss, damage or destruction of assets.
- The Chief Executive Officer or the Fiscal Designee will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.
- The organization is responsible for maintaining compliant inventory lists of all items required under state or federal program guidelines, including items which fall below the capitalization threshold listed above.

Leases

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

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

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

Procedures:

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

Loans & Lines of Credit

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

Employee loans, including salary advances, are not allowed.

Procedures:

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

Insurance

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

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

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

Procedures:

CNCA FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, Revised August 11, 2026

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

Parking Lot Liability

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

Procedures:

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

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

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

Coversheet

Prop 28 Certification

Section:	V. Consent Items
Item:	B. Prop 28 Certification
Purpose:	Vote
Submitted by:	
Related Material:	Prop 28 Annual Report - CNCA #1 FY25-26.pdf Prop 28 Annual Report - CNCA #2 FY25-26.pdf Prop 28 Annual Report - CNCA #3 FY25-26.pdf Prop 28 Annual Report - CNCA #4 FY25-26.pdf Prop 28 Annual Report - CNCA HS #2 FY25-26.pdf

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Camino Nuevo Charter Academy
 CDS Code: 1964733-6117667
 Charter School Number: 293
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 25-26 school year Prop 28 funds were used to maintain one teacher and one teachers aid. In addition, funds were used to complete major renovation of the create lab and dance studio used in music and dance education.

2. Number of full-time equivalent teachers (certificated). 0.1

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 599

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 8/4/2026 3:15:50 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Camino Nuevo Charter Academy #2
CDS Code: 1964733-0122861
Charter School Number: 1231
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 25-26 school year Prop 28 funds were used to maintain two teachers and hire one additional music teacher. In addition, the school refreshed art supplies and purchase new instruments for the orchestra program.

2. Number of full-time equivalent teachers (certificated).	0.4
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	697
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 8/4/2026 3:10:23 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Camino Nuevo Elementary No. 3
 CDS Code: 1964733-0122564
 Charter School Number: 1212
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 25-26 school year Prop 28 funds were used to maintain two teachers and one art teacher assistant. In addition, the school purchased 3D printers and supplies for the arts program, new musical instruments, clay, and other physical media art supplies.

2. Number of full-time equivalent teachers (certificated). 0.1

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 703

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 8/4/2026 3:11:48 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Camino Nuevo Charter Academy No. 4

CDS Code: 1964733-0124826

Charter School Number: 1334

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 25-26 school year Prop 28 funds were used to maintain two teachers and fully fund one teacher. In addition the school purchased refreshed physical art supplies, musical instruments, and musical equipment.

2. Number of full-time equivalent teachers (certificated). 1.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 433

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 8/4/2026 2:58:31 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Camino Nuevo High No. 2

CDS Code: 1964733-0127910

Charter School Number: 1540

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 25-26 school year Prop 28 funds were used to maintain three teachers, purchase new musical instruments, and upgrade the concert hall.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 508

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

https://www.caminonuevo.org/apps/pages/index.jsp?uREC_ID=263344&type=d&pREC_ID=2545097

Submission Date 8/4/2026 2:57:01 PM

Coversheet

Woodcraft Rangers - Dalzell Lance Contract Approval

Section:	V. Consent Items
Item:	C. Woodcraft Rangers - Dalzell Lance Contract Approval
Purpose:	Vote
Submitted by:	
Related Material:	CNCA HS 2026-2027 Proposal - v2.pdf



EXPANDED LEARNING SERVICES PROPOSAL

Camino Nuevo Charter Academy

Dalzell Lance High School
After School Program
2026-2027



MIND, BODY, SPIRIT AND SERVICE

"First find yourself, then be yourself without fear."

Ernest Thompson Seton, Founder

In 1922, when Woodcraft Rangers first opened its doors to Los Angeles youth it welcomed all interested participants. They were embraced with the belief that every child is innately good, deserves the opportunity to realize their full potential, and that youth should be active participants in defining their own paths.

Through the Woodcraft Way, a young person develops a holistic sense of self through the cultivation of mind, body, spirit, and service. Believing that maturity, not scholarship, is the first aim of education, the Woodcraft Way builds character and equips youth with new skills and knowledge, strength and resiliency, a deeper understanding of their place in the world, and a greater commitment to their community.

Our Programs | Mind, Body, Spirit and Service

Experience matters. For over 100 years, Woodcraft Rangers has been at the forefront of expanded learning opportunities exclusively in the Greater Los Angeles area. Believing that communities themselves are best equipped to determine their own needs, as early as the 1950s Woodcraft Rangers identified the need for parent participation and created neighborhood Advisory Boards to complement its city-wide neighborhood programs. In the 1960s, we developed pre-delinquent youth development and work training programs in response to President Johnson's "War on Poverty". In the 1980s, our reach expanded with the creation of our Youth Employment Education program. Since 1991, Woodcraft Rangers has successfully managed ASES, supplemental, 21st CCLC and ASSETs grants, ELO-P grants. and continues to be a leader by all standards. Ultimately, this long-standing delivery of service has enabled us to impact the lives of 500,000 young people, ranging in age from 5 to 18 years. Our longevity is evidence that we have always been responsive to the changing needs of our communities and we continue to build and adapt around the current issues facing our youth.





Finally, we have always believed that youth development mentors should reflect the communities we serve and have always actively recruited staff from within those communities. This creates a more meaningful sense of belonging for students as well as a more authentic relationship with parents and community leaders.

Our current programs continue to embody the ethos of the Woodcraft Way.



Expanded Learning Programs (ASES, Before School, 21st CCLC, ASSETs, ELO-P)

Each site is uniquely curated through a needs assessment that includes consult with school leadership and student interest surveys. Woodcraft Rangers Club Leaders and Site Coordinators curate activities to meet the specific needs of the students at each site and dovetail with the unique dynamics of each neighborhood and community.

Elementary and Middle School clubs are implemented in 6-week cycles and meet 5 days a week. For a program of 80 students, students will be able to choose two different clubs, from a total of eight, each cycle (a MWF, and a T/Th club), to ensure engagement with diverse experiences and broadening of horizons. Students work on specific skills or techniques each time the club meets, and students may work toward mastery of skill by continuing clubs in multiple cycles. Clubs hold events at the end of each cycle to celebrate their accomplishments and share them publicly.



High School programs are designed in collaboration with school leaders and students. A typical high school program is designed as 6-week cycles and offers clubs 2-5 times per week. Weekend events and break periods are also programmed to keep engagement rates high. High School Youth Advisory Boards drive the program development and participate in governance of the program.

Our Expanded Learning Programs are: Dual Language Enrichment, Visual and Performing Arts, Sports, STEM, Youth Leadership, and Health & Wellness.

Dual Language Enrichment

Our Dual Language Enrichment programs make English, Spanish, Armenian, and



Mandarin Chinese an everyday part of learning and play. Our full immersion Armenian Language Club is just one example - where academic support and all activities are conducted in Armenian and English. This program has empowered first generation young Armenian speakers with the ability to learn English and has exposed older youth to their native tongue. Similar clubs exist for Spanish and Mandarin Chinese languages, and are led by experienced, bilingual staff.

Visual and Performing Arts

We recognize the importance of art in all forms as an expression of culture, identity and individuality. Performing arts offerings include modern dance, classical dance and Baile Folklorico, drum line, guitar, keyboard, Mariachi, drama, color guard, cheer and drill. We extend to the arts to vocational options which include cosmetology, graphic design, and arts management.

Again, Woodcraft Club Leaders craft programs specific to the students at each site, to ensure that opportunities remain relevant and students stay engaged.

STEM

From robotics to gardening – regardless of subject – all opportunities integrate lessons in science, technology, engineering and mathematics. In this way, students intuitively learn that STEM concepts influence everything they do and experience in the world. This unique approach distinguishes Woodcraft from other afterschool programs. Furthermore, we actively integrate arts and STEM in a wide array of activities and intentionally create arts programs that are environmentally responsible including the strategic use and re-use of materials. In alignment with our naturalist roots, many Woodcraft Rangers science activities teach students about the environmentally and responsible application of science and technology. For example, in lessons that focus on alternative energy, students build solar cars, hydro cars, and hover crafts, integrating earth sciences, physics and engineering. Other popular STEM programs include VR, 3D printing, coding cyber security and robotics.

Youth Leadership

Woodcraft Rangers Youth Leadership Program focuses on guiding and empowering young leaders with a belief that youth should shape the world they will inherit. Youth Leadership at Woodcraft Rangers is both a program in itself, but also, our youth-choice, youth-driven, youth-led philosophy is a defining approach to Woodcraft Way.



Elementary school-aged youth are given multiple opportunities to choose from a wide-range of program offerings. Each 6-weeks youth are surveyed on club preferences and their input is utilized to develop upcoming 6-week session offerings. Youth are empowered to create their club rules and agreements and hold each other accountable with guidance from staff members. In addition to youth choice, middle school-aged youth are given the opportunity to provide input and feedback that drives the program development and improvement, including program schedule, program offerings, rules, agreements, field trips and special events.

High school students are empowered to participate in the governance of the program. This is accomplished through a formation of a representative leadership club, known as a Youth Advisory Board. Delegates from clubs assist the Site Coordinator to make meaningful decisions for the program, including budget considerations, adding of new clubs and investing resources in local issues that affect their community. Youth are also given the opportunity to create and lead activities and program events.

Middle School and High School site-based Youth Advisory Boards are comprised of representatives from each club. With civic engagement, social justice and youth activism at the center of YAB clubs, youth are empowered to seek solutions to challenges their worlds face. Staff guide youth through the process of issue mapping, researching, meeting with local leaders and influencers and creating a project or contributing to a solution. The culmination of this work is showcased at an annual summit.

Sports and Play

We believe that when properly implemented, structured sports and guided play programs have positive impact on a child's physical, social and emotional wellness, and when every interested child is included and encouraged, the tide of equity and inclusiveness rises for all. Additionally, we believe children should be given the opportunity to explore many options so, our sports programs include a wide range of popular and non-traditional offerings - basketball, bicycling, lacrosse, martial arts, rugby, soccer, swimming, tennis, volleyball, and yoga – and are targeted to all abilities and genders.

As skateboarding embraces individual self-expression, our SK8 program is a direct reflection of our egalitarian approach. SK8 is a safe and inclusive skateboarding



program which offers students an alternative to traditional sports programs. With an emphasis on creativity and gender equity, this program provides an opportunity to connect with peers and to develop new skills that build confidence and physical fitness.



Health & Wellness

Finally, all programs include elements focused on wellness including teaching healthy eating habits, providing healthy meals and snacks that comply with California health standards and conducting non-competitive, game-based fitness activities that allow for all children to participate. Furthermore, through our integrated Gardening and Culinary Arts programs, students learn about whole foods, from raised bed to table.

Residential Summer Camp

Our Residential Summer Camp, comprised of one week stays in Big Bear, California, is the heart of Woodcraft Rangers. We believe that children learn through play and should have the opportunity to take developmentally appropriate risks that build resiliency and independence. This sense of autonomy is nurtured through mentoring by trained instructors and counselors who are equipped to support the social, emotional, and physical development of every child. In each week-long session, over 100 young people engage in nature-based activities designed to build and enhance confidence, conflict resolution skills, communication, teamwork, and perhaps most importantly, connectedness to one another and to nature.

Summer Learning and Intersessional Program (Supplemental and ELO-P)

Summer Learning programs are enriching to students mitigate summer learning loss, and with Woodcraft's commitment to accessibility, our programs give parents the ability to continue employment without disruption leading to economic stability. Within a 7-week period in the summer months, for up to 12 hours a day, participants receive academic reinforcement in addition to participation in sports, STEM, field trips, and arts experiences that are culturally relevant.



Proposed Scope of Work

The following program design and budget proposal allows Camino Nuevo Charter Academy to meet all of the designated requirements and guidelines of the State of California's Community Schools Grant and provide access to qualifying 9th-12th grade students. Woodcraft Rangers will operate programs in compliance with all Federal and State funding guidelines and current public health guidelines.

183 Days of Afterschool Programming

- WR will deliver a high-quality after-school learning program at Camino Nuevo Charter High School Academy Dalzell Lance.
- WR will begin programming the week of August 13, 2026 through to June 10, 2027 of the 2026-2027 school year.
- Each program will offer up to two hours of direct student services per day and will operate two or three days per week, in alignment with sample schedules developed in collaboration with Dalzell Lance High School and school administrators.
- All program staff will include a minimum of 3 program hours per day, which includes planning, preparation, training, and enrichment activities implementation.
- Programs will average 20:1 student staff ratio.
- The program will be supervised by one dedicated site coordinator. A year-round program manager and quality assurance specialist will oversee Camino Nuevo Charter Academy Schools, along with neighboring schools.
- Program supplies and equipment are included for base and specialty clubs at each site.
 - Driver's Education program costs include two sessions (one per semester), serving up to 90 students annually.
- WR is responsible for hiring, supervising and training of staff with wages competitive to market to ensure adequate recruitment and retention.
- WR provides its staff with access to the WR activity library and ongoing coaching and supports from a centralized learning team.
- WR will be responsible for community needs assessment, program design, activity development, training, recruitment, registration, equipment procurement and delivery and parent communication in partnership with Camino Nuevo Charter Academy and school leaders.
- WR will track all relevant data and ensure compliance for all grant funded programs.
- WR will be responsible for submitting all required California Department of Education reports, including, budget and expenditures, semi-annual attendance reports, CQI and Annual Outcomes Report, and all other reports as required. WR will also submit all reports to Camino Nuevo Charter Academy Schools for their records.
- Camino Nuevo Charter Academy contributes use of facilities, including Wi-Fi Usage, adequate storage, and associated cleaning costs for school sites.



Sample Daily Program Schedule (Base Programming)

* Sample schedule subject to adjustment based on school's daily schedule and enrichment selections.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00 – 4:00 PM	Dance	Drivers Ed	Dance	Drivers Ed	Dance
4:00 – 5:00 PM	Culinary Creations	Culinary Creations	Culinary Creations	Culinary Creations	Culinary Creations

Cost Breakdown:

Program	DOP	Number of students	Cost
Base Programming	5	Up to 40	\$155,000.00

Coversheet

Instructional Continuity Plan

Section:	V. Consent Items
Item:	D. Instructional Continuity Plan
Purpose:	Vote
Submitted by:	
Related Material:	2026-27 Instructional Continuity Plan (ICP).pdf



2026-27 Instructional Continuity Plan (ICP)



This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Camino Nuevo Charter Academy	Camino Nuevo Charter Academy Camino Nuevo Charter Academy #2 Camino Nuevo Elementary #3 Camino Nuevo Charter Academy #4 Camino Nuevo Charter High #2	Rachel Hazlehurst, CAO	rachel.hazlehurst@caminonuevo.org 213-417-3400

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on on March 01, 2026 and adopted by Camino Nuevo Charter Academy Board of Directors on February 10, 2026 as part of the approval of the Comprehensive School Safety Plan to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Camino Nuevo Charter Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Phone Calls
- Text Messages
- ParentSquare

- DeansList
- In-Person Communication with District and Site Administrators
- E-Mail

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Camino Nuevo Charter Academy will use the school messaging system (e.g. text messages, emails, and ParentSquare) and update the district website. The LEA will engage with pupils and families **within 5 calendar days** following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Whole School Safety and Prevention Plan through the use of MTSS

1. System to connect with students and families to promote attendance.
2. CNCA employs a trauma-responsive school system to support the school and surrounding community
3. Engage with students and families using culturally responsive techniques.
4. Use of universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, ParentSquare).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing etc..

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Camino Nuevo Charter Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Meal Service available and ready to deliver

Remote Instruction

Plans for remote instruction.

As required, Camino Nuevo Charter Academy's remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Camino Nuevo Charter Academy uses both local and state assessments to monitor student learning. Local assessments include iReady and NWEA MAP testing for Math and Reading. State assessments include the ELPAC (English Language Proficiency Assessment of California) for English learners and the CAASPP (California Assessment of Student Performance and Progress), which includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test. These assessments will be administered in person when possible, but the district would prepare to administer some assessments remotely. The plan also describes requirements for the use of specific assessments to ensure that students identified with special learning needs continue to have their needs met through the use of these assessments in identifying specific accommodations that must be provided.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The school district currently provides Chromebooks to each student for use on campus; in the event of an emergency school closure, chromebooks may be sent home with students individually. We attempt to maintain extra devices at each campus such that if technology is damaged or destroyed during the emergency, students can receive a new one.

Additionally, Camino Nuevo maintains an active agreement for hot-spots that may be made available to students who do not have access at home in the event of an emergency. We also maintain and communicate information regarding low-cost or no-cost internet access for our students.

Camino Nuevo's IT team is prepared to provide technical supports to families regarding connectivity and accessing online platforms.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

CNCA commits to ensuring that, as required by law, remote instruction directly aligns with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

While we are confident that in the event of an emergency, Camino Nuevo can seamlessly transition to remote learning, we acknowledge that there may be an event that makes this impossible for the organization or for families. In that case, Camino Nuevo is prepared to provide support to pupils and families to enroll in or be temporarily reassigned to another Camino Nuevo site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in person learning.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will have regular communication from District and/or school officials in case of an emergency school closure. Camino Nuevo will use the District messaging system (e.g. autodialer phone messages, text messages, emails, via ParentSquare) and update the District website. The District will post information related to emergencies on its official District social media platforms. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including

early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

As required, remote instruction offered will align with expectations of access and equity.

The school district currently provides Chromebooks to each student for use on campus; in the event of an emergency school closure, chromebooks may be sent home with students individually. We attempt to maintain extra devices at each campus such that if technology is damaged or destroyed during the emergency, students can receive a new one.

Additionally, Camino Nuevo maintains an active agreement for hot-spots that may be made available to students who do not have access at home in the event of an emergency. We also maintain and communicate information regarding low-cost or no-cost internet access for our students.

Camino Nuevo's IT team is prepared to provide technical supports to families regarding connectivity and accessing online platforms.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure academic continuity during emergencies or unforeseen disruptions, Camino Nuevo Charter Academy (CNCA) has established a comprehensive instructional continuity framework featuring three primary learning models. These pathways provide our campuses with the flexibility and preparedness needed to navigate a variety of crisis contexts while maintaining our commitment to rigorous, standards-aligned, and culturally responsive instruction.

1. Traditional In-Person Learning

This model represents our standard, face-to-face learning environment, operating five days a week with enhanced health, safety, and operational protocols in place across our sites. At the secondary level, block or modified schedules may be utilized to maximize instructional blocks and minimize campus transitions, while elementary schedules prioritize consistent, cohort-based learning.

2. Blended Hybrid Learning

When campus capacity must be limited, this model blends dynamic in-person instruction with remote independent learning. Students attend school on campus for designated days each week and transition to asynchronous (self-paced) remote learning on the remaining days. Dedicated time is woven into the weekly schedule for independent student work, staff professional collaboration, and targeted student support or office hours.

3. Full Distance Learning

When full on-campus instruction is not safe or viable, Camino Nuevo activates its Distance Learning Model. In this scenario, all instruction is delivered remotely through a strategic mix of synchronous (real-time, interactive virtual classrooms) and asynchronous formats.

Across all three instructional pathways, Camino Nuevo ensures strict alignment with state-required instructional minutes, equitable access to technology, and adherence to our core, standards-aligned curricula.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Camino Nuevo is deeply committed to promoting equity, accessibility, and inclusion across all instructional models, particularly during emergencies. CNCA affirms that every student—regardless of ability, background, or life circumstance—deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, CNCA has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive.

Students with Section 504 Plans will continue to receive the accommodations outlined in their individual plans, with school site teams convening (virtually, if necessary) within the first six weeks of school or after any significant shift in instructional modality to review and update supports. CNCA staff are tasked with ensuring these accommodations are implemented effectively in both in-person and remote learning environments.

Students with Individual Health Plans (IHPs) are also supported through proactive outreach. School nurses and support staff contact families at the start of the school year or after an emergency to review and revise healthcare plans. When in-person meetings are not feasible, virtual or phone check-ins are conducted to ensure continuity of medical support. CNCA takes deliberate steps to guarantee that essential medications and health supplies are accessible across all instructional settings, including during school closures.

Pupils in Foster Care & Pupils Experiencing Homelessness

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness practice
- Interactions with teachers
- Co-creation of expectations for participation

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with IEPs who receive RSP Services will receive co-planning and co-teaching minutes per their IEPs. This co-instruction will include a range of supports, depending on student need, including but not limited to:

- Small group instruction
- Options for written assignments to account for graphomotor or fine motor barriers (e.g. typing instead of writing, writing instead of typing and taking photos to upload)
- Chunking of assignments and/or additional support for executive functioning such as customized learning schedules
- Text-to-speech or speech-to-text
- Access to audiobooks

Students who received related services such as speech & language, ERICS counseling, occupational therapy, etc. will continue to receive these services in a virtual setting.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

CNCA will provide support to students in need, such as students not performing at grade level, English learners, individuals with exceptional needs with an individualized educational program pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students experiencing homelessness or in foster care, and students requiring mental health support. To provide support for English Learners, CNCA will provide support through targeted instruction and intervention via a digital curriculum focused on language development, teacher use of specially designed academic instruction in English (SDAIE), and consultation (as necessary) with District specialists regarding language development. (Education Code § 51747(g)(7))

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

CNCA is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, “professional learning communities are indeed the best form of staff development. Camino Nuevo Charter Academy firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment.

Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. “Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools” (DuFour and Eaker, 2004). Therefore our vision for support and development at Camino Nuevo Charter Academy defines our professional culture and ensures a powerful adult learning community focused on academic excellence:

We are a professional learning community dedicated to constantly improving our ability to meet our students’ academic and socio-emotional needs through engaging in action research and the reflective cycle in collaborative teams, so that all of our students learn.

Similarly, our shared commitments align with DuFour’s four questions of an effective Professional Learning Community. These fundamental questions ensure ongoing alignment between our mindsets, behaviors, and outcomes for students and our team. They remain alive in the minds of faculty and leadership team members through regular reflection during the opening and closing of collaborative meetings. We are committed to constantly reflecting on and improving our ability to effectively respond to the four essential questions:

1. What do we expect our students to learn?

2. How will we know if they have learned?
3. How will we respond when they don't learn?
4. How will we respond when they do learn?

The format of Camino Nuevo Charter Academy PLC is defined by six key structures that we believe are applicable across multiple instructional formats, including remote learning:

1. Grade-Level/Content Area Teams
2. Classroom Walk-Throughs
3. Instructional Coaching
4. In-House Professional Development
5. Teacher Leadership
6. External Workshops and Opportunities

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

As part of our commitment to educating the whole child, Camino Nuevo Charter Academy proudly features the Jeri Weiss Mental Health Program, a cornerstone of our student support services. The mission of the program is to offer culturally responsive and trauma informed mental health care that empowers students and nurtures their emotional, mental, and developmental well-being. The program operates across all 6 CNCA school sites, and plays a critical role in building trauma-informed environments that wrap students in the support they need to thrive both academically and socially.

At the heart of the Jeri Weiss Mental Health Program is a clinical model that provides long-term, school-based psychotherapy focused on the socioemotional needs of our students. Our services are designed to reach students who are disproportionately impacted by poverty, discrimination, complex trauma, and systemic inequities—barriers that often prevent them from accessing quality mental health care elsewhere. Many of our students have experienced multiple adverse childhood experiences (“ACEs”), which research shows have long-term effects on health and educational outcomes. Latino youth, in particular, are more likely than their peers to experience at least one ACE, and low- and middle-income students are twice as likely as high-income peers to experience multiple ACEs. Our program addresses these inequities head-on by offering care regardless of immigration status, insurance coverage, or academic standing.

Research consistently shows a direct link between mental health and academic success, particularly among adolescents. According to *Education Week*, students with untreated mental health challenges are more likely to struggle with concentration, attendance, and academic performance¹. Mental health issues, including anxiety and depression, have been identified as leading causes of chronic absenteeism and disengagement from school. The *CDC's Youth Risk Behavior Survey* similarly reports that students who experience poor mental health are more likely to perform poorly in school, fail classes, and drop out². In contrast, integrating mental health support into the school environment increases students' ability to focus, regulate behavior, and build the resilience necessary for long-term success. This evidence underscores the urgent need for programs like Jeri Weiss that embed therapeutic support directly in schools, where students are already spending most of their day.

In the event of a transition to remote learning, CNCA staff therapists will provide direct mental health services to students and families through individual, family, group therapy and psycho education workshops through a HIPAA compliant video platform. Mental health services will be available in the primary language of the student and family.

Mental health treatment will include assessment of students' socio-emotional functioning and needs, as well as providing referrals to outside agencies for additional support, as needed. Staff therapists will provide professional development to CNCA staff on trauma informed practices, including but not limited to, recognizing signs of trauma-related behavior and using trauma sensitive strategies through distance learning interactions. Therapists will provide staff with professional development on vicarious trauma and strategies on self-care to support the staff's remote learning plan. Staff therapists will provide teachers and other staff consultations to address student-specific mental health needs and services.

Plans to provide access back-up, water and medicines in the event of an emergency.

Camino Nuevo maintains a proactive approach to emergency preparedness to ensure the safety and well-being of all students and staff during natural disasters or prolonged school closures. Each site has a Comprehensive School Safety Plan that outlines the requirements for backup supplies, including food, water, first aid materials and other emergency provisions to support students and staff for multiple days. These supplies are reviewed annually and refreshed after use. In addition, Camino Nuevo also works closely with emergency services and public health agencies to ensure a coordinated response, and, if necessary, access to additional supplies or support during extended emergencies.

¹ Gewertz, C. (2022). *Why Students' Mental Health Is an Urgent School Priority*. *Education Week*. Retrieved from: <https://www.edweek.org>

² Centers for Disease Control and Prevention (CDC). (2023). *Youth Risk Behavior Survey (YRBS): Data Summary & Trends Report 2011–2021*. Retrieved from: <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

1. Special Education & Specialized Services

Our commitment to an inclusive environment means students with Individualized Education Programs (IEPs) and 504 plans remain at the center of our continuity planning.

- **IEP Implementation:** Special Education teachers and Resource Specialists collaborate with general education faculty to co-plan accommodations for synchronous and asynchronous blocks.
- **Virtual Services & Tele-Therapy:** Speech-language pathology, occupational therapy, and specialized academic instruction (SAI) transition smoothly to secure virtual formats (such as Google Meet or Zoom) adhering to confidential, small-group structures.
- **IEP Meetings:** Annual, triennial, and amendment IEP meetings continue without delay via virtual platforms to maintain legal timelines and ensure continuous parent collaboration.

2. Counseling & Mental Health Services

Recognizing that emergencies increase community stress, our mental health structures scale up to provide proactive and responsive trauma-informed care.

- **Triage & Check-Ins:** School Counselors and Clinical Social Workers maintain regular, scheduled check-ins with high-priority students. Students and families can request support via private digital self-referral forms.
- **Crisis Intervention:** Counselors maintain virtual drop-in "Office Hours" for immediate student support, while severe crisis protocols are clearly communicated to parents, linking families to local community mental health partners.
- **Social-Emotional Learning (SEL):** Teachers weave restorative community circles and SEL check-ins into morning synchronous blocks to maintain a sense of belonging and monitor student well-being.

3. After-School Programs

Learning and enrichment do not stop when the school day ends. CNCA is committed to ensuring continuity of our after school programming in the event of an emergency and the need for remote learning.

4. Nutrition, Kitchens, and Food Services

Food security is a foundational pillar of our community care. Camino Nuevo keeps kitchen operations active to ensure all families have access to nutritious meals.

- **Drive-Through "Grab & Go" Distribution:** In full distance learning, campus kitchens pivot to central distribution hubs. Families can pick up multi-day food kits (containing breakfasts, lunches, and nutritional staples) during designated windows.
- **Hybrid In-Class/Grab & Go Service:** During hybrid models, students receive individually packaged meals while on campus and are sent home with meal kits to cover their asynchronous independent learning days.
- **Community Resource Mapping:** School sites use ParentSquare to distribute localized maps of additional food banks, community kitchens, and mutual aid resources within the neighborhood.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Developing and implementing a successful Instructional Continuity Plan (ICP) requires every part of the Camino Nuevo community to work in sync. Because our campuses thrive on strong relationships, collaboration isn't just top-down—it is a feedback loop where everyone has a specific role to play.

Here is how our administrators, faculty, IT team, students, and parents collaborate across the design and activation phases of the ICP:

1. Planning & Development (Before an Emergency)

Before a crisis ever hits, stakeholders work together to build a resilient foundation.

- **Administrators & Faculty:** School leadership meets regularly with instructional leadership teams (ILTs) and grade-level leads to review the curriculum. Together, they identify essential power standards that can survive a shift to distance learning and design the master schedules for hybrid or remote models.
- **Information Technology (IT) Staff & Parents:** The IT team coordinates with families through annual surveys and orientation nights to audit home tech needs. This ensures every student is matched with a working Chromebook and a reliable internet hotspot before an emergency occurs.

- **Students & Faculty:** Teachers work with students in the classroom to practice using the learning management systems (like Google Classroom). Students provide feedback on what digital tools feel intuitive and which ones are confusing, helping teachers refine their digital classrooms.

2. Implementation & Activation (During an Emergency)

When a disruption occurs, the framework shifts into active, day-to-day collaboration to keep learning seamless.

- **Administrators & IT Staff:** Leadership and tech teams act as the operational backbone. While administrators communicate network-wide updates, IT staff set up rapid-response tech support desks at school sites to swap out broken hardware for families and troubleshoot software issues for teachers.
- **Faculty & Parents:** This partnership is crucial for student success. Teachers host virtual office hours and send weekly bilingual digests to keep parents informed of expectations. Parents collaborate by establishing a dedicated learning space at home and using communication apps (such as ParentSquare) to alert teachers when a student is struggling or absent.
- **Faculty & Students:** In a remote setting, collaboration happens through a balance of real-time synchronous check-ins and independent work. Teachers use interactive tools to keep students engaged, while students actively participate in virtual discussions and take ownership of their self-paced assignments.

3. Continuous Feedback Loops

An ICP is a living document. Once a model is activated, Administrators host virtual town halls for Parents, distribute feedback surveys to Students and Faculty, and huddle with IT Staff to review data on digital engagement. This collective feedback is directly used to troubleshoot bottlenecks in real time and refine the plan for the future.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Before resuming in-person instruction following an emergency or disruption, Camino Nuevo Charter Academy will assess a comprehensive set of conditions to ensure the safety and readiness of all school sites. These conditions include the lifting of any local or state evacuation or shelter-in-place orders, the restoration of essential utilities such as electricity, internet, and clean water, and the assurance of safe air quality for students and staff. Facilities must be free from structural damage, debris, or hazardous materials, and sufficient staffing must be available to support both instruction and operations. In addition, food

services, transportation systems, and health and safety protocols must be fully operational.

Camino Nuevo will collaborate with local public health officials, emergency services, and county agencies to determine when it is safe to reopen schools. Once these conditions are met, the district will communicate a reopening timeline and procedures clearly to students, families, and staff through multiple channels in all applicable languages.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Camino Nuevo's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Camino Nuevo Charter Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153.

The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Camino Nuevo Charter Academy's educational partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1.

Coversheet

AI Policy

Section:	V. Consent Items
Item:	E. AI Policy
Purpose:	Vote
Submitted by:	
Related Material:	CNCA AI Responsible Use Policy for Staff - Revised 8.5.26.pdf



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Camino Nuevo Charter Academy:

Artificial Intelligence Responsible Use Policy for Staff

Artificial Intelligence (AI) is a system of machine learning that is capable of performing complex and original tasks such as problem solving, learning, reasoning, understanding natural language, and recognizing patterns in data. AI tools that can generate new content including text, images, video, audio, structures, computer code, synthetic data, etc. in response to prompts generated by users are becoming more prevalent in our daily lives and are being integrated in a variety of technical applications.

Camino Nuevo Charter Academy (CNCA) recognizes AI as a useful tool in the working and educational environment. While we are committed to adopting new technologies to aid our mission, we also understand there are risks and limitations of open-source and generative AI, and want to ensure responsible use. Our goal is to protect students, parents/guardians, employees, and partners, as well as the organization, from any harm. This policy establishes guidelines to leverage AI to enhance educational experiences while ensuring student safety, data privacy, and ethical standards.

Definitions & Select Applicable Laws

- [Children's Online Privacy Protection Act "COPPA" of 1998 \(15 U.S.C. §§ 6501–6506\)](#): This U.S. federal law mandates operators of websites or online services to protect the personal information of children under the age of 13.
- [Family Educational Rights and Privacy Act "FERPA" \(20 USC 1232g; 34 CFR Part 99\)](#): This U.S. federal law mandates the protection of student education records. This law also gives parents the right to request and access student records.
- [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\)](#): establishes federal standards protecting sensitive health information from disclosure without patient's consent. The US Department of Health and Human Services issued the HIPAA Privacy Rule to implement HIPAA requirements. The HIPAA Security Rule protects specific information covered by the Privacy Rule.
- Student Online Personal Information Protection Act ("SOPIPA"), Cal. Bus. & Prof. Code §§ 22584–22585: This California law prohibits operators of K–12 online services from using student data for targeted advertising, building profiles for non-educational purposes, or selling student information.
- California Education Code § 49073.1 (AB 1584): Requires schools to ensure that contracts with educational technology operators include specific pupil data privacy protections, including that

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pupil data is not used or sold for non-educational commercial purposes, that the operator provides a method for correcting or deleting data, and that the operator maintains reasonable security procedures.

- “Personally Identifiable Information” or “PII” includes, but is not limited to, a person’s name, address, email address, telephone number, Social Security number, student identification number, or other information that identifies or could reasonably be linked to a specific person.
- “Confidential Information” includes, but is not limited to, student education records, grades, attendance, discipline information, information pertaining to an Individualized Education Program (“IEP”) or Section 504 Plan, personnel information, legal communications, passwords, security credentials, and other non-public CNCA information.
- [HIPAA/FERPA Infographic](#):

		Who must comply?	Protected information	Permitted disclosures ¹
FERPA	The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that protects the privacy of student education records. The Act serves two primary purposes: 1. Gives parents or eligible students more control of their educational records 2. Prohibits educational institutions from disclosing “personally identifiable information in education records” without written consent	• Any public or private school: – Elementary – Secondary – Post-secondary • Any state or local education agency Any of the above must receive funds under an applicable program of the US Department of Education	Student Education Records: Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution	• School officials • Schools to which a student is transferring • Specified officials for audit or evaluation purposes • Appropriate parties in connection with financial aid to a student • Organizations conducting certain studies for or on behalf of the school • Accrediting organizations • Appropriate officials in cases of health and safety emergencies • State and local authorities, within a juvenile justice system, pursuant to specific state law • To comply with a judicial order or lawfully issued subpoena
HIPAA	The Health Insurance Portability and Accountability Act (HIPAA) is a national standard that protects sensitive patient health information from being disclosed without the patient's consent or knowledge. Via the Privacy Rule, the main goal is to • Ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.	• Every healthcare provider who electronically transmits health information in connection with certain transactions • Health plans • Healthcare clearinghouses • Business associates that act on behalf of a covered entity, including claims processing, data analysis, utilization review, and billing	Protected Health Information²: Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records	• To the individual • Treatment, payment, and healthcare operations • Uses and disclosures with opportunity to agree or object by asking the individual or giving opportunity to agree or object • Incident to an otherwise permitted use and disclosure • Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health and safety) • Limited dataset for the purposes of research, public health, or healthcare operations

1. Permitted disclosures mean the information can be, but is not required to be, shared without individual authorization.

2. Protected health information or individually identifiable health information includes demographic information collected from an individual and 1) is created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse and 2) relates to the past, present, or future physical or mental health or condition of an individual; the provision of healthcare to an individual; or the past, present, or future payment for the provision of healthcare to an individual; and

(i) That identifies the individual, or

(ii) With respect to which there is a reasonable basis to believe the information can be used to identify the individual.

For more information, please visit the Department of Health and Human Services' [HIPAA website](#) and the Department of Education's [FERPA website](#).





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Applicability

This policy applies to all employees, volunteers, coaches, vendors, contractors, and all others who interact in an electronic format with students and employees of CNCA, PNEDG, and GNLA. It covers the use of AI tools in teaching, administrative processes, and any other school-related activities. CNCA's Computer Use Policy and relevant monitoring policies still apply when using generative AI with CNCA equipment.

Approved AI Tools

Users at CNCA must only use tools from an approved list of AI systems. All approved systems must comply with the Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA) laws and provide necessary protections around student data.

- **Account Creation:** Staff may not use CNCA email addresses, CNCA phone numbers, or any other CNCA credentials to create or access accounts for non-approved AI tools or services. Staff also may not use personal email accounts, personal devices, or free consumer AI tools to input, upload, generate, revise, analyze, or store any confidential information, student data, personnel information, or other non-public CNCA information. These restrictions apply regardless of whether the use occurs on campus, off campus, during work hours, or outside work hours if the use relates to CNCA business.
- **Training:** Employees will be assigned training on how to properly and safely use the approved AI systems at CNCA.

Acceptable & Ethical Uses of AI

AI tooling must be secure and in alignment with CNCA's values and Acceptable Use Policy. All applications of AI must align with the school's mission to provide equitable and inclusive education. Permissible uses include, but are not limited to:

- **Personalized & Adaptive Learning:** Providing targeted interventions and dynamic learning experiences that adapt to individual student needs, though AI will not supplant instruction from a certified teacher.
- **Content Creation & Brainstorming:** Creating interactive materials, translating content, brainstorming ideas for projects, or drafting emails and letters.
- **Administrative Support:** Creating formulas for spreadsheets, summarizing online research to assist in full coverage of a work-related topic, or creating slide decks.

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- **Feedback & Accessibility:** Offering high-level trend analysis on student work or supporting students with disabilities through text-to-speech or speech recognition software.
- **Vendors/Contractors/Non-CNCA, PNEDG, or GNLA employees:** May access or process pupil records only under a written agreement meeting California Education Code §49073.1 requirements, with SOPIPA-aligned restrictions and FERPA “direct control” structure where applicable.

Unacceptable & Prohibited Uses

AI tools may not be used to automate tasks in a way that replaces curriculum, student effort, or critical thinking. Prohibited uses include:

- **Data Submission:** No company data of any kind, including proprietary information or sensitive student/employee data, may be submitted (copied, typed, etc.) into AI platforms.
- **Final Work Products:** Staff may not publish, submit, or distribute any unreviewed AI-generated content. All AI-assisted work must undergo critical human review by a CNCA employee to confirm factual accuracy, appropriateness, and source reliability before final use.
- **Academic Integrity:** Using AI to generate plagiarized content or disseminate misinformation is strictly prohibited.
 - AI-generated recommendations may not be used to make or substantially replace human decision making for grading determinations, discipline, placement, or special education decisions.
- **Bias & Conduct:** AI must not be used to automate grading in a way that perpetuates bias, nor should it be used to harass, bully, or discriminate against others. Using any AI system to access, create, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs or interact with the AI in a manner that supports any of the above is prohibited.
- **Marketing:** Targeted advertising using PII in pupil records is prohibited.
- **Tool Adoption:** Staff must not deploy student-facing AI (such as chatbots or AI tutoring) spaces without approval from administration.

Data Privacy & Security

Student data must be protected in accordance with all federal and state laws, including **FERPA, COPPA, and where applicable, Health Insurance Portability and Accountability Act (HIPAA).**



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- Users may not share any confidential or sensitive information with unapproved AI tools, including but not limited to sensitive information, passwords, certificates, personally identifiable information (PII), student information, asset names, secrets, and tokens.
- Sensitive data should be anonymized if used for educational analysis, and AI systems should not collect data beyond what is necessary.

Verification and Transparency

- **Human Review:** All AI-generated or AI-assisted content **must be reviewed for accuracy, bias, and ensuring instructional appropriateness** before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by an AI, that information cannot be used.
- **Citation:** Users must clearly identify and reference AI tools when they have been used to create products. Failing to properly cite an AI when used as a resource is a violation of this policy.

Reporting and Enforcement

Users shall immediately report any actual or suspected improper use of AI tools or improper transmission of PII to their manager and the designated IT role. Reportable incidents include, but are not limited to: unauthorized submission of PII or student education records to any AI platform; use of a non-approved AI tool involving any protected or sensitive data; and suspected unauthorized access to or disclosure of data entered into an AI platform. Upon receiving a report, IT shall assess whether the incident constitutes a breach requiring notification under FERPA, California Education Code § 49073 et seq., or other applicable law, and shall escalate to legal counsel as appropriate. **Any violation of this policy may result in disciplinary action, including termination, loss of access, and legal consequences.**

Delegated Authority

The AI Task Force or designee, with input from students and appropriate staff, shall periodically review and update procedures to enhance the safety and security of students using AI and to help ensure that CNCA adapts to changing technologies, circumstances, and educational priorities or changes to the organizational vision. The AI Task Force or designee may also maintain and update the approved AI tools list, implementation guidance, training requirements, and related procedures consistent with this policy.



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AI Policy Statement of Understanding I have read the CNCA Artificial Intelligence (AI) Policy and understand my responsibilities. I agree to abide by these regulations and understand that improper use could result in loss of access privileges and/or disciplinary action and/or legal action in accordance with law and Board policy.

Print Name: _____

Signature: _____

Coversheet

Enrollment Update

Section:	VI. School and Academic Updates
Item:	A. Enrollment Update
Purpose:	FYI
Submitted by:	
Related Material:	August 2026-27 Enrollment Board Slides.pdf



Board Meeting: Enrollment Update

August 11, 2026



Projected Enrollment For Day 1

Site	26/27 Enrollment Targets	Enrollment Projections	Open Seats	Waitlist
Burlington	603	620	-17	84
Kayne Siart	705	726	-21	6
Castellanos	458	465	-7	6
Eisner	273	265	8	0
Cisneros	401	430	-29	0
Dalzell	505	530	-25	1
CNCA	2945	3036	-91	97

Open Seats by Grade	26-27	25-26
TK	2	-4
K	-15	-19
1st to 5th	-12	-29
6th to 8th	-29	-5
9th	-21	-12

2026–27 Enrollment Outlook

Projected Enrollment: 3,036 students

- 5 of 6 campuses projected to exceed enrollment targets
- 91 students above target across the organization



Summer Melt & Day 1 Enrollment: Managing Our Highest-Risk Enrollment Period

Historical Summer Enrollment Movement (2023–2025)							
School Year	BUR	KAY	CAS	EIS	CIS	DAL	Total
2025	27	57	24	25	39	59	231
2024	19	44	33	23	38	50	207
2023	20	70	38	31	33	46	238
Avg:	22	57	32	26	37	52	225

2026–27 Enrollment Outlook

Historical trends show that summer melt and Day 1 enrollment movement are a consistent part of our enrollment cycle, with an average of **225 students not matriculating before the first day of school** over the past three years. In 2025, Summer Melt & Day 1 Movement captures enrollment changes from July through the first day of school in August. These changes are influenced by family mobility, relocation, and changing enrollment decisions during the summer. This data informs our enrollment planning, over-enrollment strategy, and targeted family engagement efforts.

To strengthen Day 1 enrollment stability, we are focused on:

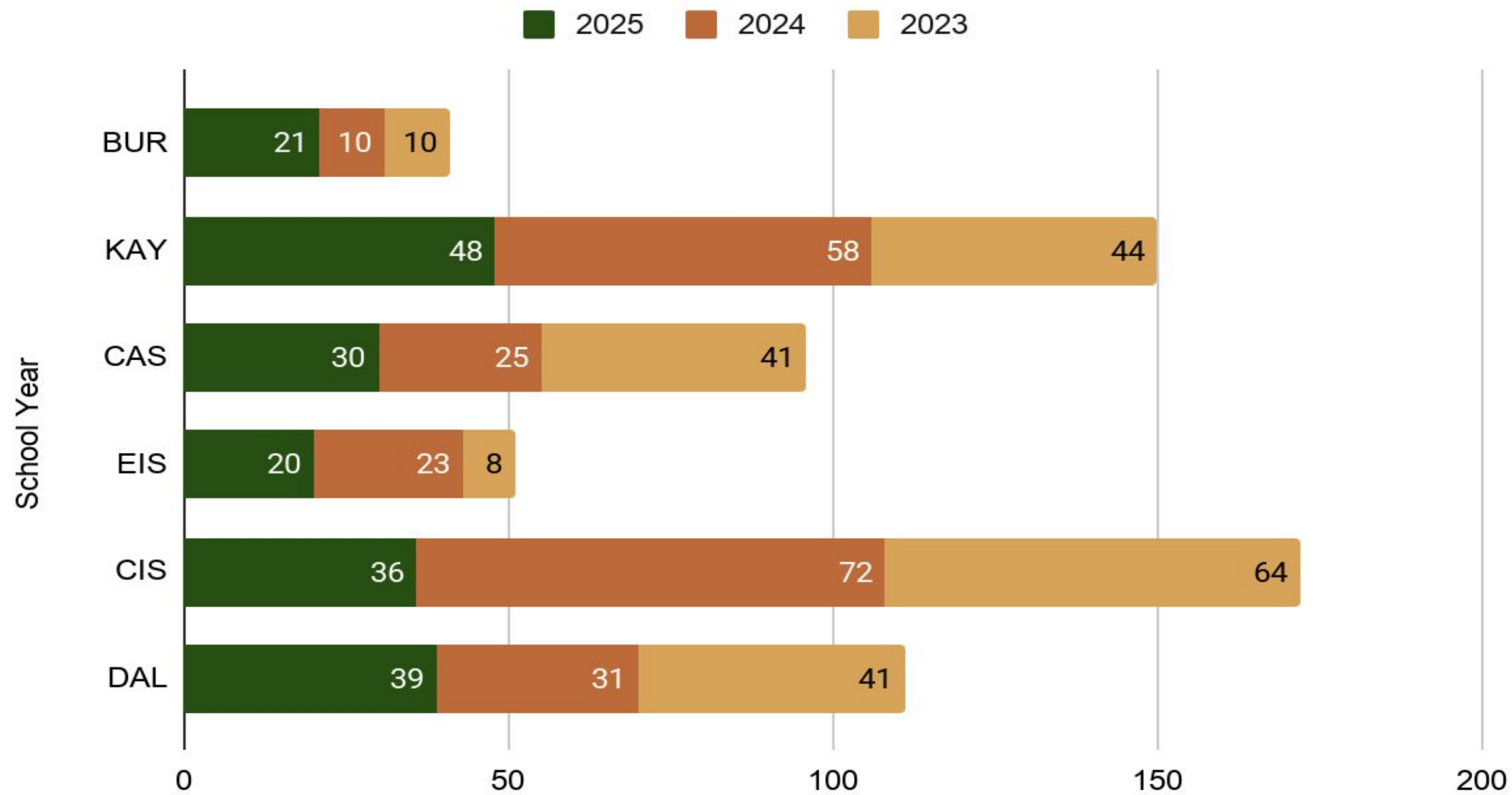
- Monitoring at-risk registrations weekly
- Provide targeted summer outreach and registration support
- Activating waitlists to backfill expected movement
- Partnering with school teams and Family Coordinators
- Tracking enrollment closely leading into Day 1

The period between registration and the first day of school continues to be the highest-risk point in the enrollment lifecycle. While some level of summer melt is expected across all schools, our focus is on minimizing preventable student loss through proactive outreach, waitlist management, and family engagement.

Historical Attrition: 3-Years



Reducing organization-wide attrition to 4.5% by June 2030 is essential to maintaining enrollment, protecting revenue, and ensuring more students continue their educational journey at Camino Nuevo



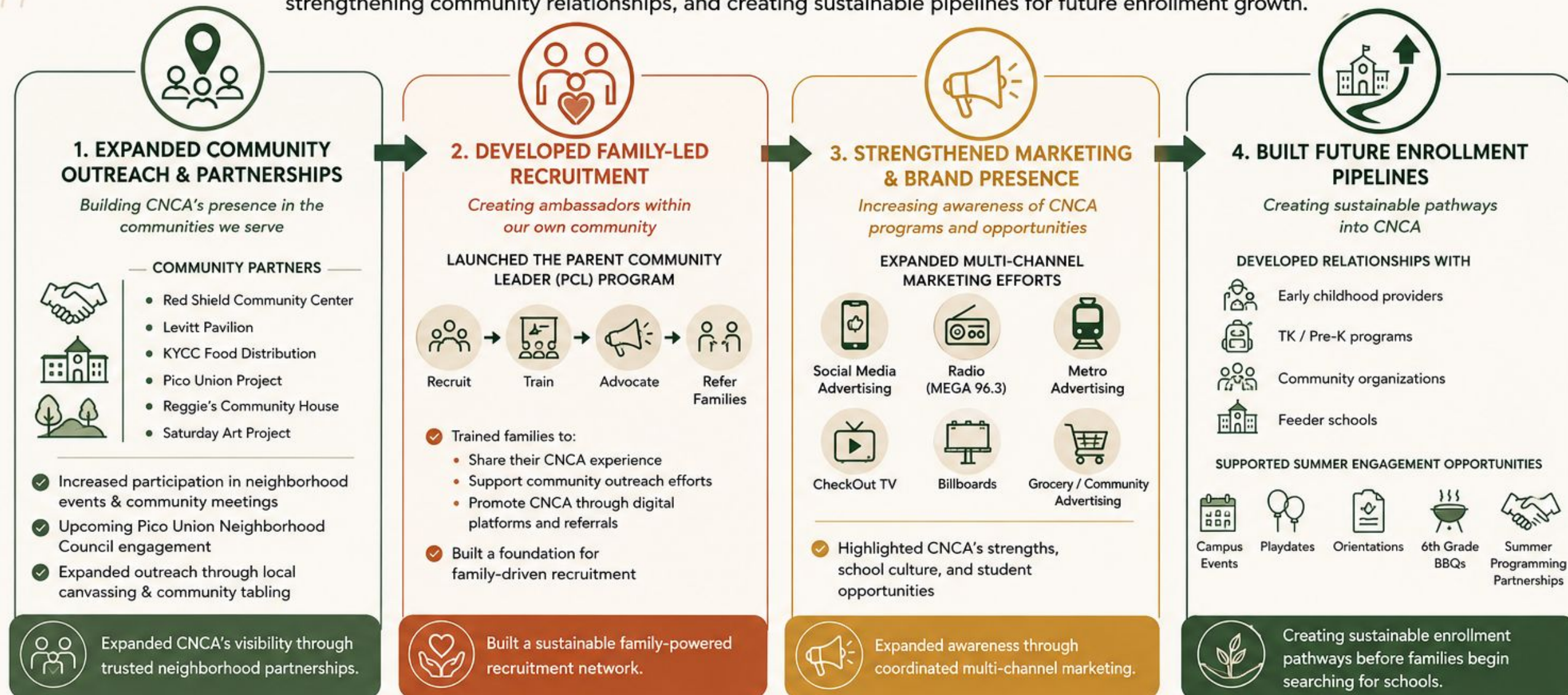
Retention Wins:

- Network-wide post-summer attrition improved from 7.81% (219 students) in 2024–25 to 6.62% (194 students) in 2025–26, resulting in 25 fewer students leaving our schools.
- Cisneros experienced fewer exits compared to the prior year, including a reduction in after-Day-1 withdrawals

Building Enrollment Momentum: Summer Outreach & Engagement Efforts For Day 1

Building Enrollment Momentum Summer Outreach & Engagement Efforts

This summer, the Recruitment & Retention team focused on increasing CNCA visibility, strengthening community relationships, and creating sustainable pipelines for future enrollment growth.



KEY TAKEAWAY

Summer efforts shifted recruitment from seasonal outreach to a year-round enrollment strategy built on community partnerships, family advocacy, strategic marketing, and sustainable enrollment pipelines that drive long-term student success.





Thank You!

Coversheet

SBAC data - CAO Update

Section:	VI. School and Academic Updates
Item:	B. SBAC data - CAO Update
Purpose:	FYI
Submitted by:	
Related Material:	CAO Update August 2026.pdf

A photograph of three young children of diverse backgrounds sitting outdoors on a grassy field. They are all wearing dark grey t-shirts with the Camino Nuevo Charter Academy logo, which features a stylized plant and the text 'Camino Nuevo Charter Academy'. The child in the center has curly hair and is smiling, with their arms around the shoulders of the two children on either side. The child on the left is a boy with short dark hair, and the child on the right is a boy with short dark hair. The background is a soft-focus outdoor setting with trees and a building.

CAO Update CNCA Board of Directors *August 2026*



Glossary & Context

- All data in this deck is relevant for charter renewal in that the assessments reflected are the same as the academic indicators on the California State Dashboard
 - ◆ SBAC: Smarter Balanced Assessment Consortium; English Language Arts & Math test for grades 3-8 and 11
 - ◆ ELPAC: English Language Proficiency Assessment Consortium; test of English Language proficiency given to all English Learners, grades K-12
 - ELPI: English Language Proficiency Index; the percent of students who improve a level on the ELPAC
 - ◆ CAST: California Science Test; given to students in grades 5, 8, and 12



2025-2026 Academic Data Overall Proficiency



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Innovation



Belonging



Excellence



Equity



Community

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ELA Proficiency

School	24-25	25-26	Variance
BUR	34.9%	47.2%	+12.3
CAS/EIS	39.1%	35.7%	-3.4
CIS	28.8%	30.5%	+1.7
KAY	29.5%	30.7%	+1.2
DAL	61.6%	58.7%	-2.9
ORG-WIDE AVERAGE	38.78%	40.56%	+1.78

Math Proficiency

School	24-25	25-26	Variance
BUR	36.3%	40.4%	+4.1
CAS/EIS	26.2%	23.0%	-3.2
CIS	21.5%	26.2%	+4.7
KAY	17.9%	16.4%	-1.5
DAL	24.6%	22.7%	-1.9
ORG-WIDE AVERAGE	25.3%	25.74%	+.44



2025-2026 Academic Data *SBAC, CAST, & ELPAC* **Big Wins**



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Burlington

SBAC

- ★ ELA proficiency grew 12 points to 47%; DFS improved 24 points
- ★ Math proficiency grew 4 points to 40%; DFS improved 3 points

ELPI

- ★ Grew 2.5 points to 48%, likely moving the school to Green

CAST (California Science Test)

- ★ Grew 2.4 science points to 47.9, moving the school to Green



Cisneros

ELPI

- ★ Grew 20 points to 54.4%, likely moving the school to Green!

SBAC

- ★ ELA proficiency grew 2 points to 30.5%; DFS improved 5 points and moved the school up to Yellow
- ★ Math proficiency grew 5 points to 26%; DFS improved 10 points

CAST

- ★ Grew 2.8 science points to 45.8, moving to Green!



Academic Data

Additional Gains



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Kayne Siart

ELPI

- ★ Grew 3.6 points to 44.9%, likely moving the school up to Yellow

CAST

- ★ Grew 2.3 science points to 44.8, moving the school up to Yellow

Castellanos-Eisner

ELPI

- ★ Grew 8.4 points to 53.3%, likely moving the school to Green

Dalzell Lance

SBAC

- ★ ELA DFS improved 5 points to 23.9, moving the school to Green!

CAST

- ★ Grew 3.7 science points to 54.7, moving the school to Green!



Academic Data

Areas of Stability



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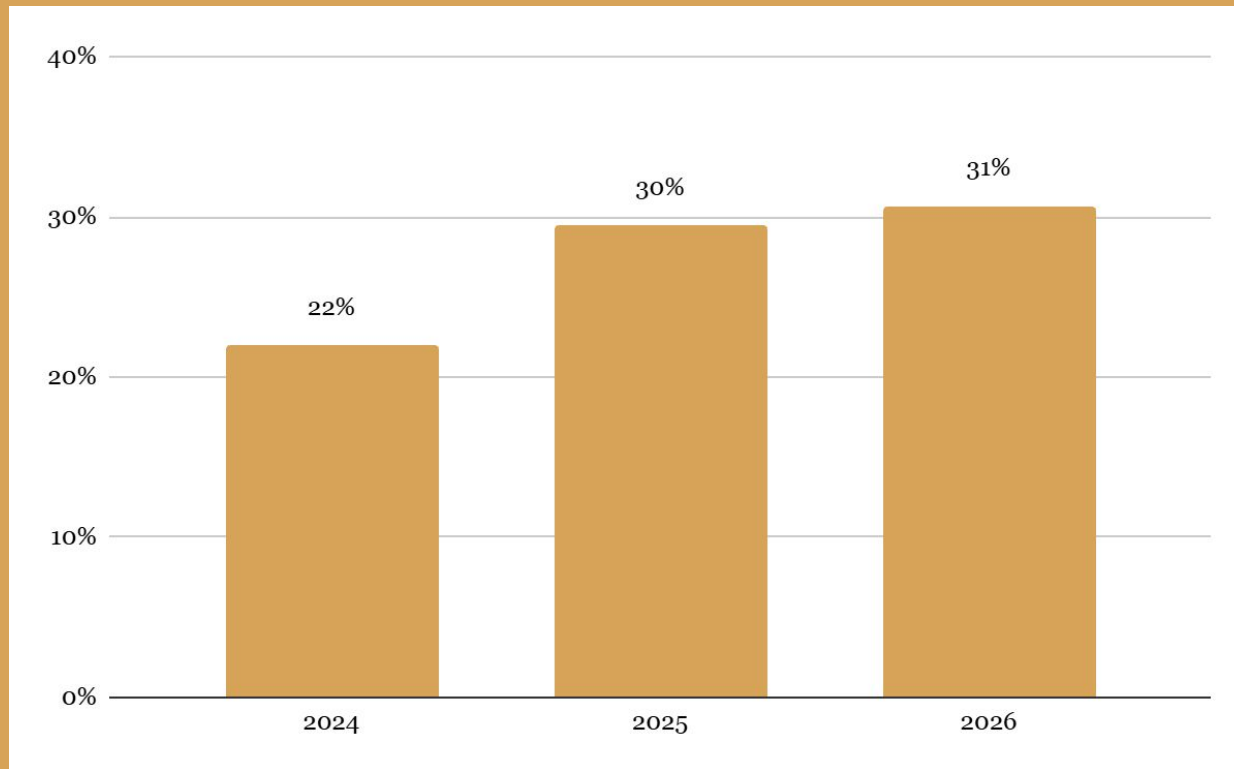


Community

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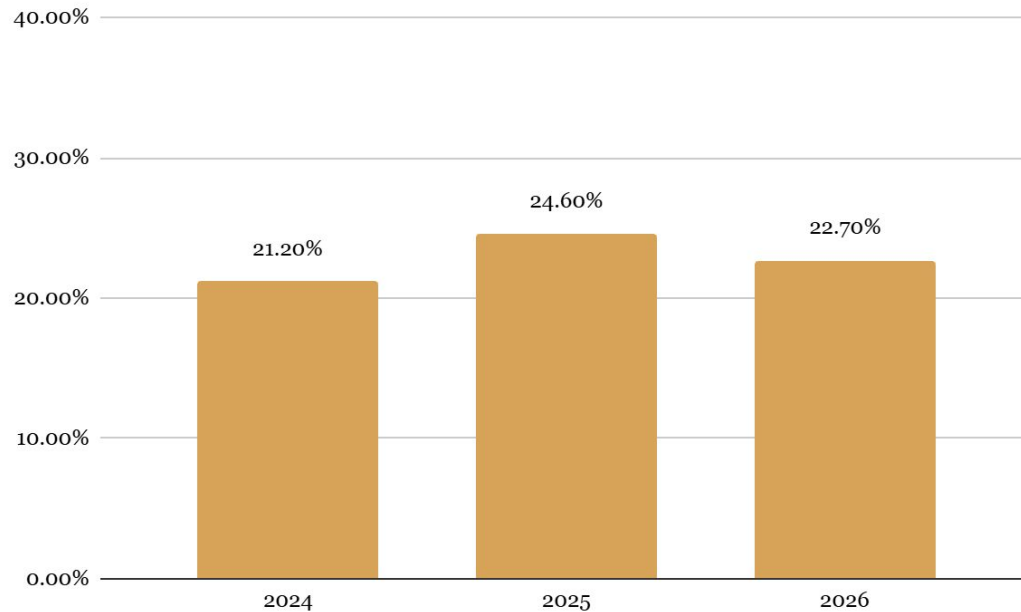


Kayne Siart: ELA Proficiency





Dalzell Lance: Math Proficiency & Distance from Standard



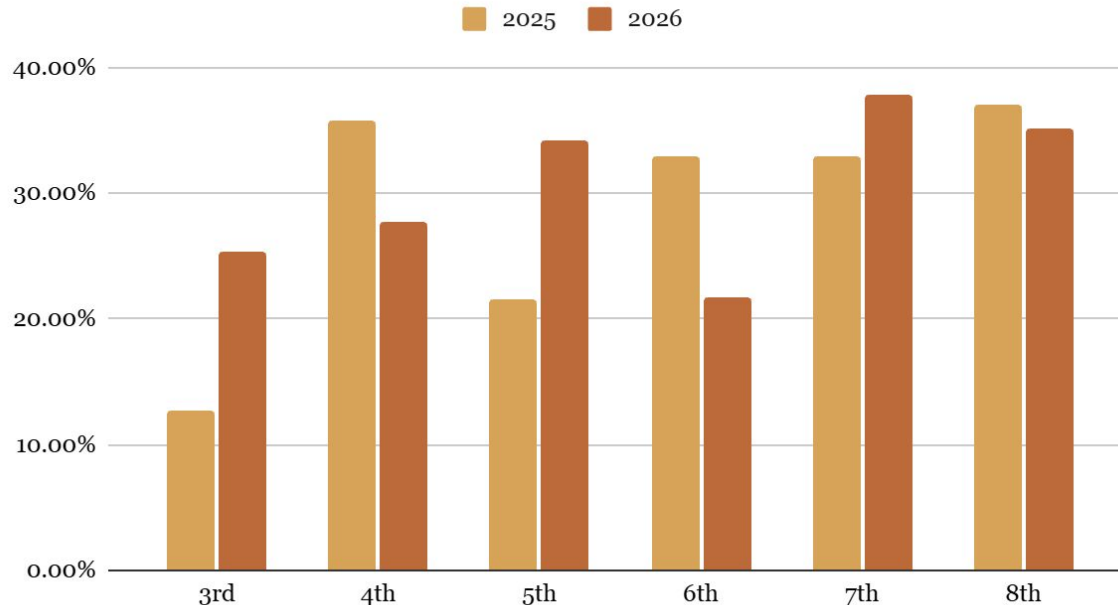
2023-24	2024-25	2025-26
-80.7	-77.7	-75.1

Why Stability is Significant

We recognize areas of stability because they mean that we are maintaining gains made in previous years, despite forces that could erode this progress, such as changes in teaching staff and student population, and a political climate that impacts students' emotional and physical wellbeing.



Kayne Siart ELA Proficiency





Academic Data

Areas of Challenge



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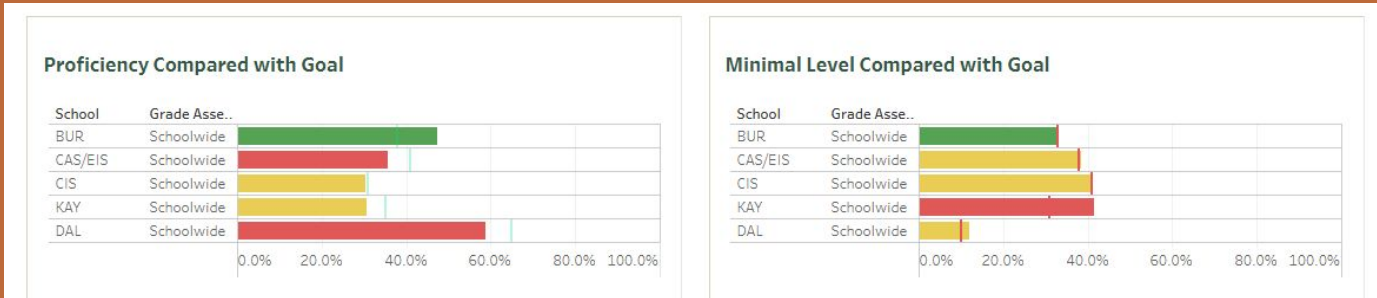
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Challenging Data Points: SBAC Proficiency (All Students)

- Most schools did not meet their goals for increasing proficiency or reducing the percent in Level 1/Minimal Level.
- The percent of students at a Level 1/Minimal Level in Math is concerningly high, and stagnant or rising at all sites.

ELA



Schools' proficiency goals are reflected with the light green vertical line.

Schools' goals for reducing the percent of students at a Level 1 (or Minimal Level) are reflected with the red vertical line.

Math





Challenging Data Points: ELA Distance from Standard

→ CNCA Schools have Distances from Standard that are below the State, everywhere except Dalzell Lance's ELA, even for the Socioeconomically Disadvantaged subgroup.

		Academic Year							
		2016-17	2017-18	2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
Burlington	Socioeconomically Disadvantaged	-33.9	-33.6	-10.3	-25.9	-35.5	-41.1	-39.5	-15.1
Castellanos/Eisner	Socioeconomically Disadvantaged	-60.5	-63.2	-47.2	-43.4	-52.4	-40.5	-39.6	-44.0
Cisneros	Socioeconomically Disadvantaged	-29.8	-19.7	-11.1	-43.1	-54.2	-55.6	-58.2	-52.1
Kayne-Siart	Socioeconomically Disadvantaged	-22.6	-24.2	-21.8	-42.5	-51.3	-69.8	-53.7	-53.2
Dalzell-Lance	Socioeconomically Disadvantaged		-22.9	33.6	16.0	48.3	29.5	17.2	23.6
State of California	Socioeconomically Disadvantaged	-45.9	-34.7	-30.1	-41.4	-42.6	-40.9	-35.3	



Challenging Data Points: Math Distance from Standard

→ The same is true in Math at Castellanos-Eisner, Kayne Siart, and Dalzell Lance.

		Academic Year							
		2016-17	2017-18	2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
Burlington	Socioeconomically Disadvantaged	-43.6	-48.6	-11.3	-49.1	-47.1	-40.9	-35.1	-31.1
Castellanos/Eisner	Socioeconomically Disadvantaged	-83.3	-89.5	-58.8	-86.1	-82.5	-66.6	-70.3	-79.7
Cisneros	Socioeconomically Disadvantaged	-31.8	-49.5	-48.1	-71.7	-86.7	-76.8	-73.3	-63.9
Kayne-Siart	Socioeconomically Disadvantaged	-36.3	-44.3	-44.2	-81.3	-90.7	-92.8	-90.9	-92.7
Dalzell-Lance	Socioeconomically Disadvantaged		-130.0	-94.4	-107.1	-68.0	-80.7	-77.0	-75.2
State of California	Socioeconomically Disadvantaged	-68.6	-67.4	-63.7	-84.0	-80.8	-78.2	-72.9	



26-27

The Strategy



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CAMINO NUEVO CHARTER ACADEMY

Camino to Excellence

25 Years of Bridging Classroom & Community

Enabling Conditions

Decreased Extraneous Cognitive Load Excellent Guidance, Support, & Oversight

Org-Wide Priorities

Excellence in Every Classroom

Coaching toward Instructional Framework
and Teacher Growth Tool

Own the Outcomes

Data, Assessment & Accountability



Excellence

Org Wide Wildly Important Goals (WIGs)

2026-2027

40% or more of elementary
and middle school students
will score proficient or
advanced on the SBAC in
both ELA and Math.

2026-2027

70% of high school
juniors will score
proficient or advanced
on the SBAC in ELA.

2026-2027

35% of high school
juniors will score
proficient or advanced on
the SBAC in Math.

2030

60% or more of elementary
and middle school students
will score proficient or
advanced on the SBAC in
both ELA and Math.

2030

75% or more of high school
juniors will score proficient or
advanced on the SBAC in ELA.
45% or more of high school
juniors will score proficient or
advanced on the
SBAC in Math.



Belonging - Community - Equity - Excellence - Innovation - Joy





Excellence in Every Classroom:

Coaching Toward Instructional Framework & Teacher Growth Tool

- ➔ Clarity of how we define excellent instruction with new Instructional Framework (TGT Companion Guide)
- ➔ Strengths-based coaching through States of Being implementation
- ➔ Guaranteed intervention during the school day, especially in math
 - ◆ Definition of excellence in mathematics at CNCA



Own the Outcomes:

Data, Assessment & Accountability

- Aligned quarterly benchmark assessments & analysis processes
- School-led strategy for regular frequent, formative assessment and analysis (e.g., biweekly) with HSO oversight
- Clearly defined ownership of student achievement metrics with regular progress monitoring loops with managers and HSO

Coversheet

Charter Petition Renewal Update

Section:	VII. Charter Petition Renewal Update
Item:	A. Charter Petition Renewal Update
Purpose:	FYI
Submitted by:	
Related Material:	Cisneros Board Renewal Update.pdf



Cisneros Renewal Update

August 2026





**Preparation without
presumption, in service of
the most responsible
outcome for the school.**

Huge win for students!

Verified Data (IReady) is
admissible as a metric for
academic success through
June 30, 2028





What does this mean for CIS?

Criterion 1

Strength of the Petition and Petitioners ability to Implement

Criterion 2

Academic Performance

- **Step 1: Beat the State**
 - ELA
 - MATH
 - ELPI
 - CA
 - S/E
- **Step 2: Verified Data**
- **Step 3: Resident Schools**

Criterion 3

Fiscal and Governance

- 4 on Oversight Report



Criterion 2: CIS Dashboard Predictions

ELA



2023-24	2024-25	2025-26
-54.2	-55.0	-49.8

MATH



2023-24	2024-25	2025-26
-76.0	-71.3	-61.5

ELPI

English Learner Progress Indicator



2023-24	2024-25	2025-26
43.6	34.4	54.4

Science



Academic Year 2024-25	2025-26
43.0	45.8



MATH

Criterion 2: Verified Data Whole School

ELA

Grade K	✓ 109%
Grade 1	✓ 107%
Grade 2	86%
Grade 3	96%
Grade 4	✓ 148%
Grade 5	94%
Grade 6	✓ 152%
Grade 7	92%
Grade 8	69%

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

Grade K	77%
Grade 1	✓ 112%
Grade 2	73%
Grade 3	✓ 115%
Grade 4	✓ 177%
Grade 5	✓ 115%
Grade 6	✓ 168%
Grade 7	75%
Grade 8	✓ 122%



Criterion 2: Verified Data

Grade Level and Subgroup

	Grades K-5	Grades 6-8
Math	80%	60%
Reading	75%	45%

Year	Grade Level		Reading	Math
2025-2026	3	Grade Level	115%	96%
		-English Learner	119%	108%
		-Students with Disabilities*	169%	4%
		-Socioeconomically Disadvantaged	109%	96%
		-Hispanic or Latino	117%	96%
	4	Grade Level	177%	148%
		-English Learner	179%	122%
		-Students with Disabilities*	261%	111%
		-Socioeconomically Disadvantaged	179%	148%
		-Hispanic or Latino	179%	143%
	5	Grade Level	115%	94%
		-English Learner	137%	90%
		-Students with Disabilities	69%	72%
		-Socioeconomically Disadvantaged	125%	93%
		-Hispanic or Latino	100%	94%
	6	Grade Level	168%	152%
		-English Learner	105%	32%
		-Students with Disabilities*	43%	150%
		-Socioeconomically Disadvantaged	153%	67%
		-Hispanic or Latino	168%	138%
	7	Grade Level	75%	92%
		-English Learner	94%	69%
		-Students with Disabilities	41%	208%
		-Socioeconomically Disadvantaged	65%	92%
		-Hispanic or Latino	75%	92%
	8	Grade Level	125%	70%
		-English Learner	125%	0%
		-Students with Disabilities	117%	46%
		-Socioeconomically Disadvantaged	136%	77%
		-Hispanic or Latino	117%	77%

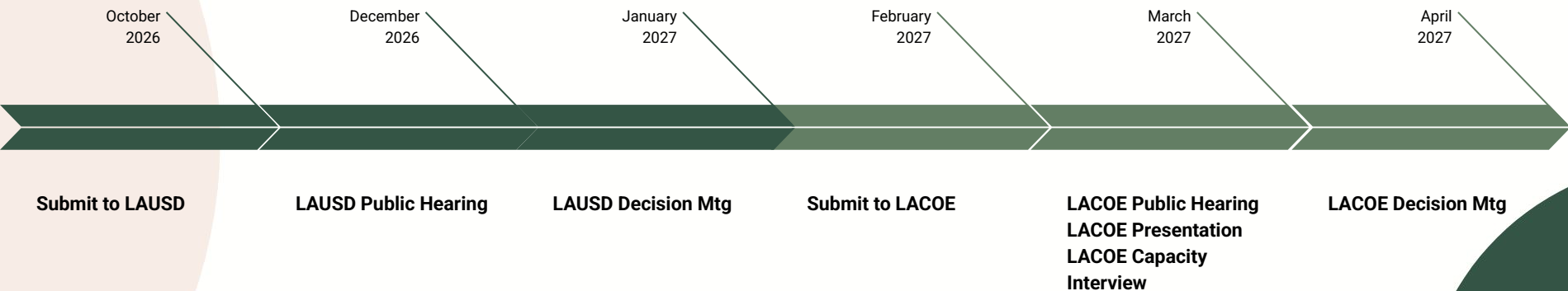


Submission Windows

PETITION SUBMISSION TARGET WINDOW (NEW AND RENEWAL PETITIONS)	PUBLIC HEARING DATES*	BOARD MEETING DATES* FOR PUBLIC HEARING AND BOARD ACTION ON PETITIONS
July 15-16, 2026	August 25, 2026	October 13, 2026
Aug 19-20, 2026	September 15, 2026	November 17, 2026
September 16-17, 2026	October 13, 2026	December 15, 2026
October 28-29, 2026	December 15, 2026	January 26, 2027



Updated Petition Timeline





Next Steps

- ☐ Resume
- ☐ Due Diligence Questionnaire



Coversheet

IT Cyber Security Update

Section:	VIII. IT Cyber Security Update
Item:	A. IT Cyber Security Update
Purpose:	FYI
Submitted by:	
Related Material:	Cyber Security Update - Board Meeting August 2026.pdf

Cyber Security Update



Naomi Jauregui, Director of IT
August 2026

No job is so important and no service so urgent - that we cannot take time to perform our work safely.

AT&T Bell System Safety Creed 1939

Topic	Current State
E-Rate Project: UPS Refresh (BUR, CAS/EIS, KAY, and DAL)	In Progress: - Funding Commitment Letter Received - Next Steps: Ordering with GigaKOM, winning bidder
E-Rate Project: Cisneros Network Refresh	In Progress: - Funding Commitment Letter Received - Next Steps: Review for any pricing discrepancies
AI	Complete: - New Policy added to the Handbook - Attended first Community of Practice (AI for Equity) In Progress: - Next Steps: Training and Roll Out preparation
Phishing	Complete: - Baseline pre and post phishing training - Scam of the Week Newsletter (shared monthly) In Progress: - Monthly simulated phishing - Ongoing training

Baseline Test 2025

464 Recipients	100% 464 Delivered	77.4% 359 Opened	7.8% 36 Clicked	0% 0 QR Code Scanned	0% 0 Replied	0% 0 Attachment Opened	0% 0 Macro Enabled	4.3% 20 Data Entered	4.1% 19 Reported
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- Only training on how to report phishing completed for all staff
- 36 Clicked a “malicious link”
- 20 Staff members shared passwords

 This Phishing Security Test

Status	Closed
Phish-prone %	12.07%
Recipients	464
Failures	56
Campaign End	10/15/2025, 9:05 AM

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143 of 205

- Mandatory Introduction to Cyber Safety Training was sent out in **March 2026**
- Incoming staff are automatically enrolled
- Duration: 25 minutes

 Security Awareness Foundations (SAF)

 How To Use the Phish Alert Button for Gmail



True Baseline Test 2025

510 Recipients	100% 510 Delivered	77.5% 395 Opened	28.8% 147 Clicked	0% 0 QR Code Scanned	0% 0 Replied	0% 0 Attachment Opened	0% 0 Macro Enabled	0% 0 Data Entered	8.6% 44 Reported
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⚙ This Phishing Security Test	
Status	Closed
Phish-prone %	28.82%
Recipients	510
Failures	147
Campaign End	06/04/2026, 9:12 AM



Email Preview - HR: Google Docs: Faculty Survey - Invitation to edit (Link) (Spoofs Domain)



From: HR (via Google Drive) <hr@caminonuevo.org>
Reply-To: HR (via Google Drive) <hr@caminonuevo.org>
Subject: Faculty Survey - Invitation to edit

Template ID: 634851-2fb64efd-c703-11ea-b655-0e11685db775

☒ Show Remote Images

 Send Me a Test

 Toggle Red Flags

hr@caminonuevo.org has invited you to **edit** the following document:

 Faculty Survey

Open in Docs

Google Docs: Create and edit documents online.
Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)
You have received this email because hr@caminonuevo.org shared a document with you from Google Docs.

Google™



Email Preview - Camino Nuevo Charter Academy - CNCA Regular Board Meeting Agenda - Tuesday August 11, 2026 at 4:20 PM
HR: Google Docs: Faculty Survey - Invitation to edit (Link) (Spoofs Domain)



From: HR (via Google Drive) <hr@caminonuevo.org>
Reply-To: HR (via Google Drive) <hr@caminonuevo.org>
Subject: Faculty Survey - Invitation to edit

Template ID: 634851-2fb64efd-c703-11ea-b655-0e11685db775

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hr@caminonuevo.org has invited you to **edit** the following document:

Hover over the link. Link does not take you to the site the email content says it will.

Open in Docs

Google Docs: Create and edit documents online.
Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)
You have received this email because hr@caminonuevo.org shared a document with you from Google Docs.

Google™

Close



Email Preview - HR: Google Docs: Faculty Survey - Invitation to edit (Link) (Spoofs Domain)



Sender email address is from your organization, but could be spoofed.

From: HR (via Google Drive) <hr@caminonuevo.org>

Reply-To: HR (via Google Drive) <hr@caminonuevo.org>

Subject: Faculty Survey - Invitation to edit

Template ID: 634851-2fb64efd-c703-11ea-b655-0e11685db775

☒ Show Remote Images

Send Me a Test

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First Test - Monthly Simulations: June 2026

453 Recipients	99.8% 452 Delivered	79.9% 362 Opened	9.9% 45 Clicked	0% 0 QR Code Scanned	0.2% 1 Replied	0.4% 2 Attachment Opened	0% 0 Macro Enabled	0% 0 Data Entered	19.2% 87 Reported
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⚙ This Phishing Security Test

Status **Closed**

Phish-prone % **10.62%**

Recipients **453**

Failures **48**

Campaign End **07/21/2026, 9:18 AM**

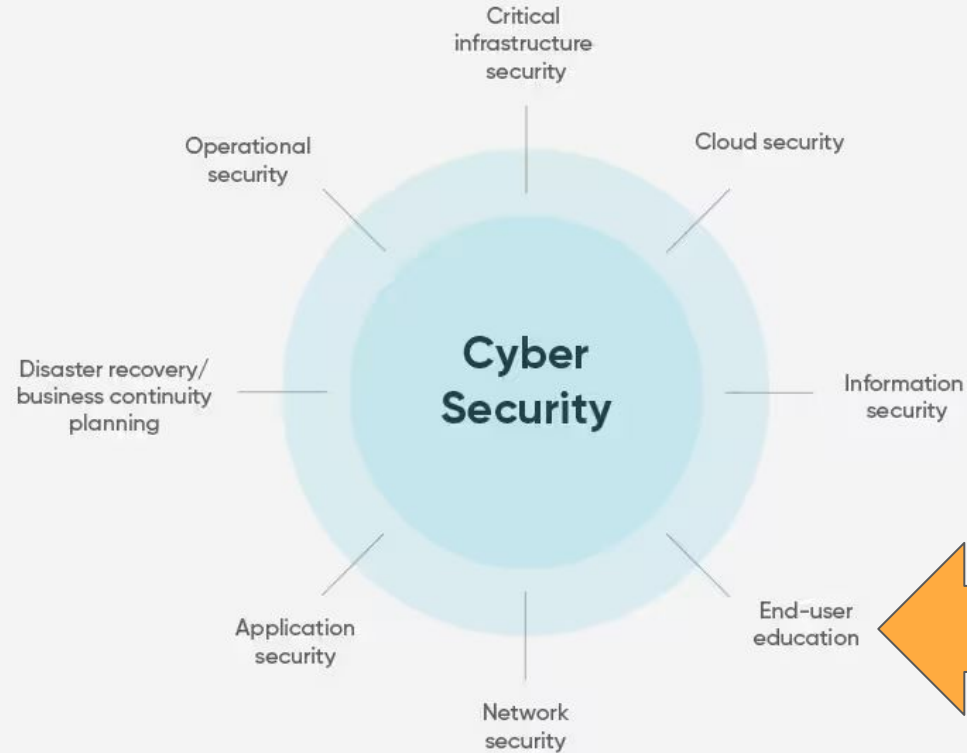


What IT does when a phishing attack is real:

Immediate action:

- Create and Initiate KnowBe4 queries to capture phishing emails
- Recall and delete malicious emails
- Mass communicate with organization
- Reach out to staff affected to take necessary action, which can include:
 - Password resets
 - Revoking login sessions
 - Wiping computers
- Notify our network partners
- Continuous monitoring of our systems







Coversheet

Critical Infrastructure Assessment

Section:	IX. Critical Infrastructure Assessment
Item:	A. Critical Infrastructure Assessment
Purpose:	
Submitted by:	
Related Material:	Critical Infrastructure Assessment.pdf



INFORMATION ITEM — NON-VOTING

Critical Infrastructure Assessment

Proactive evaluation of core facilities and building systems

Objective: Identify critical infrastructure needs before they become emergency repairs.



Why Now? Strategic Context

- ✓ **El Niño Preparedness:** Proactively ready facility envelopes for heavy winter weather.
- ✓ **Disruption Avoidance:** Mitigate risk of costly emergency repairs and instructional downtime.
- ✓ **Capital Plan:** Establish an objective, risk-prioritized capital improvement roadmap.

→ Next Steps Pathway

PHASE 1

Complete facility condition inspections

PHASE 2

Prioritize findings by risk & operational impact

PHASE 3

Return to Board with recommendations, if any

**ASSESSMENT SCOPE**

Six Core Systems Under Review

Facility condition inspections covering every critical infrastructure category.

**Roof Systems****PRIORITY****Downspouts and
Drains****HVAC Infrastructure****Plumbing & Sewer****Electrical Systems****Life-Safety Systems****Pre-Storm Structural Inspections**

Evaluating roof integrity & drainage infrastructure



Field inspections are already underway to assess roof integrity and drainage systems ahead of peak storm season.



 FUTURE BOARD ACTION NOTICE

Preparing for Potential Capital Improvement Projects

Initial evaluations indicate some **roof repairs** will likely be required.

Staff is presenting this informational item to give the Board early visibility prior to bringing formal capital expenditure requests.

This is an informational item only — no Board action or vote is requested at this time.

Coversheet

Sandra Cisneros Budget Update

Section:	X. Financials
Item:	B. Sandra Cisneros Budget Update
Purpose:	Vote
Submitted by:	
Related Material:	Cisneros Strategic Investments.pdf FY26-27 - CNCA#4 Budget w. Deficit Spending - Cashflow.pdf FY26-27 - CNCA#4 Budget w. Deficit Spending - Detailed Budget.pdf FY26-27 - CNCA#4 Budget w. Deficit Spending - Summary Budget.pdf



Cisneros Strategic Investment

Cisneros Strategic Reserve Spending Plan | Board Review & Vote

Context & Direction: Following board authorization to amend the budget and deficit spend by \$750,000 from reserves to improve overall student academic and growth outcomes.



Academic Intervention

\$370,000

Robust instructional intervention capacity and evidence-based intervention curriculum.



Differentiated Programming

\$240,000

Launch a Digital Media Arts elective to drive engagement, differentiation & retention.



Enrollment Development

\$140,000

Hire a dedicated enrollment employee and targeted local community marketing push.

Action Requested Today

Formal approval of the amended budget, authorizing the \$750,000 additional allocation from reserves across the three strategic pillars as presented.

PILLAR 1

Academic Intervention

\$370,000

TOTAL INVESTMENT

**Strategic Objective:** Focus on intervention support to push CA Dashboard performance into the blue and green.

Instructional Capacity

\$233,000

- Assistant Principal of Instruction (\$128K)
- Credentialed Intervention Teacher (\$75K)
- Intervention Teacher Assistant (\$30K)



Proven Intervention & Core Curriculum

\$52,500

- SIPPS Curriculum + Training (\$25K)
- EL Achieve Core ELD (\$27.5K)



Enrichment & Supplemental Learning

\$84,500

- After School Tutoring (\$50K)
- Books for Kids (\$25K)
- Supplemental Resources (\$9.5K): Wayground, ELA/Math Resources, Tier 1–3 PD

PILLAR 2

\$240,000

2-YEAR TOTAL



Differentiated Programming: Digital Media Arts



Multidisciplinary Digital Media Arts

Integrates animation, 3D design, photography, and filmmaking directly into the regular school day for Grades 3–8.



Community Alignment: “VAPA Jr.” Brand

Establishes Cisneros as a premier K–8 arts-focused charter option tailored specifically to the creative Echo Park community.



Competitive Advantage

Offers specialized 21st-century tech and career exposure, and a pipeline for students likely to attend VAPA Magnet School.



Enrollment Engine

Marquee programmatic offering designed to boost family satisfaction, retain students, and generate ongoing ADA revenue to sustain program costs.

PILLAR 3

Enrollment Pipeline Development

\$140,000

TOTAL ALLOCATION



Strategic Objective: Build a dedicated, year-round enrollment engine to expand campus reach, strengthen community partnerships, and drive sustained TK–8 student conversion.



Dedicated Personnel

\$45.8K – \$58.2K

Recruitment & Outreach Specialist

Full-time staff member dedicated exclusively to community outreach, family engagement, lead conversion, and local organization partnerships.



High-Visibility Ads

\$89,582

- Billboard & Mobile (\$40K): 20-week targeted campaign reaching neighborhood commuters.
- Campus Privacy Screen (\$30K): Prominent visual branding asset along perimeter.
- Recruitment Materials (\$10K): Banners, event displays, flyers & promo items.
- Digital & Transit (\$9.58K): YouTube ads (\$6K) & bench promotions (\$3.58K).



Feeder Partnerships

\$1,000 – \$5,000

Preschool & Daycare Program

Performance-based in-kind supply packages (\$100 per enrolled student) provided to feeder preschool partners upon student enrollment through census day. Directly incentivizes local early education centers to refer prospective TK/K families.

Strategic Investment Plan Summary

\$750,000

TOTAL DEFICIT SPEND



PILLAR 1

\$370,000

Academic Intervention

Instructional leadership (API), direct intervention staffing, proven SIPPS & EL Achieve curricula, and ELOP enrichment.

PILLAR 2

\$240,000

Differentiated Programming

Flagship Digital Media Arts elective (Grades 3–8) over 2 years, establishing a unique “VAPA Jr.” brand identity in Echo Park.

PILLAR 3

\$140,000

Enrollment Pipeline Development

Dedicated recruitment specialist, targeted multi-channel marketing campaigns, and feeder preschool partnerships.



Action Requested Today

Motion: Formal approval of the amended Cisneros budget, authorizing the \$750,000 additional allocation from reserves across the three strategic pillars as presented.

Camino Nuevo Charter Academy #4 - Cisneros																Actuals as of 4/30/2026			
2026-27 Cash Flow Forecast																			
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		# of months remaining in FY		12	11	10	9	8	7	6	5	4	3	2	1				
State Schedule:				PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1				
District Schedule:				PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1				
		2026-27	2026-27																
		Budget	Trend	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	FORECAST	Budget Variance	
																	Jul-26 - Jun-27	Better / (Worse)	% Better / (Worse)
3 - State Apportionment Schedule, June Deferral Only, Paid On Time				5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	0%	20%			
1 - District Apportionment Schedule, Paid on Time				6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month				0	14	21	19	15	14	16	19	16	22	20	7		183		
Enrollment		401	401														401	-	0%
Unduplicated Pupil Percentage		91.5%	91.5%														91.5%	-	0%
ADA		374.94	374.94														374.94	-	
ADA Rate		93.5%	93.5%														93.5%		
Income																			
8011-8098 · Local Control Funding Formula Sources																			
8011 Local Control Funding Formula		3,328,970	3,328,970	174,486	174,486	314,075	314,075	314,075	314,075	314,075	281,924	281,924	281,924	281,924	-	281,924	3,328,970	-	
8012 Education Protection Account		998,008	998,008	-	-	-	266,677	-	-	266,677	-	-	215,152	-	-	249,502	998,008	-	
8019 Local Control Funding Formula - Prior Year		-	-													-	-	-	
8096 In Lieu of Property Taxes		1,631,420	1,631,420	104,623	209,247	139,498	139,498	139,498	139,498	139,498	206,687	103,343	103,343	103,343	103,343	-	1,631,420	-	
8098 In Lieu of Property Taxes, Prior Year		-	-													-	-	-	
Total 8011-8098 · Local Control Funding Formula Sources		5,958,398	5,958,398	279,110	383,733	453,573	720,250	453,573	453,573	720,250	488,611	385,268	600,419	385,268	103,343	531,426	5,958,398	-	
8100-8299 · Federal Revenue																			
8181 Special Education - Federal (IDEA)		96,671	96,671	6,200	12,399	8,266	8,266	8,266	8,266	8,266	12,247	6,124	6,124	6,124	6,124	-	96,671	-	
8221 Child Nutrition - Federal		220,696	220,696				-	16,884	25,326	22,914	18,090	16,884	19,296	22,914	19,296	59,094	220,696	-	
8223 CACFP Supper		-	-				-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I		212,483	212,483	-	-	-	-	53,121	-	53,121	-	-	53,121	-	-	53,121	212,483	-	
8292 Title II		22,957	22,957	-	-	-	-	5,739	-	5,739	-	-	5,739	-	-	5,739	22,957	-	
8294 Title III		18,720	18,720	-	-	-	-	4,680	-	4,680	-	-	4,680	-	-	4,680	18,720	-	
8295 Title IV, SSAE		16,506	16,506	-	-	-	-	4,127	-	4,127	-	-	4,127	-	-	4,127	16,506	-	
8296 Title IV, PCSGP		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue		280,844	280,844	-	-	-	-	-	-	-	-	-	-	-	-	280,844	280,844	-	
Total 8100-8299 · Other Federal Income		868,877	868,877	6,200	12,399	8,266	8,266	92,816	33,592	98,846	30,337	23,008	93,086	29,037	25,420	407,604	868,877	-	
8300-8599 · Other State Revenue																			
8520 Child Nutrition - State		61,032	61,032				-	4,669	7,004	6,337	5,003	4,669	5,336	6,337	5,336	16,342	61,032	-	
8550 Mandate Block Grant		8,540	8,540	-	-	-	-	-	8,540	-	-	-	-	-	-	-	8,540	-	
8561 State Lottery - Non Prop 20		74,406	74,406	-	-	-	-	-	-	18,601	-	-	18,601	-	-	37,203	74,406	-	
8562 State Lottery - Prop 20		32,112	32,112	-	-	-	-	-	-	-	-	-	-	-	-	32,112	32,112	-	
8560 Lottery Revenue		106,518	106,518	-	-	-	-	-	-	18,601	-	-	18,601	-	-	69,315	106,518	-	
8587 State Grant Pass-Through		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740		-	-													-	-	-	
8592 State Mental Health		31,776	31,776	1,589	1,589	2,860	2,860	2,860	2,860	2,860	2,860	2,860	2,860	2,860	-	2,860	31,776	-	
8593 After School Education & Safety		203,483	203,483	-	-	-	-	132,264	-	-	-	-	50,871	-	-	20,348	203,483	-	
8594 Supplemental Categorical Block Grant		-	-				-	-	-	-	-	-	-	-	-	-	-	-	
8595 Expanded Learning Opportunity Program		737,735	737,735	37,540	37,540	67,573	67,573	67,573	67,573	67,573	67,573	67,573	67,573	67,573	-	54,501	737,735	-	
8596 Prop 28 Arts & Music		81,283	81,283	26,954	4,387	7,897	7,897	7,897	7,897	7,897	7,897	7,897	7,897	7,897	-	(21,129)	81,283	-	
8599 State Revenue - Other		587,479	587,479	314,672	-	-	-	-	-	-	-	-	-	-	-	272,807	587,479	-	
Total 8300-8599 · Other State Income		1,817,846	1,817,846	380,755	43,516	78,329	78,329	215,262	93,873	103,267	83,332	82,998	153,138	84,666	5,336	415,044	1,817,846	-	
8600-8799 · Other Local Revenue																			
8631 Sale of Equipment & Supplies		-	-													-	-	-	
8634 Food Service Sales		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals		-	-													-	-	-	
8660 Interest & Dividend Income		120,000	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	120,000	-	
8662 Net Increase (Decrease) in Fair Value of Investments		-	-													-	-	-	
8681 Intra-Agency Fee Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8682 Childcare & Enrichment Program Fees		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8689 All Other Fees & Contracts		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8692 Grants		31,210	31,210	-	-	656	745	60	1,486	-	-	745	112	-	26,086	1,319	31,210	-	

Actuals as of 4/30/2026															
		# of months remaining in FY													
State Schedule:		12		11		10		9		8		7		6	
District Schedule:		PY P-2		PY P-2		PY P-2		PY P-2		PY P-2		PY P-2		CY P-1	
		PY P-2		PY P-2		PY P-2		PY P-2		PY P-2		PY P-2		CY P-1	
		CY P-1		CY P-1		CY P-1		CY P-1		CY P-1		CY P-1		CY P-1	
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		CY P-1		CY P-1		CY P-1									

Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday August 11, 2026 at 4:30 PM

Camino Nuevo Charter Academy #4 - Cisneros															
2026-27 Cash Flow Forecast															
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Actuals as of 4/30/2026															
		# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1	
State Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1	
District Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1	

Camino Nuevo Charter Academy #4 - Cisneros																		
2026-27 Cash Flow Forecast																		
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Actuals as of 4/30/2026																		
		# of months remaining in FY																
		12	11	10	9	8	7	6	5	4	3	2	1					
State Schedule:		PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1					
District Schedule:		PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1					
	2026-27	2026-27													FORECAST	Budget Variance		
	Budget	Trend	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accrual	Jul-26 - Jun-27	Better / (Worse)	% Better / (Worse)
Total 6000 - Capital Outlay	86,826	86,826	6,851	6,851	7,767	7,767	7,767	7,767	7,671	7,427	7,427	6,810	6,810	5,911	-	86,826	-	
7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSE	9,285,804	10,004,073	652,990	873,499	937,803	846,686	817,226	838,033	811,777	841,575	829,535	853,072	831,018	848,514	22,343	10,004,073	(718,269)	-8%
NET INCOME	22,456	(695,813)	56,086	(358,618)	(343,226)	14,657	(1,762)	(201,756)	164,340	(164,850)	(294,898)	36,302	(289,429)	(645,710)	1,333,051	(695,813)	(718,269)	-3199%
Operating Income	109,282	(608,987)														(608,987)		
Operating Income Excluding Non-cash Lease Expenses	109,282	(608,987)														(608,987)		
EBITDA	109,282	(608,987)														(608,987)		
Beginning Cash Balance	4,002,675	4,002,675	4,002,675	3,824,169	3,278,977	2,680,093	2,776,474	2,782,480	2,588,491	3,041,346	2,883,922	2,596,451	2,639,562	2,356,943	2,534,806	4,002,675	-	
Cash Flow from Operating Activities			-															
Net Income	22,456	(695,813)	56,086	(358,618)	(343,226)	14,657	(1,762)	(201,756)	164,340	(164,850)	(294,898)	36,302	(289,429)	(645,710)	1,333,051	(695,813)	(718,269)	
Change in Accounts Receivable		-																
Prior Year Accounts Receivable	1,099,424	1,099,424	668,829	37,898	37,898	73,957	-	-	280,844	-	-	-	-	-	-	1,099,424	-	
Current Year Accounts Receivable	(1,376,523)	(1,376,523)													(1,376,523)	(1,376,523)	-	
Change in Due from	-	-														-	-	
Change in Accounts Payable	(46,265)	(46,265)	(462,645)	(231,323)	(231,323)	-	-	-	-	-	-	-	-	869,409	9,616	(46,265)	-	
Change in Due to	(39,671)	(39,671)	(39,671)	-	-	-	-	-	-	-	-	-	-	-	-	(39,671)	-	
Change in Current Lease Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Accrued Vacation	-	-														-	-	
Change in Payroll Liabilities	(53,615)	(52,274)	(65,000)	-	-	-	-	-	-	-	-	-	-	-	12,726	(52,274)	1,341	
Change in Prepaid Expenditures	(2,464)	(2,464)	49,283											(51,748)		(2,464)	-	
Change in Deposits	-	-														-	-	
Change in Deferred Revenue	(316,109)	(316,109)	(337,238)												21,129	(316,109)	-	
Change in OPEB / Net Pension Liability	-	-														-	-	
Change in Long Term Lease Liabilities	-	-														-	-	
Change in Other Long Term Assets	-	-														-	-	
Change in Other Long Term Liabilities	-	-														-	-	
Depreciation Expense	86,826	86,826	6,851	6,851	7,767	7,767	7,767	7,767	7,671	7,427	7,427	6,810	6,810	5,911		86,826	-	
Cash Flow from Investing Activities																		
Capital Expenditures	(125,000)	(125,000)	(55,000)	-	(70,000)	-	-	-	-	-	-	-	-	-	-	(125,000)	-	
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash Balance	3,251,734	2,534,806	3,824,169	3,278,977	2,680,093	2,776,474	2,782,480	2,588,491	3,041,346	2,883,922	2,596,451	2,639,562	2,356,943	2,534,806	2,534,806	2,534,806	(716,928)	

Camino Nuevo Charter Academy #4 - Cisneros

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		0	0
		2026-27 Budget - Approved	2026-27 Trend
Enrollment		401	401
ADA		374.94	374.94
ADA %		93.5%	93.5%
UPP		93.6%	93.6%
Income			
8011-8098 • Local Control Funding Formula Sources			
8011 Local Control Funding Formula		3,328,970	3,328,970
8012 Education Protection Account		998,008	998,008
8019 Local Control Funding Formula - Prior Year		-	-
8096 In Lieu of Property Taxes		1,631,420	1,631,420
8098 In Lieu of Property Taxes, Prior Year		-	-
Total 8011-8098 • Local Control Funding Formula Sources		5,958,398	5,958,398
8100-8299 • Federal Revenue			
8181 Special Education - Federal (IDEA)		96,671	96,671
8221 Child Nutrition - Federal		220,696	220,696
8223 CACFP Supper		-	-
8291 Title I		212,483	212,483
8292 Title II		22,957	22,957
8294 Title III		18,720	18,720
8295 Title IV, SSAE		16,506	16,506
8296 Title IV, PCSGP		-	-
8297 Facilities Incentive Grant		-	-
8299 All Other Federal Revenue		280,844	280,844
Total 8100-8299 • Other Federal Income		868,877	868,877
8300-8599 • Other State Revenue			
8520 Child Nutrition - State		61,032	61,032
8550 Mandate Block Grant		8,540	8,540
8561 State Lottery - Non Prop 20		74,406	74,406
8562 State Lottery - Prop 20		32,112	32,112
8560 Lottery Revenue		106,518	106,518
8587 State Grant Pass-Through		-	-
8591 SB740		-	-
8592 State Mental Health		31,776	31,776
8593 After School Education & Safety		203,483	203,483
8594 Supplemental Categorical Block Grant		-	-
8595 Expanded Learning Opportunity Program		737,735	737,735
8596 Prop 28 Arts & Music		81,283	81,283
8599 State Revenue - Other		587,479	587,479
Total 8300-8599 • Other State Income		1,817,846	1,817,846

Camino Nuevo Charter Academy #4 - Cisneros

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	0	0
	2026-27 Budget - Approved	2026-27 Trend
8600-8799 • Other Local Revenue		
8631 Sale of Equipment & Supplies	-	-
8634 Food Service Sales	-	-
8650 Leases & Rentals	-	-
8660 Interest & Dividend Income	120,000	120,000
8662 Net Increase (Decrease) in Fair Value of Investments	-	-
8681 Intra-Agency Fee Income	-	-
8682 Childcare & Enrichment Program Fees	-	-
8689 All Other Fees & Contracts	-	-
8692 Grants	31,210	31,210
8694 In Kind Donations	-	-
8695 Contributions & Events	-	-
8696 Other Fundraising	-	-
8697 E-Rate	9,509	9,509
8698 SELPA Grants	-	-
8699 All Other Local Revenue	-	-
8792 Transfers of Apportionments - Special Education	502,420	502,420
Total 8600-8799 • Other Income-Local	663,138	663,138
Prior Year Adjustments		
8999 Other Prior Year Adjustment	-	-
Total Prior Year Adjustments	-	-
TOTAL INCOME	9,308,259	9,308,259
Expense		
1000 • Certificated Salaries		
1110 Teachers' Salaries	1,699,156	1,767,312
1120 Teachers' Hourly	-	59,200
1170 Teachers' Salaries - Substitute	106,873	106,873
1175 Teachers' Salaries - Stipend/Extra Duty	134,228	175,228
1211 Certificated Pupil Support - Librarians	-	-
1213 Certificated Pupil Support - Guidance & Counseling	-	-
1215 Certificated Pupil Support - Psychologist	55,110	55,110
1299 Certificated Pupil Support - Other	138,133	138,133
1300 Certificated Supervisors' & Administrators' Salaries	565,929	665,929
1900 Other Certificated Salaries	-	-
Total 1000 • Certificated Salaries	2,699,428	2,967,784
2000 • Classified Salaries		
2111 Instructional Aide & Other Salaries	508,924	534,454
2121 After School Staff Salaries	-	-
2131 Classified Teacher Salaries	9,481	9,481

Camino Nuevo Charter Academy #4 - Cisneros

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	0	0
	2026-27 Budget - Approved	2026-27 Trend
2200 Classified Support Salaries	138,017	138,017
2300 Classified Supervisors' & Administrators' Salaries	14,499	14,499
2400 Classified Office Staff Salaries	181,617	181,617
2900 Other Classified Salaries	337,723	389,923
Total 2000 • Classified Salaries	1,190,261	1,267,991
Total 1000-2000 • Salaries	3,889,689	4,235,775
3000 • Employee Benefits		
3111 STRS - State Teachers Retirement System	515,591	566,847
3212 PERS - Public Employee Retirement System	314,229	334,750
3213 PARS - Public Agency Retirement System	-	
3311 OASDI - Social Security	73,796	78,615
3331 MED - Medicare	56,400	61,419
3401 H&W - Health & Welfare	296,173	324,173
3501 SUI - State Unemployment Insurance	1,945	2,118
3601 Workers' Compensation Insurance	32,993	35,929
3751 OPEB, Active Employees	-	
3901 Other Retirement Benefits	-	-
3902 Other Benefits	-	
Total 3000 • Employee Benefits	1,291,128	1,403,850
Total 1000-3000 • Salaries & Benefits	5,180,817	5,639,626
4000 • Supplies		
4111 Core Curricula Materials	50,318	109,818
4211 Books & Other Reference Materials	3,500	28,500
4311 Student Materials	69,415	69,415
4351 Office Supplies	13,800	13,800
4371 Custodial Supplies	25,000	25,000
4391 Food (Non Nutrition Program)	13,169	13,169
4392 Uniforms	5,075	5,075
4393 PE & Sports Equipment	3,000	3,000
4395 Before & After School Program Supplies	28,250	28,250
4399 All Other Supplies	17,885	17,885
4390 Other Supplies	67,379	67,379
4411 Non Capitalized Equipment	44,800	115,178
4711 Nutrition Program Food & Supplies	251,402	251,402
4713 CACFP Supper Food & Supplies	-	-
Total 4000 • Supplies	525,614	680,492
5000 • Operating Services		
5211 Travel & Conferences	8,932	18,932
5311 Dues & Memberships	12,462	12,462

Camino Nuevo Charter Academy #4 - Cisneros

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	0	0
	2026-27 Budget - Approved	2026-27 Trend
5451 General Insurance	-	-
5511 Utilities	188,366	188,366
5521 Security Services	2,500	2,500
5531 Housekeeping Services	131,412	131,412
5599 Other Facility Operations & Utilities	109,998	109,998
5611 School Rent - Private Facility	-	-
5613 School Rent - Prop 39	-	-
5619 Other Facility Rentals	750	750
5621 Equipment Lease	28,171	28,171
5631 Vendor Repairs	198,257	198,257
5812 Field Trips & Pupil Transportation	86,261	86,261
5821 Legal	-	-
5823 Audit	-	-
5831 Advertisement & Recruitment	10,500	105,082
5841 Contracted Substitute Teachers	9,280	9,280
5842 Special Education Services	414,514	414,514
5843 Non Public School	105,583	105,583
5844 After School Services	203,483	203,483
5849 Other Student Instructional Services	591,999	591,999
5852 PD Consultants & Tuition	61,085	61,085
5854 Nursing & Medical (Non-IEP)	4,600	4,600
5859 All Other Consultants & Services	155,174	155,174
5861 Non Instructional Software	81,611	81,611
5865 Fundraising Cost	-	-
5871 District Oversight Fees	59,584	59,584
5872 Special Education Fees (SELPA)	119,818	119,818
5881 Intra-Agency Fees	859,206	859,206
5895 Bad Debt Expense	-	-
5898 Uncategorized Expense	-	-
5899 All Other Expenses	20,330	20,330
5911 Office Phone	12,492	12,492
5913 Mobile Phone	1,260	1,260
5921 Internet	11,886	11,886
5923 Website Hosting	-	-
5931 Postage & Shipping	2,000	2,000
5999 Other Communications	1,032	1,032
Total 5000 • Operating Services	3,492,548	3,597,130
6000 • Capital Outlay		
6901 Depreciation Expense	86,826	86,826

Camino Nuevo Charter Academy #4 - Cisneros

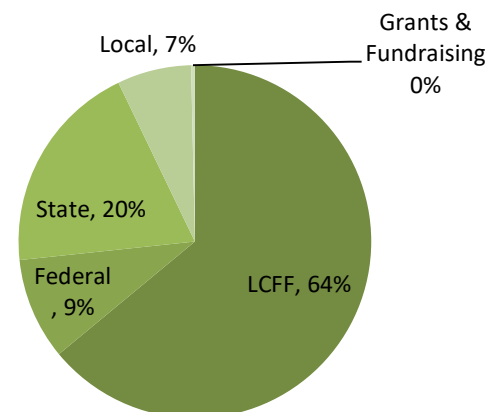
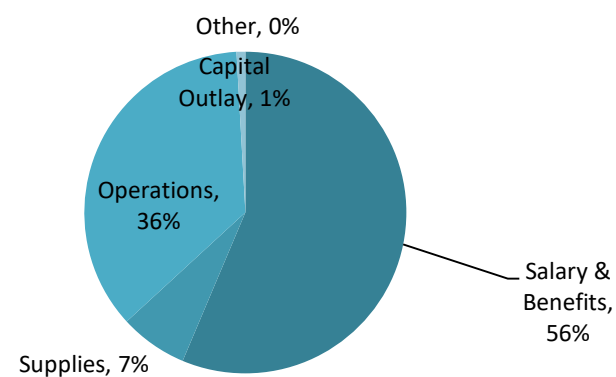
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	0	0
	2026-27 Budget - Approved	2026-27 Trend
6911 Amortization Expense - Lease Assets	-	-
6912 Amortization Expense - Other	-	-
6999 Capital Outlay	-	-
Total 6000 · Capital Outlay	86,826	86,826
7000 · Other Outgo		
7438 Interest Expense	-	-
Total 7000 · Other Outgo	-	-
TOTAL EXPENSE	9,285,804	10,004,073
NET INCOME	22,456	(695,813)
Beginning Cash Balance	4,002,675	4,002,675
Cash Flow from Operating Activities		
Net Income	22,456	(695,813)
Change in Accounts Receivable	-	-
Prior Year Accounts Receivable	1,099,424	1,099,424
Current Year Accounts Receivable	(1,376,523)	(1,376,523)
Change in Due from	-	-
Change in Accounts Payable	(46,265)	(46,265)
Change in Due to	(39,671)	(39,671)
Change in Current Lease Payable	-	-
Change in Lease Assets	-	-
Change in Accrued Vacation	-	-
Change in Payroll Liabilities	(53,615)	(52,274)
Change in Prepaid Expenditures	(2,464)	(2,464)
Change in Deposits	-	-
Change in Deferred Revenue	(316,109)	(316,109)
Change in OPEB / Net Pension Liability	-	-
Change in Long Term Lease Liabilities	-	-
Change in Other Long Term Assets	-	-
Change in Other Long Term Liabilities	-	-
Depreciation Expense	86,826	86,826
Cash Flow from Investing Activities		
Capital Expenditures	(125,000)	(125,000)
Cash Flow from Financing Activities		
Source - Sale of Receivables	-	-
Use - Sale of Receivables	-	-
Source - Loans	-	-
Use - Loans	-	-
Ending Cash Balance	3,251,734	2,534,806

Camino Nuevo Charter Academy #4 - Cisneros

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	2026-27 Budget - Approved	2026-27 Trend
Total Enrollment	401	401
ADA	374.94	374.94
% Free and Reduced	1	92%
% English Language Learners	0	34%
% Unduplicated Low Income, EL, Foster Youth	92%	92%
INCOME		
8011-8098 · Local Control Funding Formula Sources	5,958,398	5,958,398
8100-8299 · Federal Revenue	868,877	868,877
8300-8599 · Other State Revenue	1,817,846	1,817,846
8600-8799 · Other Local Revenue	631,928	631,928
Grants/Fundraising	31,210	31,210
8999 · Other Prior Year Adjustment	-	-
TOTAL INCOME	9,308,259	9,308,259
EXPENSE		
1000 · Certificated Salaries	2,699,428	2,967,784
2000 · Classified Salaries	1,190,261	1,267,991
3000 · Employee Benefits	1,291,128	1,403,850
4000 · Supplies	525,614	680,492
5000 · Operating Services	3,492,548	3,597,130
6000 · Capital Outlay	86,826	86,826
7000 · Other Outgo	-	-
TOTAL EXPENSE	9,285,804	10,004,073
NET INCOME	22,456	(695,813)
Ending Cash Balance	3,251,734	2,534,806

2026-27 Revenue and Expense By Category**Revenue****Expense**

Coversheet

May 2026 Financials

Section:	X. Financials
Item:	C. May 2026 Financials
Purpose:	Discuss
Submitted by:	
Related Material:	05.26 - CNCA Consolidated - Financial Packet.pdf

Camino Nuevo Charter Academy - Consolidated - Financial Dashboard (May 2026)

1

Key Performance Indicators

ADA vs. Budget



Cash on Hand



Net Income / (Loss)

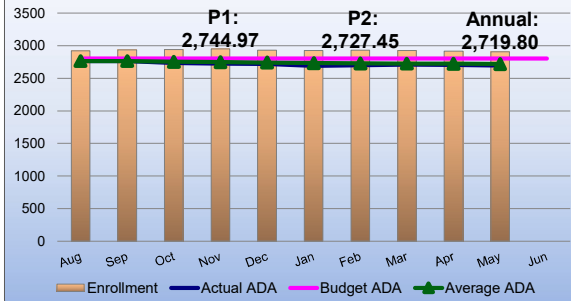


Year-End Cash



2

ADA & Enrollment



KEY POINTS

Enrollment ended at 64 students below budget, resulting in a \$878K decrease in LCFF Revenue.

Forecast includes \$3.07M of restricted one-time funds. An additional \$5.66M remains available to spend through FY28/29.

3

Attendance Analysis

	Actual through Month 10	Actual P2	Budgeted P2	Budget Variance B/(W)	FY 24-25 P2
Enrollment	2,907	2,927	2,991	(64)	3,001
ADA %	92.9%	93.0%	93.7%	-0.7%	92.9%
Average ADA	2,719.80	2,727.10	2,803.98	(76.88)	2,814.18

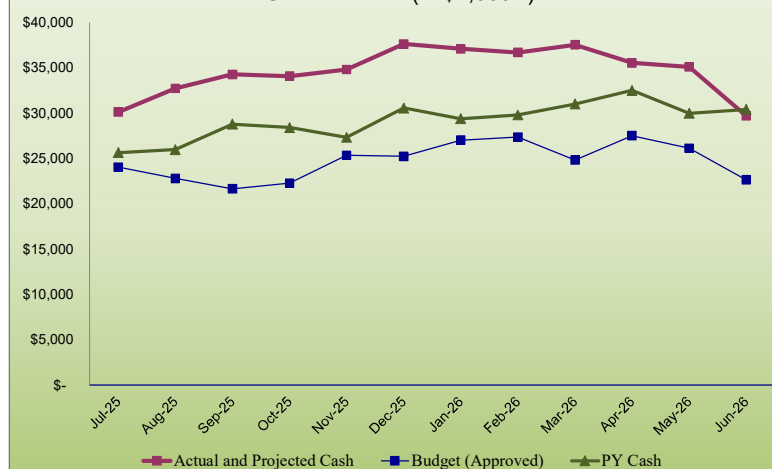
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Income Statement

	Actual through 05/31/26	Year-end Forecast as of 05/31/26	FY 25-26 Budget	Budget Variance B/(W)	FY 24-25
Local Control Funding Formula	38,384,552	43,300,721	44,178,393	(877,672)	43,236,362
Federal Revenue	3,003,023	5,825,409	5,853,600	(28,191)	7,528,934
State Revenue	18,896,418	14,046,840	13,691,308	355,531	11,129,991
Other Local Revenue	3,358,048	3,797,164	2,803,061	994,103	8,748,458
Grants/Fundraising	265,911	912,941	706,216	206,725	1,521,648
TOTAL REVENUE	63,907,952	67,883,075	67,232,578	650,496	72,165,393
<i>Total per ADA</i>		24,892	23,978	914	25,643
<i>w/o Grants/Fundraising</i>		24,557	23,726	832	25,103
Certificated Salaries	17,140,307	19,034,110	19,073,525	39,414	18,036,271
Classified Salaries	6,676,029	7,434,333	8,043,735	609,403	7,327,393
Benefits	7,637,954	8,584,116	8,938,829	354,714	8,103,133
Student Supplies	4,582,297	5,784,431	5,017,994	(766,436)	5,375,743
Operating Expenses	19,754,757	25,163,545	24,014,516	(1,149,030)	26,670,768
Other	1,385,652	1,492,208	1,661,344	169,136	1,644,527
TOTAL EXPENSES	57,176,996	67,492,743	66,749,943	(742,800)	67,157,836
<i>Total per ADA</i>		24,749	23,805	(943)	23,864
NET INCOME / (LOSS)	6,730,956	390,332	482,635	(92,303)	5,007,557
Op Inc Exclg Non-cash Lease Exp	7,801,338	1,554,823	1,816,262	(261,439)	6,316,071

5

Cash Balance (in \$1,000's)



6

Balance Sheet

	6/30/2025	4/30/2026	5/31/2026	6/30/2026 FC
Assets				
Cash, Operating	19,381,987	27,643,820	27,166,507	15,945,100
Cash, Restricted	11,026,059	7,894,759	7,918,759	13,748,229
Accounts Receivable	8,157,327	1,795,906	1,728,443	9,339,670
Due From Others	11,506	354,433	54,295	46,199
Deposits/Prepays	299,423	179,921	210,803	423,389
Net Fixed Assets	38,950,277	38,415,435	38,336,212	38,246,156
Lease Assets	23,530,977	23,133,489	23,093,003	23,060,710
Other Assets	0	0	0	0
Total Assets	101,357,556	99,417,762	98,508,021	100,809,454
Liabilities				
A/P & Payroll	4,241,555	2,947,113	4,095,158	6,780,390
Due to Others	927,215	55,629	48,393	220,487
Deferred Revenue	10,656,649	3,075,051	3,099,051	8,928,522
Lease Liabilities	23,267,091	22,743,373	22,690,442	22,645,703
Other Liabilities	433,266	433,266	433,266	433,266
Total Debt	9,023,118	8,602,093	8,602,093	8,602,093
Total Liabilities	48,548,894	37,856,526	38,968,403	47,610,460
Equity				
Beginning Fund Bal.	47,801,105	52,808,662	52,808,662	52,808,662
Net Income/(Loss)	5,007,557	8,752,575	6,730,956	390,332
Total Equity	52,808,662	61,561,237	59,539,618	53,198,994
Total Liabilities & Equity	101,357,556	99,417,762	98,508,022	100,809,454

Days Cash on Hand	108	152	150	88
Cash Reserve %	29.5%	41.8%	41.1%	24.1%

Camino Nuevo Charter Academy - Consolidated																							
2025-26 Budget by Site																							
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	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			Central Administration			Camino Nuevo Charter Academy - Consolidated				
	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)	2025-26 Budget - Approved	2025-26 Forecast	Budget Variance Better/(Worse)		
Enrollment	603	597	(6)	709	696	(13)	731	714	(17)	443	433	(10)	505	488	(17)	-	-	-	2,991	2,928	(63)		
ADA	572.85	568.41	(4)	666.46	644.94	(22)	677.98	651.65	(26)	411.99	400.75	(11)	474.70	461.35	(13)	-	-	-	2,803.98	2,727.10	(77)		
ADA %	95.00%	95.34%		94.00%	92.76%		93.00%	91.72%		93.00%	91.72%		94.00%	92.84%		-	-	-	93.75%	93.00%			
UPP	0.00%	99.67%		0.00%	95.66%		0.00%	94.42%		0.00%	94.42%		0.00%	98.54%		0.00%	0.00%		96.81%	96.71%			
Income																							
8011-8098 - Local Control Funding Formula Sources																							
8011 Local Control Funding Formula	5,344,466	4,962,492	(381,975)	6,066,364	5,478,256	(588,108)	6,201,800	5,576,221	(625,579)	3,706,465	3,346,257	(360,208)	6,395,810	6,132,135	(263,675)	-	-	-	27,714,906	25,495,361	(2,219,545)		
8012 Education Protection Account	1,157,190	1,468,911	311,721	1,350,427	1,671,807	321,380	1,363,609	1,676,707	313,098	833,297	1,036,948	203,651	94,940	92,270	(2,670)	-	-	-	4,799,463	5,946,642	1,147,180		
8019 Local Control Funding Formula - Prior Year	-	10,165	10,165	-	5,849	5,849	-	12,062	12,062	-	7,685	7,685	-	10,248	10,248	-	-	-	-	46,009	46,009		
8096 In Lieu of Property Taxes	2,382,947	2,473,237	90,290	2,772,347	2,806,231	33,884	2,820,268	2,835,427	15,159	1,713,800	1,743,723	29,923	1,974,662	2,007,403	32,741	-	-	-	11,664,024	11,866,021	201,997		
8098 In Lieu of Property Taxes, Prior Year	-	(10,167)	(10,167)	-	(13,151)	(13,151)	-	(12,063)	(12,063)	-	(7,684)	(7,684)	-	(10,248)	(10,248)	-	-	-	-	(53,313)	(53,313)		
Total 8011-8098 - Local Control Funding Formula Sources	8,884,603	8,904,637	20,034	10,189,138	9,948,991	(240,147)	10,385,677	10,088,354	(297,322)	6,253,563	6,126,929	(126,633)	8,465,412	8,231,808	(233,604)	-	-	-	44,178,393	43,300,721	(877,672)		
8100-8299 - Federal Revenue																							
8181 Special Education - Federal (IDEA)	149,296	146,553	(2,743)	173,693	166,285	(7,408)	176,695	168,015	(8,680)	107,373	103,325	(4,047)	123,716	118,950	(4,766)	-	-	-	730,773	703,128	(27,645)		
8221 Child Nutrition - Federal	576,119	615,816	39,697	370,465	430,933	60,468	525,754	520,547	(5,207)	213,879	245,509	31,630	215,970	212,264	(3,706)	-	-	-	1,902,187	2,025,069	122,882		
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	262,861	283,919	21,058	274,320	320,142	45,822	302,155	291,054	(11,101)	220,096	212,483	(7,613)	234,906	242,924	8,018	-	-	-	1,294,338	1,350,522	56,184		
8292 Title II	26,687	29,997	3,310	30,793	34,792	3,999	32,380	31,865	(515)	21,781	22,957	1,176	25,761	25,829	68	-	-	-	137,402	145,440	8,038		
8294 Title III	46,760	45,105	(1,655)	42,983	41,661	(1,322)	45,848	44,225	(1,623)	22,143	21,233	(910)	11,202	10,805	(396)	-	-	-	168,934	162,829	(6,105)		
8295 Title IV, SSAE	20,948	19,669	(1,279)	20,421	20,679	258	24,079	22,610	(1,469)	19,003	16,506	(2,497)	15,558	17,708	2,150	-	-	-	100,009	97,172	(2,837)		
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	437,100	380,189	(56,911)	338,946	300,027	(38,919)	437,101	380,189	(56,912)	306,810	280,844	(25,967)	-	-	-	-	-	-	1,519,957	1,341,248	(178,708)		
Total 8100-8299 - Other Federal Income	1,519,770	1,521,248	1,477	1,251,620	1,314,319	62,699	1,544,012	1,458,505	(85,507)	911,085	902,857	(8,228)	627,112	628,480	1,367	-	-	-	5,853,600	5,825,409	(28,191)		
8300-8599 - Other State Revenue																							
8520 Child Nutrition - State	135,449	142,521	7,072	100,535	113,844	13,309	116,358	115,243	(1,115)	59,215	66,539	7,324	57,725	54,947	(2,779)	-	-	-	469,283	493,094	23,811		
8550 Mandate Block Grant	11,774	11,773	(1)	13,380	13,382	2	13,972	14,047	75	8,899	8,898	(1)	27,029	27,577	548	-	-	-	75,053	75,677	624		
8561 State Lottery - Non Prop 20	114,279	112,917	(1,362)	132,953	127,836	(5,117)	135,251	129,060	(6,191)	82,189	79,452	(2,736)	94,699	90,472	(4,227)	-	-	-	559,371	539,737	(19,634)		
8562 State Lottery - Prop 20	49,062	48,732	(330)	57,079	55,171	(1,908)	58,066	55,700	(2,366)	35,285	34,290	(995)	40,656	39,046	(1,610)	-	-	-	240,149	232,939	(7,210)		
8560 Lottery Revenue	163,341	161,649	(1,692)	190,033	183,007	(7,026)	193,318	184,760	(8,558)	117,474	113,742	(3,731)	135,355	129,518	(5,837)	-	-	-	799,520	772,676	(26,844)		
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740	318,266	318,266	-	-	-	-	150,621	150,621	-	-	-	-	-	-	-	-	-	-	746,474	746,474	-		
8592 State Mental Health	46,355	48,172	1,817	53,930	54,658	728	54,862	55,226	364	33,338	33,963	625	38,413	39,099	686	-	-	-	226,898	231,118	4,220		
8593 After School Education & Safety	203,483	203,483	(0)	203,483	203,483	(0)	203,483	203,483	(0)	203,483	203,483	-	-	-	-	-	-	-	813,931	813,931	-		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8595 Expanded Learning Opportunity Program	1,525,988	1,634,567	108,579	1,441,265	1,555,967	114,702	1,849,837	2,031,079	181,242	848,578	807,510	(41,068)	-	-	-	-	-	-	5,665,669	6,029,123	363,455		
8596 Prop 28 Arts & Music	-	13,534	13,534	-	-	-	170,573	80,912	(89,661)	91,457	166,253	74,796	210,154	210,154	-	-	-	-	262,029	280,823	18,794		
8599 State Revenue - Other	1,485,349	1,239,550	(245,799)	789,095	831,866	42,771	1,014,198	952,448	(61,751)	608,492	695,642	87,150	735,317	694,388	(40,930)	-	-	-	4,632,452	4,413,893	(218,558)		
Total 8300-8599 - Other State Income	3,890,005	3,773,515	(116,490)	2,791,721	2,956,207	164,486	3,767,221	3,788,818	20,597	1,970,936	2,096,030	125,094	1,271,426	1,433,269	161,843	-	-	-	13,691,308	14,046,840	355,531		
8600-8799 - Other Local Revenue																							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8650 Leases & Rentals	-	15,000	15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000		
8660 Interest & Dividend Income	25,000	245,000	220,000	25,000	194,000	169,000	35,000	194,000	159,000	25,000	175,000	150,000	25,000	200,000	175,000	-	-	-	135,000	1,008,000	873,000		
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	280,961	429,823	148,863	36,553	36,553	-	104,270	86,582	(17,688)	221,210	209,372	(11,838)	48,222	48,222	-	-	-	-	691,216	810,552	119,336		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	6,584	6,584	-	668	668	-	2,475	2,475	-	41,911	41,911	15,000	50,900	35,900	-	-	-	15,000	102,539	87,539		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	210	210	-	(360)	(360)	-	-	-	-	(150)	(150)		
8697 E-Rate	12,480	11,767	(713)	10,042	9,542	(499)	20,066	19,076	(990)	10,080	9,509	(571)	12,150	11,767	(383)	-	-	-	64,818	61,662	(3,157)		
8698 SELPA Grants	-	26,602	26,602	-	19,903	19,903	-	14,701	14,701	-	13,397	13,397	-	17,003	17,003	-	-	-	-	91,607	91,607		
8699 All Other Local Revenue	-	688	688	-	428	428	-	485	485	-	10,265	10,265	-	305	305	-	-	-	-	12,170	12,170		
8792 Transfers of Apportionments - Special Education	531,840	527,558	(4,281)	618,748	598,588	(20,160)	629,443	604,816	(24,627)	382,496	371,948	(10,548)	440,716	428,193	(12,523)	-	-	-	2,603,243	2,531,103	(72,140)		
Total 8600-8799 - Other Income-Local	850,280	1,263,024	412,743	690,343	859,683	169,341	788,780	922,135	133,355	638,786	831,611	192,825	541,088	756,030	214,942	-	-	-	3,509,277	4,632,483	1,123,206		
Prior Year Adjustments																							
8999 Other Prior Year Adjustment	-	29,891	29,891	-	8,336	8,336	-	17,023	17,023	-	6,930	6,930	-	15,442	15,442	-	-	-	-	77,622	77,622		
Total Prior Year Adjustments	-	29,891	29,891	-	8,336	8,336	-	17,023	17,023	-	6,930	6,930	-	15,442	15,442	-	-	-	-	77,622	77,622		
TOTAL INCOME	15,144,659	15,492,315	347,656	14,922,822	15,087,537	164,715	16,485,690	16,273,836	(211,853)	9,774,369	9,964,358	189,989	10,905,039	11,065,029	159,990	-	-	-	67,232,578	67,883,075	650,496		
Expense																							
1000 - Certificated Salaries																							
1110 Teachers' Salaries	2,257,526	2,163,768	93,758	2,799,154	2,730,709	68,445	2,981,982	2,770,876	21														

Camino Nuevo Charter Academy - CNCA Regular Board Meeting - Agenda - Tuesday August 11, 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			Central Administration			Camino Nuevo Charter Academy - Consolidated		
1299 Certified Pupil Support - Other	258,325	252,065	6,260	210,959	199,230	11,729	214,329	202,644	11,685	130,264	123,116	7,148	150,039	141,882	8,157	-	-	-	963,916	918,937	44,979
1300 Certificated Supervisors' & Administrators' Salaries	897,386	908,902	(11,516)	755,517	755,489	28	987,788	986,984	804	539,624	544,925	(5,301)	836,143	805,262	30,881	-	-	-	4,016,458	4,001,562	14,896
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 - Certificated Salaries	3,797,793	3,822,436	(24,643)	4,226,067	4,266,541	(40,474)	4,770,098	4,601,383	168,715	2,854,899	2,937,265	(82,367)	3,424,668	3,406,485	18,183	-	-	-	19,073,525	19,034,110	39,414
2000 - Classified Salaries																					
2111 Instructional Aide & Other Salaries	569,379	537,494	31,884	592,385	550,932	41,453	603,348	573,509	29,839	436,747	433,052	3,695	315,376	176,397	138,979	-	-	-	2,517,233	2,271,384	245,849
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	51,600	28,239	23,361	-	-	-	51,600	28,239	23,361
2131 Classified Teacher Salaries	218,044	177,511	40,533	82,178	96,164	(13,987)	212,565	113,310	99,255	20,597	52,108	(31,511)	-	-	-	-	-	-	533,384	439,093	94,290
2200 Classified Support Salaries	218,835	195,048	23,787	159,567	166,204	(6,637)	212,760	214,653	(1,893)	122,775	125,037	(2,262)	111,624	86,093	25,532	-	-	-	825,561	787,035	38,527
2300 Classified Supervisors' & Administrators' Salaries	65,526	77,990	(12,463)	114,521	114,635	(114)	25,430	25,199	231	15,456	15,313	142	55,332	97,304	(41,972)	-	-	-	276,265	330,441	(54,177)
2400 Classified Office Staff Salaries	325,703	286,476	39,227	247,268	238,889	8,379	462,793	408,360	54,432	259,657	220,575	39,082	281,657	318,625	(36,968)	-	-	-	1,577,078	1,472,925	104,152
2900 Other Classified Salaries	395,548	396,564	(1,016)	477,522	472,166	5,356	557,565	515,682	41,883	368,221	328,505	39,716	463,759	392,298	71,461	-	-	-	2,262,615	2,105,215	157,400
Total 2000 - Classified Salaries	1,793,035	1,671,083	121,952	1,673,440	1,638,991	34,449	2,074,460	1,850,713	223,747	1,223,452	1,174,590	48,862	1,279,348	1,098,955	180,393	-	-	-	8,043,735	7,434,333	609,403
3000 - Employee Benefits																					
3111 STRS - State Teachers Retirement System	725,378	678,576	46,803	807,179	802,917	4,262	911,089	837,425	73,664	545,286	562,454	(17,168)	654,112	661,131	(7,019)	-	-	-	3,643,043	3,542,502	100,541
3212 PERS - Public Employee Retirement System	480,713	491,733	(11,021)	448,649	421,331	27,318	556,163	522,864	33,298	328,008	308,741	19,267	342,993	280,786	62,207	-	-	-	2,156,525	2,025,456	131,070
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	111,168	115,335	(4,167)	103,753	102,072	1,682	128,617	122,821	5,796	75,854	72,044	3,810	79,320	68,784	10,535	-	-	-	498,712	481,056	17,656
3331 MED - Medicare	81,067	77,817	3,250	85,543	83,560	1,983	99,246	91,783	7,463	59,136	58,672	464	68,208	65,038	3,170	-	-	-	393,200	376,871	16,329
3401 H&W - Health & Welfare	409,319	432,594	(23,276)	424,364	482,722	(58,358)	479,179	393,228	85,951	287,128	286,966	163	384,377	375,985	8,393	-	-	-	1,984,368	1,971,495	12,873
3501 SUI - State Unemployment Insurance	2,795	3,381	(585)	2,950	3,553	(603)	3,422	3,896	(474)	2,039	2,486	(447)	2,352	2,801	(449)	-	-	-	13,559	16,116	(2,558)
3601 Workers' Compensation Insurance	52,611	48,117	4,494	57,961	50,304	7,658	59,638	56,624	3,014	36,782	33,721	3,061	42,430	38,361	4,069	-	-	-	249,422	227,127	22,295
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901 Other Retirement Benefits	-	-	-	-	(8,837)	8,837	-	-	-	-	-	-	-	-	-	-	-	-	-	(8,837)	8,837
3902 Other Benefits	-	(13,183)	13,183	-	(15,311)	15,311	-	594	(594)	-	(9,438)	9,438	-	(10,332)	10,332	-	-	-	-	(47,670)	47,670
Total 3000 - Employee Benefits	1,863,052	1,834,371	28,681	1,930,399	1,922,309	8,090	2,237,354	2,029,237	208,117	1,334,232	1,315,645	18,587	1,573,792	1,482,554	91,238	-	-	-	8,938,829	8,584,116	354,714
4000 - Supplies																					
4111 Core Curricula Materials	156,580	206,085	(49,505)	148,234	141,439	6,794	195,501	167,234	28,267	54,580	17,159	37,421	62,141	71,534	(9,393)	-	-	-	617,036	603,451	13,584
4211 Books & Other Reference Materials	3,000	5,000	(2,000)	5,000	5,117	(117)	6,700	6,700	-	3,000	7,000	(4,000)	15,000	43,827	(28,827)	-	-	-	32,700	67,644	(34,944)
4311 Student Materials	83,222	97,670	(14,448)	81,563	124,463	(42,900)	94,859	141,905	(47,046)	65,285	114,971	(49,686)	98,643	135,665	(37,022)	-	-	-	423,572	614,674	(191,102)
4351 Office Supplies	12,000	12,000	-	21,600	21,600	-	25,020	27,131	(2,111)	13,800	13,800	-	18,000	18,000	-	-	-	-	90,420	92,531	(2,111)
4371 Custodial Supplies	59,400	59,400	-	44,880	35,000	9,880	52,800	61,800	(9,000)	36,960	25,000	11,960	57,660	40,500	17,160	-	-	-	251,700	221,700	30,000
4391 Food (Non Nutrition Program)	27,000	29,000	(2,000)	20,900	28,900	(8,000)	34,073	39,958	(5,885)	8,895	14,669	(5,774)	28,934	47,934	(19,000)	-	-	-	119,802	160,461	(40,659)
4392 Uniforms	5,000	5,000	-	2,600	2,600	-	11,251	11,251	-	2,000	5,075	(3,075)	7,500	7,500	-	-	-	-	38,351	31,426	(6,925)
4393 PE & Sports Equipment	5,000	5,000	-	-	1,000	(1,000)	3,800	5,200	(1,400)	3,000	3,000	-	2,500	4,000	(1,500)	-	-	-	14,300	18,200	(3,900)
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	46,750	23,750	7,000	7,000	-	-	-	-	827,200	802,450	24,750
4399 All Other Supplies	12,184	19,475	(7,291)	20,889	22,450	(1,561)	29,530	43,803	(14,274)	14,604	17,604	(3,000)	47,165	56,276	(9,111)	-	-	-	124,371	159,608	(35,237)
4390 Other Supplies	279,684	303,975	(24,291)	230,389	204,950	25,439	411,854	453,412	(41,558)	98,999	87,098	11,901	93,099	122,710	(29,611)	-	-	-	1,114,025	1,172,145	(58,120)
4411 Non Capitalized Equipment	70,000	183,468	(113,468)	171,900	184,238	(12,338)	35,350	144,259	(108,909)	44,800	104,322	(59,522)	130,220	245,655	(115,435)	-	-	-	552,270	861,942	(309,672)
4711 Nutrition Program Food & Supplies	608,260	567,263	40,997	405,605	446,665	(41,061)	550,019	582,372	(32,352)	241,233	325,517	(84,284)	231,156	228,527	2,628	-	-	-	2,036,272	2,150,344	(114,071)
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 4000 - Supplies	1,272,145	1,434,860	(162,715)	1,109,170	1,163,472	(54,302)	1,372,104	1,584,812	(212,709)	558,656	694,867	(136,210)	705,919	906,419	(200,500)	-	-	-	5,017,994	5,784,431	(766,436)
5000 - Operating Services																					
5211 Travel & Conferences	10,397	23,397	(13,000)	11,268	24,268	(13,000)	10,413	10,935	(522)	6,553	6,553	-	32,035	33,191	(1,156)	-	-	-	70,667	98,344	(27,678)
5311 Dues & Memberships	38,286	38,140	146	31,480	31,340	140	19,105	23,682	(4,577)	18,577	19,119	(542)	34,775	31,437	3,338	-	-	-	142,223	143,717	(1,495)
5451 General Insurance	-	-	-	-	-	-	61,489	56,783	4,706	-	-	-	1,904	1,904	-	-	-	-	63,393	58,687	4,706
5511 Utilities	223,362	203,556	19,806	163,883	163,086	797	264,634	256,187	8,447	207,219	170,480	36,739	201,541	196,284	5,257	-	-	-	1,060,639	989,593	71,046
5521 Security Services	153,233	153,233	-	1,500	10,301	(8,801)	3,000	12,130	(9,130)	1,500	9,669	(8,169)	94,467	105,290	(10,823)	-	-	-	253,700	290,623	(36,924)
5531 Housekeeping Services	105,150	228,606	(123,456)	93,845	93,845	-	103,397	207,364	(103,967)	131,280	144,187	(12,908)	92,645	121,098	(28,453)	-	-	-	526,318	795,101	(268,783)
5599 Other Facility Operations & Utilities	86,778	87,927	(1,148)	79,580	77,742	1,838	149,623	156,877	(7,254)	116,399	103,128	13,271	82,630	83,437	(807)	-	-	-	515,010	509,110	5,900
5611 School Rent - Private Facility	466,467	466,467	-	-	-	-	220,833	220,833	-	-	-	-	420,489	420,489	-	-	-	-	1,107,788	1,107,788	-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5619 Other Facility Rentals	45,000	(71,979)	116,979	11,795	13,603	(1,808)	26,487	(54,796)	81,283	-	2,514	(2,514)	70,025	(66,620)	136,645	-	-	-	153,307	(177,278)	330,585
5621 Equipment Lease	52,441	57,518	(5,077)	29,755	35,799	(6,045)	67,184	90,328	(23,144)	25,035	28,929	(3,894)	57,353	74,183	(16,830)	-	-	-	231,768	286,758	(54,989)
5631 Vendor Repairs	275,054	324,004	(48,950)	193,571	212,371	(18,800)	201,773	209,973	(8,200)	219,058	183,658	35,400	179,750	134,202	45,548	-	-	-	1,069,205	1,064,207	4,998
5812 Field Trips & Pupil Transportation	235,000	235,000	-	207,700	260,910	(53,210)	257,590	315,190	(57,600)	114,161	100,523	13,638	138,341	150,341	(12,000)	-	-	-	952,792	1,061,964	(109,172)
5821 Legal	-	6,250	(6,250)	35,000	20,654	14,346	-	20,830	(20,830)	-	(8,768)	8,768	-	(9,436)	9,436	-	-	-	35,000	29,529	5,471
5823 Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5831 Advertisement & Recruitment	10,404	10,404	-	10,404	10,404	-	25,404	25,404	-	6,500	12,500	(6,000)	10,000	10,000	-	-	-	-	62,712	68,712	(6,000)
5841 Contracted Substitute Teachers	15,000	59,789	(44,789)	9,570	78,490																

	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			Central Administration			Camino Nuevo Charter Academy - Consolidated			
5913 Mobile Phone	768	1,440	(672)	-	1,229	(1,229)	1,248	1,808	(560)	1,200	1,537	(337)	840	1,800	(960)	-	-	-	4,056	7,814	(3,758)	
5921 Internet	15,600	14,709	891	12,552	11,928	624	25,083	23,845	1,238	12,600	11,886	714	15,188	14,709	479	-	-	-	81,023	77,077	3,946	
5923 Website Hosting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5931 Postage & Shipping	800	400	400	1,250	3,000	(1,750)	6,324	6,324	-	2,000	2,000	-	5,000	6,000	(1,000)	-	-	-	15,374	17,724	(2,350)	
5999 Other Communications	2,196	2,040	156	1,740	1,620	120	1,164	1,680	(516)	1,236	1,032	204	1,224	1,224	-	-	-	-	7,560	7,596	(36)	
Total 5000 - Operating Services	6,053,510	6,287,736	(234,226)	4,978,368	5,179,436	(201,068)	5,680,568	5,986,004	(305,436)	3,641,958	3,738,840	(96,882)	3,660,111	3,971,530	(311,419)	-	-	-	24,014,516	25,163,545	(1,149,030)	
6000 - Capital Outlay																						
6901 Depreciation Expense	284,328	214,999	69,329	677,169	651,601	25,568	215,778	173,404	42,375	122,156	98,268	23,888	183,544	175,568	7,977	-	-	-	1,482,976	1,313,840	169,136	
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 6000 - Capital Outlay	284,328	214,999	69,329	677,169	651,601	25,568	215,778	173,404	42,375	122,156	98,268	23,888	183,544	175,568	7,977	-	-	-	1,482,976	1,313,840	169,136	
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	15,265,485	(201,622)	14,772,982	15,000,718	(227,736)	16,350,362	16,225,554	124,808	9,735,354	9,959,476	(224,122)	10,827,383	11,041,510	(214,128)	-	-	-	66,749,943	67,492,743	(742,800)	
NET INCOME	80,796	226,830	146,034	149,840	86,819	(63,021)	135,328	48,283	(87,045)	39,015	4,882	(34,133)	77,656	23,519	(54,137)	-	-	-	482,635	390,332	(92,303)	
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		171,809	374,422		23,295,529	30,408,046		
Cash Flow from Operating Activities																						
Net Income	80,796	226,830		149,840	86,819		135,328	48,283		39,015	4,882		77,656	23,519		-	-		482,635	390,332		
Change in Accounts Receivable																						
Prior Year Accounts Receivable	1,959,486	661,780		1,498,025	966,949		1,942,628	1,909,832		1,447,446	1,678,421		903,814	1,652,696		-	-		7,751,399	6,869,678		
Current Year Accounts Receivable	(1,739,837)	(1,840,325)		(1,473,057)	(1,832,771)		(1,678,599)	(2,264,296)		(1,157,258)	(1,193,284)		(1,006,995)	(921,345)		-	-		(7,055,745)	(8,052,021)		
Change in Due from	-	14,279		-	(35)		-	(199)		-	-		-	(529)			(48,208)		-	(34,693)		
Change in Accounts Payable	(21,264)	369,423		(12,493)	393,558		(33,685)	679,820		(23,799)	444,277		(10,916)	289,789		(7,192)	(360,948)		(109,349)	1,815,920		
Change in Due to	(82,730)	(51,968)		(153,458)	(155,220)		(229,821)	(43,115)		(172,337)	(151,125)		(346,908)	(135,345)		-	(169,955)		(985,254)	(706,728)		
Change in Accrued Vacation	-	-		-	-		-	-		-	-		-	-		-	-		-	-		
Change in Payroll Liabilities	-	(84,365)		-	238,564		-	60,441		-	157,481		-	186,329		-	164,464		-	722,914		
Change in Current Lease Payable	7,149	(16,057)		-	(10,826)		3,382	(23,822)		-	(11,123)		6,167	(13,568)		-	-		16,698	(75,396)		
Change in Lease Assets	162,631	185,837		-	10,826		77,009	104,213		-	11,123		140,305	158,268		-	-		379,945	470,267		
Change in Prepaid Expenditures	(71,120)	(24,184)		(57,692)	(16,946)		(130,328)	(27,048)		(32,902)	(20,016)		(68,564)	(13,978)		(93,631)	(21,796)		(454,236)	(123,966)		
Change in Deposits	-	-		-	-		-	-		-	-		-	-		-	-		-	-		
Change in Deferred Revenue	(285,874)	721,200		(197,056)	(545,995)		(232,085)	(1,010,403)		(69,080)	(482,812)		(73,532)	(410,117)		-	-		(857,626)	(1,728,127)		
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)		-	-		(110,593)	(110,593)		-	-		(201,641)	(201,641)		-	-		(545,992)	(545,992)		
Depreciation Expense	284,328	214,999		677,169	651,601		215,778	173,404		122,156	98,268		183,544	175,568		-	-		1,482,976	1,313,840		
Cash Flow from Investing Activities																						
Capital Expenditures	-	(192,025)		-	(79,855)		(264,000)	(37,564)		(60,000)	(13,700)		-	(286,575)		-	-		(324,000)	(609,719)		
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	7,243,039		4,402,789	5,045,150		7,044,820	8,634,280		2,968,751	4,210,820		3,656,928	4,622,061		70,986	(62,021)		22,655,954	29,693,329		



Camino Nuevo Charter Academy - Consolidated Financial Analysis May 2026

Net Income

Camino Nuevo Charter Academy - Consolidated is projected to achieve a net income of \$390K in FY25-26 compared to \$483K in the board approved budget. Reasons for this negative \$92K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2026, the school's unrestricted cash balance was \$27.17M. By June 30, 2026, the school's unrestricted cash balance is projected to be \$15.95M, which represents a 24% reserve. In addition to this, CNCA is projected to have \$13.7M of restricted cash. This includes \$4.9M of Employee Retention Credit (ERC) funds.

As of May 31, 2026, the Accounts Receivable balance was \$1.73M, down from \$1.80M in the previous month, due to the receipt of revenue earned in FY24-25.

As of May 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$4.10M, compared to \$2.95M in the prior month.

As of May 31, 2026, CNCA had a debt balance of \$8.60M. This debt is related to Prop 55/Kayne Siart construction loan.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$67.88M, which is \$651K or 1.0% over budgeted revenue of \$67.23M.

All Other Federal Revenue (8299) \$179K decrease based on final allocations of 21st Century afterschool grant.

Prop 28 Arts & Music (8596) \$209K 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.

Interest & Dividend Income (8660) \$873K increase in interest revenue upon the receipt of LACOE's fourth quarter adjustments from prior year as well as the first and second quarter of the current year. In addition, this includes estimated funds projected to be earned by year end.

Grants (8692) \$119K increase largely due to Burlington recognizing additional Residency grant funds for payments being made to partner schools.

Contributions & Events (8695) \$88K increase due to funds raised by sites.

SELPA Grants (8698) \$92K increase based on special education assistance grants awarded to each charter.

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



Expenses

Total expenses for FY25-26 are projected to be \$67.49M, which is \$743K or 1.1% over budgeted expenditures of \$66.75M.

Teachers' Salaries - Substitute (1170) \$289K 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.

Classified Teacher Salaries (2131) \$94K under budget largely due to one Castellanos intervention position being changed to a certificated role under Teacher's hourly account **(1120)**

Student Materials (4311) \$191K over budget due to additional supply purchases being made with one-time funds.

Non Capitalized Equipment (4411) \$410K over largely due to Dalzell Lance purchasing instruments with their Prop 28 Arts and Music in School funds, Burlington purchasing furniture for their middle school and other sites purchasing additional technology with one-time funds.

Housekeeping Services (5531) \$269K over budget due to substitute janitorial services needed to cover vacancies at school sites and for night custodians. In addition, some sites have extended the hours for their nighttime custodians.

Other Facility Rentals (5619) \$331K under budget due to FY24-25 property tax reimbursements received.

Field Trips & Pupil Transportation (5812) \$109K over budget largely due to increased ELOP trips.

Contracted Substitute Teachers (5841) \$400K over budget because of teacher vacancies and absenteeism.

Special Education Services (5842) \$549K over budget. This increase is large due to substitute expenses related to SPED staff.

All Other Consultants & Services (5859) \$345K over budget partially due to classified staff support being obtained from consultants to cover vacancies or staff being absent. In addition, this includes Avance Resident payments being made to partner schools. These payments are offset by increased grant funds **(8692)**.

ADA

Budgeted P2 ADA is 2,803.98 based on enrollment of 2,991 and a 93.7% attendance rate.

P2 ADA is 2,727.10 based on enrollment of 2,927 and a 93.0% attendance rate.

Actual ADA through Month 10 is 2,719.80 with ending enrollment of 2,907 and a 92.9% attendance rate.

In Month 10, ADA was 2,697.04 with a 92.7% 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 5/31/2026												FORECAST			
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	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	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	2,927														2,927	(64)	-2%
Unduplicated Pupil Percentage	97.38%														97.38%		
ADA	2,727.10														2,727.10	(76.88)	
ADA Rate	93.00%														93.00%		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	25,495,361	1,335,314	1,335,314	2,403,566	2,403,566	2,403,566	2,403,566	2,403,566	2,197,737	2,197,737	2,197,737	2,197,737	-	2,015,955	25,495,361	(2,219,545)	-8%
8012 Education Protection Account	5,946,642	-	-	1,488,078	-	-	1,488,075	-	-	1,488,748	-	-	-	1,481,741	5,946,642	1,147,180	24%
8019 Local Control Funding Formula - Prior Year	7,497	-	-	-	-	-	-	-	1,278	41,658	1,281	1,281	1,281	46,009	7,497	46,009	100%
8096 In Lieu of Property Taxes	11,866,021	145,249	1,992,035	949,904	193,666	949,904	1,706,142	949,904	338,915	1,543,803	1,502,126	173,970	845,700	574,703	11,866,021	201,997	2%
8098 In Lieu of Property Taxes, Prior Year	(20,648)	-	-	-	-	-	-	-	-	-	(50,871)	-	-	(2,442)	(53,313)	(53,313)	100%
Total 8011-8098 - Local Control Funding Formula Sources	43,294,873	1,480,563	3,327,349	4,841,548	2,597,232	3,353,470	5,597,783	3,353,470	2,537,930	5,271,946	3,650,273	2,372,988	846,981	4,069,187	43,300,721	(877,672)	-2%
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	703,128	8,876	121,723	58,043	11,834	58,045	104,256	58,045	20,710	93,212	87,034	10,531	47,989	22,830	703,128	(27,645)	-4%
8221 Child Nutrition - Federal	2,020,849	-	-	-	-	39,730	-	334,331	217,693	157,040	159,939	172,229	209,030	735,078	2,025,069	122,882	6%
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8291 Title I	1,350,522	-	-	255,805	-	-	446,133	-	-	372,131	-	-	-	276,453	1,350,522	56,184	4%
8292 Title II	145,440	-	-	-	27,816	-	42,702	-	-	-	8,664	-	-	66,258	145,440	8,038	6%
8294 Title III	162,829	-	-	-	29,650	-	21,597	-	-	-	45,890	-	-	65,692	162,829	(6,105)	-4%
8295 Title IV, SSAE	97,172	-	-	-	17,770	-	14,541	-	-	-	7,053	-	-	57,808	97,172	(2,837)	-3%
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8299 All Other Federal Revenue	1,341,248	-	-	-	-	-	-	-	-	-	-	-	-	1,341,248	1,341,248	(178,708)	-12%
Total 8100-8299 - Other Federal Income	5,821,189	8,876	121,723	313,848	87,070	97,775	629,229	392,376	238,403	622,383	308,580	182,760	257,019	2,565,367	5,825,409	(28,191)	0%
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	492,163	-	-	-	-	10,058	-	85,510	55,897	37,210	38,288	40,939	49,346	175,845	493,094	23,811	5%
8550 Mandate Block Grant	75,608	-	-	-	-	-	75,600	-	-	-	-	-	-	77	75,677	624	1%
8561 State Lottery - Non Prop 20	539,737	-	-	-	-	-	232,779	-	-	160,307	-	-	-	146,651	539,737	(19,634)	-4%
8562 State Lottery - Prop 20	232,939	-	-	-	-	-	-	-	-	81,993	-	-	-	150,946	232,939	(7,210)	-3%
8560 Lottery Revenue	772,676	-	-	-	-	-	232,779	-	-	242,300	-	-	-	297,597	772,676	(26,844)	-3%
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	746,474	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8592 State Mental Health	231,118	11,941	11,941	21,494	21,494	21,494	21,494	21,494	20,256	20,256	20,256	20,256	-	124,554	746,474	-	
8593 After School Education & Safety	813,931	-	-	-	-	-	-	-	529,055	203,483	-	-	-	81,393	813,931	-	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8595 Expanded Learning Opportunity Program	6,029,123	2,176,873	233,144	419,660	419,660	419,660	419,660	419,660	419,659	419,659	419,659	419,659	-	(157,830)	6,029,123	363,455	6%
8596 Prop 28 Arts & Music	470,853	1,032,817	30,843	55,519	55,519	55,519	55,519	55,519	55,607	55,607	55,607	55,607	-	(1,092,830)	470,853	208,823	80%
8599 State Revenue - Other	4,413,893	7,335,490	-	-	660,775	287,855	-	-	140,764	-	-	335,482	816,141	(5,162,613)	4,413,893	(218,558)	-5%
Total 8300-8599 - Other State Income	14,045,840	10,557,121	275,928	496,673	1,157,448	794,586	805,052	1,057,576	1,221,238	978,515	680,337	871,943	865,487	(5,715,066)	14,046,840	355,531	3%
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Leases & Rentals	15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest & Dividend Income	1,008,000	-	5,252	12,750	7,348	4,537	117,139	218,632	5,635	268,047	5,276	171,231	123,094	69,060	1,008,000	873,000	647%
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	810,552	-	50,000	15,092	6,092	7,700	9,972	9,801	-	30,000	40,750	-	439,926	201,219	810,552	119,336	17%
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8695 Contributions & Events	80,431	509	2,746	7,550	60	2,788	34,764	6,166	6,223	21,037	4,671	10,140	-	5,884	102,539	87,539	584%
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	210	-	(360)	-	-	(150)	(150)	100%
8697 E-Rate	61,662	331	65	65	-	5,800	5,800	5,800	5,800	5,800	5,800	-	16,103	10,295	61,662	(3,157)	-5%
8698 SELPA Grants	91,607	-	-	-	-	8,691	73,696	-	-	9,220	-	-	-	0	91,607	91,607	100%
8699 All Other Local Revenue	-	218,326	1,991	(218,326)	15	-	10,034	(100)	230	-	-	-	-	0	12,170	12,170	100%
8792 Transfers of Apportionments - Special Education	2,531,103	31,950	438,178	208,945	42,600	208,946	375,292	208,946	74,549	343,394	346,550	38,605	172,751	40,397	2,531,103	(72,140)	-3%
Total 8600-8799 - Other Income-Local	4,598,356	251,116	498,232	26,076	56,115	238,463	626,697	451,412	92,437	683,125	403,047	219,616	759,291	326,855	4,632,483	1,123,206	32%

Camino Nuevo Charter Academy - Consolidated																		
2025-26 Cash Flow Forecast																		
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	2025-26	Actuals as of 5/31/2026												FORECAST	Budget Variance			
	Trend	ACTUAL Jul-25	ACTUAL Aug-25	ACTUAL Sep-25	ACTUAL Oct-25	ACTUAL Nov-25	ACTUAL Dec-25	ACTUAL Jan-26	ACTUAL Feb-26	ACTUAL Mar-26	ACTUAL Apr-26	ACTUAL May-26	Jun-26	Accrual	Jul-25 - Jun-26	Better / (Worse)	% Better / (Worse)	
Prior Year Adjustments																		
8999 Other Prior Year Adjustment	77,622	-	-	1,329	46,504	17,336	(22,945)	-	-	1,052	-	34,347	-	-	77,622	77,622	100%	
Total Prior Year Adjustments	77,622	-	-	1,329	46,504	17,336	(22,945)	-	-	1,052	-	34,347	-	-	77,622	77,622	100%	
TOTAL INCOME	67,837,879	12,297,676	4,223,232	5,679,474	3,944,369	4,501,630	7,635,816	5,254,834	4,090,008	7,557,021	5,042,237	3,681,655	2,728,778	1,246,344	67,883,075	650,496	1%	
Expense																		
1000 - Certificated Salaries																		
1110 Teachers' Salaries	12,071,214	-	1,021,427	1,044,643	1,051,692	1,062,808	1,067,178	1,061,951	1,054,034	1,051,837	1,057,659	1,058,444	1,097,383	-	11,629,056	318,683	3%	
1120 Teachers' Hourly	238,280	5,539	10,862	17,468	20,814	23,112	23,828	25,874	23,653	26,187	26,774	25,122	16,927	-	246,159	(8,619)	-4%	
1170 Teachers' Salaries - Substitute	660,522	14,802	35,481	97,700	98,948	63,949	73,326	63,611	97,899	118,640	84,206	101,641	46,138	-	896,341	(289,203)	-48%	
1175 Teachers' Salaries - Stipend/Extra Duty	1,289,395	293,420	76,788	7,004	18,023	23,582	132,950	7,571	19,683	50,318	30,582	37,475	270,118	-	967,513	(61,061)	-7%	
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1215 Certificated Pupil Support - Psychologist	396,655	33,054	26,712	28,852	28,852	27,153	34,563	34,058	32,980	33,058	33,058	29,148	33,055	-	374,542	19,739	5%	
1299 Certificated Pupil Support - Other	944,641	67,767	80,868	82,011	81,650	81,229	76,536	73,617	73,422	73,538	74,471	72,583	79,504	1,741	918,937	44,979	5%	
1300 Certificated Supervisors' & Administrators' Salaries	4,135,279	324,399	331,787	327,599	344,814	323,114	336,592	323,739	334,802	336,997	340,512	328,271	348,937	-	4,001,562	14,896	0%	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 - Certificated Salaries	19,735,986	738,981	1,583,923	1,605,276	1,644,794	1,604,946	1,744,972	1,590,422	1,636,473	1,690,574	1,647,261	1,652,685	1,892,062	1,741	19,034,110	39,414	0%	
2000 - Classified Salaries																		
2111 Instructional Aide & Other Salaries	2,677,936	30,120	133,671	212,373	227,918	197,323	193,946	174,333	211,999	231,667	203,267	237,878	213,197	3,692	2,271,384	245,849	10%	
2121 After School Staff Salaries	50,400	-	1,172	3,116	3,738	2,729	1,851	1,937	2,390	3,893	1,723	2,109	3,580	-	28,239	23,361	45%	
2131 Classified Teacher Salaries	827,619	124,014	15,200	30,623	28,910	20,882	17,921	21,019	24,751	29,784	28,991	20,869	76,131	-	439,093	94,290	18%	
2200 Classified Support Salaries	835,107	56,580	66,343	71,453	69,452	60,575	61,713	54,151	57,666	71,384	64,131	69,862	70,240	13,483	787,035	38,527	5%	
2300 Classified Supervisors' & Administrators' Salaries	328,835	17,875	26,487	29,251	29,261	25,619	26,177	29,737	28,568	32,177	35,856	21,459	26,915	1,060	330,441	(54,177)	-20%	
2400 Classified Office Staff Salaries	1,534,646	109,487	115,602	118,847	123,530	116,980	128,229	124,858	120,449	123,167	117,134	128,824	127,715	18,104	1,472,925	104,152	7%	
2900 Other Classified Salaries	2,273,257	111,177	150,734	190,363	200,086	177,991	181,584	172,763	181,656	184,544	169,972	180,156	182,692	21,496	2,105,215	157,400	7%	
Total 2000 - Classified Salaries	8,527,800	449,252	509,208	656,026	682,894	602,099	611,422	578,800	627,479	676,616	621,075	661,157	700,470	57,834	7,434,333	609,403	8%	
Total 1000-2000 - Salaries	28,263,786	1,188,233	2,093,131	2,261,302	2,327,688	2,207,046	2,356,395	2,169,222	2,263,952	2,367,190	2,268,336	2,313,842	2,592,532	59,575	26,468,443	648,817	2%	
3000 - Employee Benefits																		
3111 STRS - State Teachers Retirement System	3,769,573	154,147	294,898	298,439	302,336	297,515	304,557	297,323	304,940	309,020	311,703	305,908	361,384	332	3,542,502	100,541	3%	
3212 PERS - Public Employee Retirement System	2,286,303	146,868	139,088	178,693	184,018	164,037	151,360	160,078	168,542	182,741	169,519	177,210	187,796	15,505	2,025,456	131,070	6%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3311 OASDI - Social Security	528,724	34,831	32,710	42,199	44,228	38,518	39,316	36,845	40,192	43,545	39,342	42,314	43,429	3,586	481,056	17,656	4%	
3331 MED - Medicare	409,825	19,884	29,537	31,938	32,904	31,093	33,116	30,405	31,785	33,316	31,907	32,532	37,592	864	376,871	16,329	4%	
3401 H&W - Health & Welfare	2,142,807	365,562	130,518	151,364	174,574	(63,883)	384,430	154,651	(76,960)	386,910	144,695	(74,714)	210,348	84,000	1,971,495	12,873	1%	
3501 SUI - State Unemployment Insurance	14,132	3,897	2,030	1,136	1,104	1,078	25	1,055	1,096	1,149	1,100	1,121	1,296	30	16,116	(2,558)	-19%	
3601 Workers' Compensation Insurance	260,341	88,159	-	44,080	(15,309)	22,040	-	44,080	22,040	22,037	-	-	-	-	227,127	22,295	9%	
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901 Other Retirement Benefits	-	2	-	-	-	-	-	(2)	(8,837)	-	-	-	-	-	(8,837)	8,837	100%	
3902 Other Benefits	-	2,045	-	58	(42,441)	9,857	(25,555)	3,912	-	-	3,797	658	-	-	(47,670)	47,670	100%	
Total 3000 - Employee Benefits	9,411,705	815,397	628,781	747,907	681,413	500,255	887,248	728,346	482,798	978,717	702,063	485,029	841,845	104,317	8,584,116	354,714	4%	
Total 1000-3000 - Salaries & Benefits	37,675,491	2,003,630	2,721,912	3,009,209	3,009,101	2,707,300	3,243,643	2,897,568	2,746,750	3,345,907	2,970,399	2,798,871	3,434,377	163,892	35,052,559	1,003,531	3%	
4000 - Supplies																		
4111 Core Curricula Materials	630,103	80,298	19,956	19,429	35,933	59,907	14,965	947	(10,593)	270,858	38,627	7,232	50,376	15,517	603,451	13,584	2%	
4211 Books & Other Reference Materials	67,527	4,580	5,264	(917)	1,100	1,996	778	2,962	2,292	15,271	19,936	224	14,158	-	67,644	(34,944)	-107%	
4311 Student Materials	614,674	67,826	63,401	76,376	44,437	21,270	62,261	(476)	60,075	86,786	35,546	46,399	39,998	10,776	614,674	(191,102)	-45%	
4351 Office Supplies	92,531	6,493	5,845	5,450	7,187	7,250	6,603	6,195	(3,616)	5,546	4,437	4,156	22,240	14,746	92,531	(2,111)	-2%	
4371 Custodial Supplies	221,700	7,583	15,791	17,704	16,098	7,182	19,074	14,190	21,518	20,086	9,920	15,977	33,742	22,836	221,700	30,000	12%	
4391 Food (Non Nutrition Program)	160,343	933	23,750	41,598	6,460	15,862	6,902	8,855	19,068	11,750	16,155	7,063	2,068	-	160,461	(40,659)	-34%	
4392 Uniforms	31,426	5,342	498	5,534	-	927	74	-	6,347	463	(9,544)	3,176	18,610	-	31,426	(3,075)	-11%	
4393 PE & Sports Equipment	18,200	513	1,213	302	1,033	951	-	538	139	1,514	608	1,702	9,687	-	18,200	(3,900)	-27%	
4395 Before & After School Program Supplies	802,450	23,055	17,655	26,599	40,189	29,937	20,477	18,356	147,014	51,454	72,487	82,765	211,386	61,079	802,450	24,750	3%	
4399 All Other Supplies	159,608	6,850	12,658	10,188	7,032	8,741	12,128	7,042	10,939	22,641	31,111	24,156	6,108	16	159,608	(35,237)	-28%	
4390 Other Supplies	1,172,027	36,692	55,773	84,221	54,714	56,416	39,580	34,790	183,506	87,822	110,816	118,862	247,859	61,094	1,172,145	(58,120)	-5%	
4411 Non Capitalized Equipment	858,650	183,965	32,608	29,633	28,605	5,738	8,008	5,826	68,236	25,036	16,067	63,879	241,724	152,617	861,942	(409,672)	-91%	
4711 Nutrition Program Food & Supplies	2,146,365	16,689	131,302	60,741	103,683	274,060	273,040	111,956	128,165	221,536	340,672	214,047	189,705	84,748	2,150,344	(114,071)	-6%	
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 4000 - Supplies	5,803,577	404,126	329,940	292,637	291,757	433,818	424,310	176,390	449,583	732,939	576,022	470,776	839,799	362,335	5,784,431	(766,436)	-15%	
5000 - Operating Services																		
5211 Travel & Conferences	98,323	2,816	3,433	791	778	1,633	5,718	9,843	4,488	10,265	19,444	5,225	22,306	11,604	98,344	(27,678)	-39%	

Camino Nuevo Charter Academy - Consolidated															Actuals as of		5/31/2026		FORECAST		Budget Variance	
2025-26															Actuals as of		5/31/2026		FORECAST		Budget Variance	
Trend															Actuals as of		5/31/2026		FORECAST		Budget Variance	
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															Actuals as of		5					

Camino Nuevo Charter Academy - Consolidated																	
2025-26 Cash Flow Forecast																	
Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED																	
	2025-26 Trend	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Actuals as of 5/31/2026		FORECAST	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	Jul-25 - Jun-26	Better / (Worse)	% Better / (Worse)
Change in Accounts Payable	1,815,920	(1,576,286)	1,629,762	(2,021,982)	27,646	(99,101)	(136,594)	1,316,349	(335,838)	(250,206)	(386,332)	448,955	870,127	2,329,420	1,815,920	1,925,270	
Change in Due to	(706,728)	(523,954)	1,475	(7,236)	(4,407)	(177,191)	(5,309)	(7,236)	(7,233)	(9,163)	(131,331)	(7,236)	(1,472)	173,566	(706,728)	278,526	
Change in Current Lease Payable	(26,707)	(51,597)	(53,500)	(51,861)	(55,994)	(56,127)	(52,260)	(44,394)	(52,528)	(52,662)	(52,797)	(52,932)	(44,738)	545,992	(75,396)		
Change in Lease Assets	423,350	39,151	39,283	39,415	39,548	39,681	39,814	39,948	40,082	40,216	40,351	40,486	32,293	-	470,267		
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Payroll Liabilities	722,914	(462,768)	652,820	282,978	703,018	655,591	662,185	(1,352,505)	28,074	708,133	(1,339,388)	699,090	(514,315)	-	722,914	722,914	
Change in Prepaid Expenditures	(123,966)	203,979	(5)	(9,014)	(8,613)	(742)	(17,651)	(38,461)	-	(6,272)	(3,720)	(30,882)	(212,586)	-	(123,966)	330,270	
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Change in Deferred Revenue	(1,728,127)	(9,897,691)	324,811	1,568,326	-	225,000	-	18,000	104,957	-	75,000	24,000	(816,141)	6,645,611	(1,728,127)	(870,500)	
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	1,313,840	116,198	116,366	116,356	116,793	107,520	105,821	105,745	105,342	105,118	106,553	105,473	106,556	-	1,313,840	(169,136)	
Cash Flow from Investing Activities																	
Capital Expenditures	(609,719)	(19,488)	(46,325)	(39,107)	(13,107)	-	(72,775)	(160,820)	(121,750)	(38,063)	(55,535)	(26,250)	(16,500)	-	(609,719)	(285,719)	
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	20,186,348	30,126,213	32,726,705	34,267,984	34,078,046	34,818,785	37,626,697	37,101,386	36,709,277	37,549,500	35,538,580	35,085,267	29,693,330	29,693,330	29,693,330		

Coversheet

CEO Update

Section:	XI. CEO Update
Item:	A. CEO Update
Purpose:	FYI
Submitted by:	
Related Material:	260811 CEO Update.pdf

CEO Update

August 11, 2026



Strategic Planning Updates



Camino to Excellence

25 Years of Bridging Classroom & Community

Enabling Conditions

Decreased Extraneous Cognitive Load Excellent Guidance, Support, & Oversight

Org-Wide Priorities

Excellence in Every Classroom

Coaching toward Instructional Framework
and Teacher Growth Tool

Own the Outcomes

Data, Assessment & Accountability



Excellence

Org Wide Wildly Important Goals (WIGs)

2026-2027

40% or more of elementary
and middle school students
will score proficient or
advanced on the SBAC in
both ELA and Math.

2026-2027

70% of high school
juniors will score
proficient or advanced
on the SBAC in ELA.

2026-2027

35% of high school
juniors will score
proficient or advanced on
the SBAC in Math.

2030

60% or more of elementary
and middle school students
will score proficient or
advanced on the SBAC in
both ELA and Math.

2030

75% or more of high school
juniors will score proficient or
advanced on the SBAC in ELA.
45% or more of high school
juniors will score proficient or
advanced on the
SBAC in Math.



Belonging - Community - Equity - Excellence - Innovation - Joy

A reminder of
what we talked
about at our
last meeting



Our Strategic Planning Process

May

Launched strategic planning process across all schools & departments

May-June

Teams & individuals wrote the first draft of their strategic plans

June

Principals Retreat focused on strategic planning

June-July

Rachel & Charles provided feedback to schools

WHEN

Strategic plans finalized



Strategic Planners at Lake Arrowhead



Org-Wide Goals & Strategies

Our Wildly Important Goals (WIGs) By 2030, CNCA students will achieve...	By June 2027, CNCA students will achieve...
Our Why:	
Elevator Statements: • Excellence: I can clearly articulate what excellence will look, feel, sound like at (insert your department) and how we will measure progress to excellence are _____, _____ and _____. • Ownership and Accountability: I am responsible for _____ (department metric) and the way I am going to try and drive towards that is _____ (strategy). • Arc of the Year: Insert time frame (Q1,Q2, Q3, Q4), _____ should be in true in terms of _____, _____ should be true in terms of _____, _____ should be true in terms of _____. • Transparency: We have a set cadence for discussing team member performance/progress toward goals, vision for team collective efficacy and _____.	
Enabling Conditions (HSO) 1. Decreased Extraneous Cognitive Load 2. Excellent GSO Annual Org-Wide Strategies: 1. Coaching toward the Instructional Framework 2. Assessment, Data & Accountability	

Feedback Cycle

Feedback Tool

Feedback Tool

#	What to Look For	Present?	Notes
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Department WIG is specific and measurable: includes a HSO-level WIG that leads to the org-wide WIG.

Lead measures are behavioral — describes what the Department level employees will DO, not a student outcome

Elevator statements complete and specific— blanks filled with specific language no jargon

Accountability cadence is real — MOCHA, PD scope/sequence, or ILT cadence is actually linked or described (not placeholder text)

DECL & Excellent GSO - will this plan decrease extraneous cognitive load and increase excellent Guidance Support and Oversight.

*Indicators highlighted in yellow are areas of focus for HSO departments

CRITICAL FEEDBACK: Push Hard Here

#	What to Flag	Present?	Feedback Stem to Use
1	WIG is vague or copied from org — no school-specific target, no measurable number	Flag / Clear	"What is the specific, measurable outcome for YOUR school and students?"
2	Lead measures are actually lags — measures a student outcome instead of an adult action	Flag / Clear	"This is measuring a result, not a behavior. What will adults DO to drive this?"
3	Elevator statements are incomplete or generic — blanks unfilled, or filled with platitudes	Flag / Clear	"If a teacher read this, would they know exactly what you're accountable for and how? Fill this in with specificity."
4	Arc of the Year is missing a domain — operations, instruction, or culture is absent or identical across quarters	Flag / Clear	"What should be true instructionally by Q2 that isn't true in Q1? Differentiate the arc."
5	No real accountability structure — links are placeholders, MOCHA is missing, no cadence named	Flag / Clear	"A lead without a cadence is just a hope. Who owns this, and when does it get reviewed?"

Illustrative Examples

CAS-EIS Goals, Strategies, and Aligned Targets (draft)

Vision of Excellence:

At Camino Nuevo Castellanos-Eisner, we are a community of students, families, educators, and neighbors united by a shared vision of excellence. We lead with ownership, trust, and accountability, fostering a culture where clearly defined systems, high expectations, and high support empower every stakeholder to show up with confidence, courage, and integrity. Through honest reflection, proactive alignment, and a relentless commitment to one another, we advocate for every child, knowing that our collective strength creates equitable opportunities and lasting success for all.

26-27 Priority: Coaching toward Instructional Framework (TGT, TGT Companion Guide, and Instruction Vision) - Strengthen Instructional Excellence Through the Teacher Growth Tool, PLCs, and TOSA coaching
WIG: Use the TGT and Companion Guide to improve instructional quality and student outcomes by developing a culture of continuous improvement to increase teachers' capacity to respond to student data to engage in meaningful professional learning, collaboration, feedback, and coaching.

Lead	Details: (link to MOCHA & Cadence of accountability - PD scope and sequence, ILT scope sequence etc)	Quarterly Lags	Academics T
Lead #1: 100% of teachers will implement the Teacher Growth Tool and Companion Guide with fidelity by establishing a measurable instructional growth goal, engaging in ongoing reflection, and participating in regular coaching conversations aligned to student outcomes.	Key Actions/Implementation Steps: TOSA and API will: - Train and support 100% of teachers in the effective use of the Teacher Growth Tool and Companion Guide during professional development and ensure every teacher develops an instructional growth goal connected to the TGT by September 25, 2026. - Conduct, and document in Kick-Up, weekly observations strategically monitoring evidence of implementation of TGT and TGTCG. - Schedule regular coaching cycles that include observation debrief, feedback, reflection, and targeted support aligned to each teacher's growth goal. - Provide differentiated professional learning, modeling, and resources based on trends identified through teacher growth goals and instructional	Lags: 100% of teachers participate in TGT BOY, MOY, and EOY goal setting in Kick-Up: - Lag 1: By September 25, 2026, 100% of teachers will have set TGT goals in Kick-Up. - Lag 2: By MOY, 70% of teachers will have met their TGT 1a planning goal - Lag 3: By MOY, 70% of teachers will have met their Domain 2 or Domain 3 TGT planning goal - Lag 4: By EOY, 100% of teachers will have met both their TGT goals 100% of teachers will have weekly observation documentation in Kick-Up, to be reviewed during IT or 1:1 coaching with API or TOSA	Lead: Admin and T

	observations. Tools and Evidence: - Teacher Growth Tool - Teacher Growth Tool Companion Guide - PLC Tracker - Kick-Up Observation notes and reflection documents (CC drafting)		
Lead #2: 100% of PLC teams meet weekly using the established PLC protocol to analyze student learning, identify instructional responses, and document next steps. - PLCs consistently follow the cycle: Establish Learning Goals → Plan Instruction → Implement Instructional Cycle → Assess Student Learning → Analyze Assessment Results → Adjust Instruction for Intervention or Enrichment - PLCs focus on improving student learning, not simply completing tasks.	Key Actions/Implementation Steps: TOSA and API will: - Conduct weekly PLC that will focus on, and answer the following questions: - What do students need to learn? - What instructional materials will be used? - What instructional strategies will support mastery? - What will we do when students need more support? - What is our measure to know they learned it? - What will we do for students that require intervention or are ready for extension? PLC expectations: - Review student work - Analyze assessment data - Plan aligned instruction - Share effective practices - Monitor impact on student learning Evidence: - Lesson Plans - PLC agendas - Student work analysis - Common assessments - Action plans	Quarterly Lags Weekly PLC Tracker will document consistent data analysis as evidence and adjustment in instruction - Lag 1: 100% of teachers will bring data to PLC meetings to analyze - Lag 2: 70% of students will show standards mastery on weekly formative assessment By the end of Q1: Data analysis will demonstrate improvement on grade level mastery of standards as measured from August through the end of Q1.	Academics Team/HSO Lead API and TOSA Team

BUR: Goals, Strategies, and Aligned Targets (draft)

Priority 1: Excellence in Classrooms: Coaching Toward Instructional Framework (TGT, Companion Guide, Instruction Vision)

Lag Measure:

By June 2027, 85–90% of teachers will meet two or more Teacher Growth Tool (TGT) goals, as evidenced by coaching cycles, observations, and walkthrough data.

Lead Measure 1: Each Instructional Coach will complete and document a full coaching cycle (observation, debrief, and action step) for every assigned teacher every two weeks. By the end of each quarter, 90% of assigned teachers will have at least one documented, TGT-aligned action step with evidence of follow-through.

Achievable Outcomes	Key Actions	How we track it	Quarterly Targets
100% of teachers engage in ongoing coaching cycles aligned to two identified TGT goals. Coaching conversations consistently reference teacher goals, observation data, and next steps. Leaders reinforce growth by naming at least one CNCA Signature Practice weekly.	- Conduct weekly coaching meetings with each assigned teacher, grounded in TGT goals and the most recent observation data - Assign at least one specific, observable action step per coaching cycle tied directly to observation evidence - Document all coaching cycles, action steps, and teacher progress in a shared tracking system, updated weekly - Review TGT goal progress with each teacher at least once per month and adjust coaching focus based on data - Bring coaching caseload updates and progress trends to biweekly LT meetings for cross-role visibility	- KickUp coaching logs (frequency, feedback, and action steps) - Observation and walkthrough data - Coaching implementation tracker (fidelity of action steps) Ownership - APIs (primary: design, implementation, and monitoring, coaching cycle delivery) - Principal (collaborator: monitoring and trend analysis)	- Q1: 100% of teachers identify and begin work on two TGT goals; coaching cycles launched for all teachers - Q2: 75% of teachers demonstrate growth toward at least one TGT goal - Q3: 85% of teachers demonstrate growth toward two TGT goals - Q4: 85–90% of teachers meet two or more TGT goals

Why This Matters

Coaching cycles are the primary lever for improving instructional practice at Burlington. When APIs design and monitor cycles with fidelity, teachers receive consistent, targeted feedback that accelerates growth toward TGT goals and strengthens instruction for every student.

Priority 2: Own the Outcomes: Data, Assessment & Accountability

Lag Measure:

By June 2027, 45%+ Math proficiency and 50%+ ELA proficiency (SBAC Level 3/4), up from 40% Math and 47% ELA in 2025–2026.

Lead Measure 1: Each API will establish, monitor, and respond to schoolwide data systems so that 95% of teachers consistently input, analyze, and act on student data weekly — with every data conversation producing a documented instructional adjustment or targeted student support action

Achievable Outcomes	Key Actions	How we track it	Quarterly Targets
95% of teachers consistently input, analyze, and act on student data weekly. Data conversations lead to clear instructional adjustments and targeted student support.	- Establish and communicate clear expectations for weekly data entry and analysis, completed before Friday Balcony - Design and maintain a biweekly content rotation so all subjects are analyzed every four weeks - Facilitate data discussions that consistently address trends, focus students, and instructional next steps - Monitor data completion weekly and provide direct follow-up to teachers not yet meeting expectations - Ensure data sources are aligned by grade span and used consistently: - TK: SEL indicators - K–2: AMIRA and Foundational Reading Skills	- Org-wide and school-based data trackers - Weekly data completion and action logs - Balcony notes (instructional responses identified) Ownership - APIs (primary: systems design, monitoring, and accountability) - Grade Level Leads (collaborators: data facilitation at the team level) - Principal (collaborator: monitoring and trend analysis)	- Q1: Data systems launched; 90% of teachers consistently track and act on data - Q2: 95%+ consistency maintained; biweekly content rotation fully implemented - Q3: 95%+ consistency maintained; mid-year data trends reviewed and shared with leadership - Q4: 95%+ consistency maintained; end-of-year data analysis complete; recommendations for 2027–2028 developed

Why This Matters:

Data without action is just information. APIs ensure that data systems are functioning, that teachers are using data to drive instructional decisions, and that no student falls through the cracks between assessment and response.

BUR: Goals, Strategies, and Aligned Targets, cont. (draft)

Culture Strategic Plan

Priority 1: Students experience school as emotionally safe, connected, inclusive, and prepared to succeed.

Lag Measure #1: Sense of Belonging (Panorama)

By June 2027, students' sense of belonging will increase:

- Grades 3-6: 75% → 80% and Grades 6-8: 35% → 50%

Lead Measure 1: APSS will design, implement, and monitor the HOGAR advisory program (anchored in Circle practice) as the daily foundation for TGT Components 2a, 2b, and 2c/2d across all classrooms

Achievable Outcomes	Key Actions	How we track it	Quarterly Targets
• 95% of HOGAR lessons and Culture Calendar experiences are implemented consistently across all grade levels each month • Teachers facilitate at least one Circle per week, building the relational foundation and shared norms that carry across the school day • Students develop scholarly habits, set and monitor goals, and connect their growth to future readiness Why This Matters Circle is the anchor practice of HOGAR and the foundation of Burlington's classroom culture for 2026–2027. When teachers facilitate at least one Circle per week, they build the relational foundation, shared norms, and student self-efficacy that TGT Components 2a, 2b, and 2c/2d	• Design and launch the HOGAR/Circle program, including lesson sequence, teacher training, and a walkthrough tool aligned to TGT 2a, 2b, and 2c/2d — completed for Q1 • Conduct monthly HOGAR walkthroughs and facilitate BLT calibration to ensure Circle practices are reinforced consistently across all classrooms • Establish, communicate, and monitor Burlington culture systems schoolwide (Culture Walls, ClassDojo TK–3, DeansList 4–8, HallPass, and Culture Calendar),	• HOGAR/Circle fidelity walkthrough data • Circle frequency logs (at least 1 per week per classroom) • Positive-to-negative interaction ratio • Reduction in transition disruptions • Positive behavior and referral trends Ownership • APSS (primary: program design, training, walkthroughs, coaching, and monitoring) • Culture Team and ILT (collaborators: calibration and reinforcement) • All Staff (implementation)	Q1: 100% Teachers trained on Circle; walkthrough tool launched; HOGAR routines and Culture Walls established in 95% of classrooms Q2: 75% of teachers consistently facilitate weekly Circles and student reflection Q3: 85% of teachers facilitate student-led Circle and goal revision with minimal prompting Q4: 90% of teachers implement full HOGAR/Circle framework with fidelity

Family Services Strategic Plan

At Burlington, families are not simply informed — they are valued partners and leaders in ensuring students achieve at high levels. Strong family partnerships increase student attendance, engagement, accountability, and academic achievement.

Priority 1: Family Communication and Access

Lag Measure 1: By June 2027, 95% of families have downloaded and are actively using ParentSquare, and 75% of families report receiving consistent, meaningful communication regarding their child's progress, classroom learning, and school experience.

Lead Measure 1: Each month, the FSSC will conduct a ParentSquare audit and ensure 100% of teachers have posted a communication that includes an academic update, a celebratory highlight, and a home support strategy. By end of Q1, the ParentSquare active user rate will reach 80%, growing to 95% by Q4.

Achievable Outcomes	Key Actions	How we track it	Quarterly Targets
Achievable Outcomes FSSC will build, maintain, and monitor the systems that enable teachers to communicate consistently and meaningfully with families every month. Why This Matters: Families can only partner in their child's learning if they have access to timely, meaningful information. The FSSC builds and monitors the systems that make consistent communication possible.	• Develop and maintain a ParentSquare communication checklist, expectation document, and monthly templates in BUR Hub, updated each semester • Conduct monthly ParentSquare audits and share findings with teachers and coaches, with direct follow-up to any teacher not yet meeting expectations • Launch a targeted ParentSquare download campaign at the start of the year, with ongoing outreach to families not yet active • Facilitate new teacher onboarding on family communication	How We Track It: • ParentSquare monthly audit reports • Communication checklist completion data • ParentSquare download and active user rate, updated monthly • Follow-up support logs How to Score It: Each month, divide the number of teachers who have posted a compliant communication by the total number of teachers. Target: 100% by Q3. Track ParentSquare active user rate monthly against quarterly benchmarks. Ownership: • FSSC (primary: systems,	Q1: Expectations published; templates distributed; first audit complete; 75% of teachers meet expectations; ParentSquare campaign launched; 80% active user rate established Q2: Monthly audits ongoing; targeted support provided; 85% of teachers meet expectations; ParentSquare active user rate at 85% Q3: Mid-year audit data shared with leadership; 95% of teachers meet expectations; ParentSquare active user rate at 90%

BUR: Strategic Planning Visual (draft)



Family Engagement: Goals & Strategies (draft)

Our Wildly Important Goals (WIGs)	
By June 2030, CNCA students will achieve... 60% or more of elementary and middle school students will score proficient or advanced on the SBAC in both ELA and Math. 75% or more of high school juniors will score proficient or advanced on the SBAC in ELA. 45% or more of high school juniors will score proficient or advanced on the SBAC in Math.	By June 2027, CNCA students will achieve... 40% or more of elementary and middle school students will score proficient or advanced on the SBAC in both ELA and Math. 70% of high school juniors will score proficient or advanced on the SBAC in ELA. 35% or high school juniors will score proficient or advanced on the SBAC in Math.
Our Why: Family Engagement	
Camino Nuevo is more than a school. It is a place where families lead, belong, and thrive. We believe that families are essential partners in student success, and that ongoing, proactive communication is what makes that partnership real. Too often, families only hear from us when something is wrong, and this plan is designed to close that gap. When families feel genuinely seen and connected to their child's school, students are more supported at home and at school, and that support is what drives academic achievement.	
Elevator Statements	
Excellence: I can clearly articulate what excellence will look, feel, sound like for Family Engagement and how we will measure progress to excellence is tracking positive family contact rates, tracking which families enter participation hours, and tracking the number of students that have at least one parent that has downloaded the Parent Square App. Ownership and Accountability: I am responsible for positive family contact rates, hours entered data, and Parent Square Downloads data. The way I am going to try and drive towards that is by building and delivering clear systems, guidance, and resources to Student & Family Coordinators and school leaders so that proactive family communication becomes a consistent and natural part of practice across every Camino Nuevo campus. Arc of the Year: By Q1, foundational systems, guidance, and resources should be in place and all Student & Family Coordinators, APs, and Principals should be trained on the positive contact protocol. By Q2, positive family contact should be happening consistently across all	
campuses and trackers should be actively in use. By Q3, contact rate data should be visible, reviewed regularly, and informing coaching conversations between APs and teachers. By Q4, 75% of students should have received at least one documented positive family contact per quarter. Transparency: We have a set cadence for discussing team member performance and progress toward goals through shared data that is visible to Student & Family Services Coordinators, teachers, and school leaders at all times, so that everyone with a role in family engagement can see progress, identify gaps, and take action without waiting to be told.	



Family Engagement: Specific Department Aligned Targets (draft)

Family Engagement

WIG: By June 2027, the Family Engagement department will build a culture of proactive, two-way communication between Camino Nuevo families and teachers across all campuses, as evidenced by positive touchpoint rates, family participation hours, and ParentSquare active use data. When families are consistently reached, informed, and engaged, students are more likely to attend school regularly, overcome academic challenges, and receive support at home, directly contributing to CNCA's SBAC proficiency goals.

26-27 Priority: Decreased Extraneous Cognitive Load

- By providing teachers and leaders with everything they need (the protocol, the shared language, and the tracking tool) so that teachers simply have to insert data rather than building a system from scratch to guess whether they have contacted a family or not. The work is designed for them. They just have to do it.

Lag #1	Leads	Department Scoreboard	Connection to C
By June 2027, 75% of students receive at least one positive family	1. Design and facilitate positive contact protocol training for 100%		Research consis families receive
touchpoint each quarter (phone call or Parent Square direct message).	of SFSCs before the beginning of the school year. 2. Deliver the positive contact protocol, shared language, and tracking tool to 100% of campuses through a turn-key BOY PD PPT that SFSCs facilitate to all staff. 3. Send an introductory email before the school year starts to all Principals, APs, and SFSCs explaining the positive contact system, what the monthly data summary will include, and how it should be used in teacher coaching conversations.	<u>Family Engagement Scoreboard</u>	communication trust between h When families t more deeply in t home. When stu at school and at to attend consis academic challe levels, directly c tied to higher SE

Lag #2	Leads		Connection to Org-wide WIGs
By June 2027, 75% of families at each site have logged family participation hours (with intentional outreach prioritizing families with zero participation from last year).	1. Train 100% of SFSCs on the purpose, process, and expectations for family participation hours logging. 2. Pull family participation hours data by campus monthly and share updates with each campus SFSC, highlighting families who need intentional outreach. 3. Collaborate monthly with each SFSC to develop a targeted outreach plan for families with zero logged participation hours.	<u>Family Engagement Scoreboard</u>	When families are actively engaged in their child's school community, they are better positioned to support learning at home. Research consistently shows that family engagement is one of the strongest predictors of student academic achievement. By intentionally prioritizing families with zero participation, particularly those who have historically been hardest to reach, CNCA is closing an equity gap that directly impacts student outcomes, contributing to the goal of higher proficiency levels on the SBAC.
Lag #3	Leads		Connection to Org-wide WIGs
By June 2027, 95% of families have downloaded and are actively using Parent Square (starting with a targeted push using our existing list).	1. Train 100% of SFSCs on how to walk families through downloading and actively using Parent Square.	<u>Family Engagement Scoreboard</u>	Two-way communication between families and school is the foundation of meaningful family engagement. When 100% of families are actively using ParentSquare, CNCA can ensure that no family is unreachable, including those who have historically been
	2. Pull a Parent Square download audit by campus monthly to identify families who have not yet downloaded the app or are not using it and share with SFSCs. 3. Collaborate monthly with SFSCs to create a targeted outreach plan for families who have not yet	<u>Scoreboard</u>	hardest to connect with. When families receive timely, consistent communication about their child's learning and school community, they are better equipped to support academic growth at home, directly contributing to CNCA's SBAC goals.

Special Education: Goals & Strategies (draft)

Our Wildly Important Goals (WIGs) By 2030, CNCA students will achieve...	Our Wildly Important Goals (WIGs) By June 2027, CNCA students will achieve...
35% or more of students with disabilities in grades TK-8 will score proficient or advanced on the SBAC in ELA.	20% or more of students in grades TK-8 with disabilities will score proficient or advanced on the SBAC in ELA. <i>(2025–2026 Baseline: 16.8% proficient)</i>
25% or more of students with disabilities in grades TK-8 will score proficient or advanced on the SBAC in Math.	20% or more of students with disabilities in grades TK-8 will score proficient or advanced on the SBAC in Math. <i>(2025–2026 Baseline: 10.4% proficient)</i>
55% or more of students with disabilities in grades 9-12 will score proficient or advanced on the SBAC in ELA.	40% or more of students with disabilities in grades 9-12 will score proficient or advanced on the SBAC in ELA. <i>(2025–2026 Baseline: 33.3% proficient)</i>
20 % or more of students with disabilities in grades 9-12 will score proficient or advanced on the SBAC in math.	15% or more of students with disabilities in grades 9-12 will score proficient or advanced on the SBAC in math. <i>(2025–2026 Baseline: 6.7% proficient)</i>
Our Why: We believe every student deserves access to an inclusive, equitable, and high-quality education that honors their unique strengths and needs. Our why is rooted in empowering students with the skills, confidence, support, and opportunities they need to grow in independence, thrive in school, and succeed beyond the classroom.	



Special Education: Elevator Statements (draft)

Elevator Statements:

- **Excellence:** I can clearly articulate what excellence will look, feel, sound like within the Central Special Education team. The ways in which we will measure progress to excellence are _____, _____ and _____.

- **Excellence:** I can clearly articulate what excellence will look, feel, and sound like within the Central Special Education Team. The ways in which we will measure progress to excellence are student growth and achievement of IEP goals, consistent implementation and effective use of accommodations and inclusive practices, and high-quality collaboration and communication among stakeholders.

- **Ownership and Accountability:** I am responsible for _____ (department metric) and the way I am going to try and drive towards that is _____ (strategy).

- I am responsible for student progress toward annual IEP goals and student understanding of their accommodations. I will drive these outcomes through ongoing staff & provider training and coaching, collaboration with school teams, and regular oversight of IEP implementation, progress monitoring, and student outcome data.

Reading

- By Q1, all students with disabilities identified for reading intervention will be assessed, grouped, and receiving targeted instruction based on diagnostic data.
- By Q2, schools will consistently implement reading intervention and progress-monitoring systems, using student data to inform instruction.
- By Q3, students receiving intervention will demonstrate measurable growth toward grade-level proficiency and annual growth targets.
- By Q4, schools will demonstrate increased reading proficiency, stretch growth, and movement out of the lowest performance bands for students with disabilities.

Math

- By Q1, all students with disabilities identified for math intervention will be assessed, grouped, and receiving targeted instruction based on diagnostic data.
- By Q2, schools will consistently implement math intervention and progress-monitoring systems, using student data to inform instruction.
- By Q3, students receiving intervention will demonstrate measurable growth toward grade-level proficiency and annual growth targets.
- By Q4, schools will demonstrate increased math proficiency, stretch growth, and movement out of the lowest performance bands for students with disabilities.

- **Transparency:** We have a set cadence for discussing team member performance/progress toward goals, vision for team collective efficacy and _____.

- **Transparency:** We have a set cadence for discussing team member performance/progress toward goals, vision for team collective efficacy, progress toward goals, and opportunities for continuous improvement through data reflection and collaboration.



Special Education: Specific Department Aligned Targets (draft)

26-27 Priority: Decreased Extraneous Cognitive Load

WIG: By June 2027, increase site leader understanding of Special Education streamlined communication, simplified processes, and accessible resources

Lead #1	Lags	C
On a monthly basis, CST will review, update, and communicate revisions to the Special Education Handbook/SOPs based on identified needs, frequently asked questions, compliance trends, and programmatic updates.	90% of administrators report that Special Education resources, templates, and SOPs are "easy to use & locate."	2
Lead #2	Lags	C
For all high-profile student cases (e.g., suspension/expulsion, safety concerns, complex special education, mental health, or behavior cases), CST and relevant HSO departments will collaborate to align on recommendations and next steps, clarify roles and responsibilities, and ensure coordinated support and consistent communication to school site leadership teams.	HSO teams will establish and utilize a standardized consultation protocol for all high-impact student cases, including clear HSO and school site roles and responsibilities, required stakeholders, and aligned communication prior to providing guidance to school teams.	2

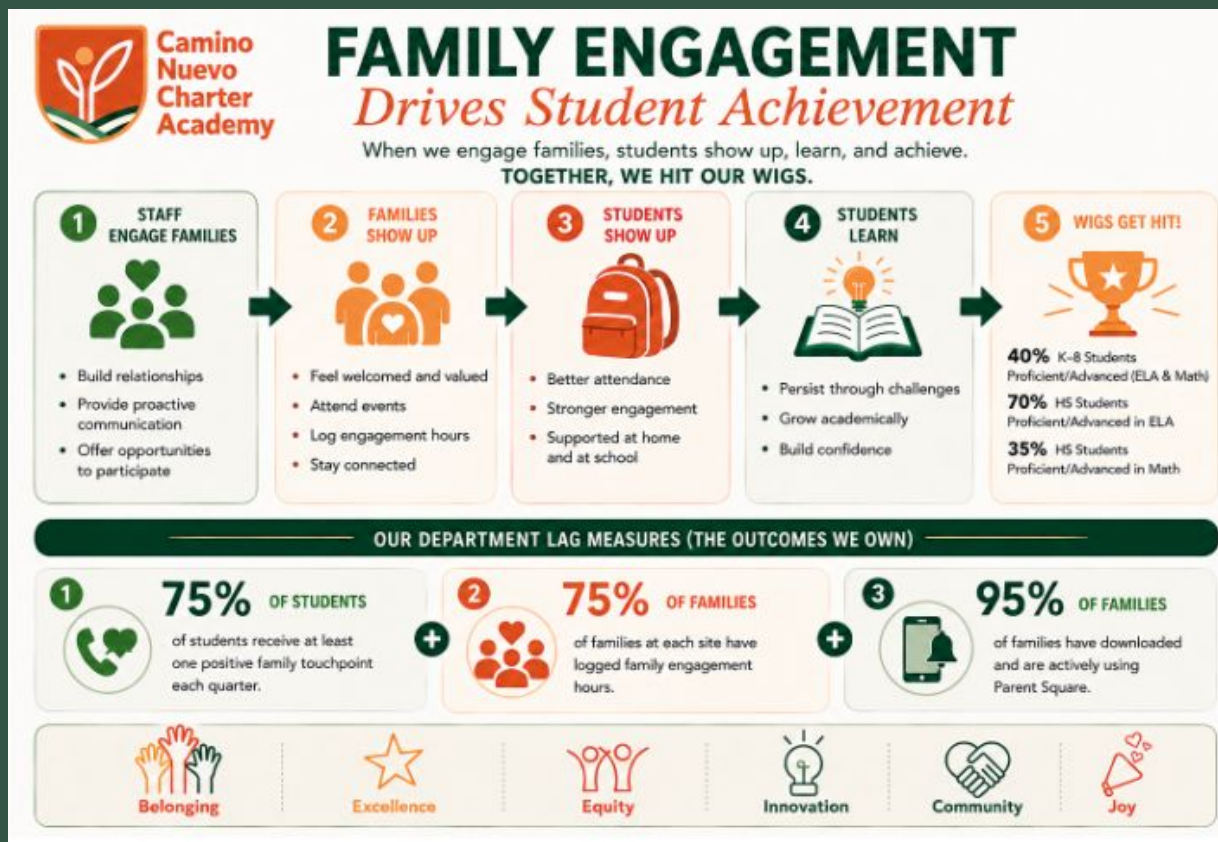
26-27 Priority: Excellent Guidance, Support and Oversight

WIG: By June 2027, CST will strengthen the quality and consistency of Special Education guidance, support, and oversight across CNCA, resulting in improved implementation of Special Education systems and practices, high-quality IEP meetings, and increased student progress toward annual IEP goals and independent use of accommodations.

Lead #1	Lags	Department Scoreboard	Connection to Org-wide WIGS
On a bi-monthly basis, CST will Deliver micro-trainings (scenario based/case study challenge) focused on one Special Education topic for school site leadership teams. CST will administer bi-monthly surveys to school site leadership teams to assess their understanding of Special Education systems and procedures.	70% of administrators report feeling confident in utilizing and understanding Special Education systems, procedures, and resources.	26-27 CST KPI Dashboard	
Lead #2	Lags	Department Scoreboard	Connection to Org-wide WIGS
On a monthly basis, CST Directors will review IEP Excellence Form feedback trends in CST meetings, Special Education Compliance Check-Ins, RSP team meetings, and professional development spaces. On a bi-weekly basis, the SpEd Compliance & Data Specialist will monitor IEP Active emails and ensure the IEP Excellence Form survey link is included in all IEP Active communications sent to IEP team members.	95% of IEPs will utilize the IEP Presentation slide decks for all IEP meeting types	26-27 CST KPI Dashboard	



Family Engagement: Strategic Planning Visual (draft)





Talent Recruitment: Goals, Strategies, & Aligned Targets (draft)

Key Focus Area: Strategic Talent Acquisition to Improve to Student Achievement				
Proactively identify, recruit, and place high-quality teachers in every classroom before the first day of school by building an equity-centered, data-informed hiring process that prioritizes critical positions, eliminates delays, and ensures no student begins the year without a consistent, qualified teacher in front of them.				
LAG MEASURE				
100% of critical positions (identified in partnership with academic team) are filled with candidates who meet the agreed-upon candidate profile, prioritizing roles with the greatest impact on student achievement. by 6/30/26				
LEAD MEASURES				
100% of vacancy planning meetings completed with principals by end of January, with data snapshots provided	100% of flagged teachers who have a documented accountability next step agreed upon with their principal	100% of critical positions identified and prioritized by the Academic Team by end of February	100% of priority positions with a completed candidate profile by end of December	100% of critical positions with at least one qualified candidate in active pipeline by end of April
Key Actions: We will accomplish this by decreasing extraneous cognitive load (DECL) and by providing clear guidance, strong support, and consistent oversight (GSO)				
Quarter 1 (Jul - Sept)	Quarter 2 (Oct - Dec)	Quarter 3 (Jan - Mar)	Quarter 4 (Apr - Jun)	
GSO: Meet with academic leaders at each site to introduce the strategic staffing vision and get early buy-in	GSO: Ask leaders about mid-year retention check: who is at risk of not returning? have potential vacancies early	GSO: By end January 2027: Talent and Academic Teams lead vacancy planning meetings with school leaders, providing a data snapshot for each teacher (academic performance, attendance, and other relevant indicators) and flagging concerns. Together with principals, teams develop a list of teachers who may not return and agree on accountability next steps for leaders to take with those staff members.	Post Tier 1 positions and begin screening candidates against the profile (not just minimum qualifications)	
Review prior year hiring data: which positions were hardest to fill, which took longest, which had the highest turnover	Begin outreach to non-traditional sourcing partners so pipelines are warm before February	GSO/DECL: By February 28: Academic Team reviews the full list of potential vacancies and flags the most critical positions to fill, prioritizing grade levels with significant achievement gaps, hard-to-fill roles, etc...	Prioritize Tier 1 interviews and offers	
Identify which positions historically correlate with student achievement gaps at Camino Nuevo	Draft the candidate profile framework with academic leaders – what dimensions matter most? (instructional approach, bilingual proficiency, cultural responsiveness, team fit)	A shared candidate profile is developed and agreed upon with the Academic Team for each priority position type.	Track sourcing channel for every Tier 1 hire to measure what worked	
Draft a template for the Critical Position Identification document	Pilot the candidate profile process with one or two sites to refine before the February deadline	GSO/DECL: Share Tier 1 candidate profiles with academic leaders to ensure alignment before interviews begin	DECL: Maintain a live, easy-to-read hiring tracker that principals can check anytime without having to email your team for updates	
Map current sourcing channels and identify gaps	Review interview and screening tools, ensure they are designed to assess the profile dimensions that matter, not just minimum qualifications?	March: Activate differentiated sourcing strategy for each Tier 1 position – at least one non-traditional channel per role is live	Aim to have all Tier 1 positions filled or in final offer stage by June 30, giving buffer before the first day of school	
Begin building or strengthening at least 2 non-traditional sourcing partnerships (HBCUs, bilingual pipelines, community organizations, etc.)	GSO: Check in with academic leaders: are there any known vacancies already? Get ahead of them now	Ongoing (March through hire): Each Tier 1 candidate is screened against the academic team's profile before advancing to interview – not just minimum qualifications	Begin documenting lessons learned for next year's cycle – what would I do earlier? What sourcing channels produced the best candidates?	
Establish Q2 check-in calendar with content team	Finalize the Critical Position Identification document template		Complete post-hire reflection with academic partners by September 30 of the following school year	

Coversheet

Mandated Training Overview

Section:	XII. Mandated Training Overview
Item:	A. Mandated Training Overview
Purpose:	Discuss
Submitted by:	
Related Material:	260811 Mandated Trainings Reminder.pdf

2026-27 Mandatory Trainings for Board Members

Thank you for staying on top of trainings! Our authorizer takes compliance seriously — here's what's ahead this year.

1 **Mandated Reporter (Child Abuse) Training** **All Board Members**

1 hour, completed virtually, anytime between now and **9/11**. Same training our staff members complete — we'll get everyone logged in today!

2 **Brown Act Training** **All Board Members**

2026 is a Brown Act year (we now alternate with Ethics annually). Our lawyer will lead it live at the October meeting — nothing to do now.

3 **Ethics Training** **New Board Members Only**

2 hours, completed independently, by **9/11**.

KEY DATES AT A GLANCE

Mandated Reporter window opens **TODAY**

Mandated Reporter Training due **9/11**

Ethics Training due (new board members only) **9/11**

Brown Act Training (led by counsel) **10/6**

