Camino Nuevo Charter Academy
Charter Renewal Petition

September 24, 2014

Submitted by:
Camino Nuevo Charter Academy
697 & 653 S. Burlington St.
Los Angeles, CA. 90005
P: (213) 413-4245

Submitted to:
The Los Angeles Unified School District
Charter School Office
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017

Term of Charter
July 1, 2015 to June 30, 2020
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Assurances and Affirmations

Camino Nuevo Charter Academy (also referred to herein as “CNCA” and “Charter School” shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)
• Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of any addendum hereto.
Name of Organization Applying for Charter: Camino Nuevo Charter Academy

Name of Charter School: Camino Nuevo Charter Academy

Projected Grades Served: K-8

Projected Enrollment at maximum capacity: 555

Location Address:
Camino Nuevo Charter Academy
653 & 697 S. Burlington St.
Los Angeles, CA. 90005
P: (213) 413-4245

Does the Location Meet Board Policy? Yes; The proposed school, Camino Nuevo Charter Academy, relieves over-crowding from Esperanza, Union, and Hoover Elementary Schools and Virgil, Berendo and Liechty Middle Schools. The student population of this school mirrors the demographics of neighborhood schools.

Board of Directors:
Samar Bloomingdale
Former Deputy Director of Pueblo Nuevo Development

Mark Dalzell - Chairman of the Board
Portfolio Manager, The Capital Group Companies

Robert O. Kaplan
Attorney at Law

Shiho Ito - Secretary
Community activist and yoga teacher

Philip Lance – President
CEO, Pueblo Nuevo Development

Alicia Maldonado
President, Mockingbird Communications

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

Description of Philosophy:
Burlington will thoughtfully and strategically work to understand our community and continuously develop and refine support systems that meet the academic and social-emotional needs of our scholars and families.

Source/Core of Money: The primary source of funding will be General Purpose Funds, Special Education (IDEA, AB602), Title I, Title III, Child Nutrition (Federal and State), State Lottery Revenue and Categorical Block Grant.

Charter Development Team:
- Ana F. Ponce – Chief Executive Officer
- Atyani Howard – Chief Academic Officer
- Mark Healy - Principal

Has your charter applied to any other jurisdiction for approval? No
Are there any other sister charters? Yes
1. Camino Nuevo Charter Academy #2 (K-8)
2. Camino Nuevo Charter Academy #3 (K-8)
3. Camino Nuevo Charter Academy #4 (K-8)
4. Camino Nuevo Charter High School (9-12)
5. Camino Nuevo High School #2 (9-12)

**Element 1 – The Educational Program**

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(b)(5)(A)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

**LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals,
administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.
Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special
education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and WELigent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  The usual file including District ID.

- **Norm day**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
  All Students enrolled as of December 1 of each school year
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
• District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

• Monthly SESAC and Suspension data (*Including Charter Schools*)

• Graduation roster from all LAUSD schools (*Including Charter Schools*) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
<table>
<thead>
<tr>
<th><strong>GENERAL INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The contact person for Camino Nuevo Charter Academy is:</strong> Ana F. Ponce, CEO</td>
</tr>
<tr>
<td><strong>The contact address for Camino Nuevo Charter Academy is:</strong> 653 &amp; 697 S. Burlington St. Los Angeles, CA. 90005</td>
</tr>
<tr>
<td><strong>The contact phone number for Camino Nuevo Charter Academy is:</strong> (213) 413-4245</td>
</tr>
<tr>
<td><strong>The proposed address or target community of Camino Nuevo Charter Academy is:</strong> 653 &amp; 697 S. Burlington St. Los Angeles, CA. 90005</td>
</tr>
<tr>
<td><strong>This location is in LAUSD Board District:</strong> 2</td>
</tr>
<tr>
<td><strong>This location is in LAUSD Educational Service Center:</strong> XR</td>
</tr>
<tr>
<td><strong>The grade configuration of Camino Nuevo Charter Academy is:</strong> K-8</td>
</tr>
<tr>
<td><strong>The number of students in the coming year will be:</strong> 555</td>
</tr>
<tr>
<td><strong>The grade level(s) of the students in the first year will be:</strong> K-8</td>
</tr>
<tr>
<td><strong>The scheduled opening date of Camino Nuevo Charter Academy is:</strong> Opened August 18, 2000</td>
</tr>
<tr>
<td><strong>The enrollment capacity is:</strong> (Enrollment capacity is defined as all students who are enrolled in Camino Nuevo Charter Academy regardless of student residency). 555</td>
</tr>
<tr>
<td><strong>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</strong> Traditional, August to June</td>
</tr>
<tr>
<td><strong>The bell schedule for Charter School will be:</strong> Elementary: 8:00-3:00 Middle School: 8:00-3:15</td>
</tr>
<tr>
<td><strong>The term of this charter shall be from:</strong> July 1, 2015 to June 30, 2020</td>
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</tbody>
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Community Need for Camino Nuevo Charter Academy

Camino Nuevo Charter Academy (CNCA) was founded by Pueblo Nuevo Development, which has had a strong presence in the Rampart and MacArthur Park communities for over 17 years. Pueblo Nuevo Development, with the support of the non-profit organizations New Visions Foundation and Excellent Education Development, founded CNCA as an outgrowth of this larger urban revitalization process to make the community a more productive, safe, and healthy place to live.

Camino Nuevo Charter Academy opened in 2000 to serve children in grades K-5 at 653 & 697 S. Burlington Avenue and 631 Commonwealth Avenue to address overcrowded schools and the busing of neighborhood children. Located in the Greater MacArthur Park area, these two sites served one of the most densely populated, underserved communities in Los Angeles. Over the last fourteen years, CNCA has expanded to include four K-8 campuses, two high school campuses, and an early childhood education center. CNCA’s K-8 schools include the Burlington campus, Harvard campus, Sandra Cisneros campus, and the Castellanos/Eisner campuses. The high schools include the Temple and Miramar campuses. To date, CNCA serves about 3,400 students in the Greater McArthur and Echo Park communities of Los Angeles all with in the LAUSD Educational Service Center East.

The original Camino Nuevo Charter Academy site, Burlington campus, relieves overcrowding from Esperanza, Union, and Hoover Elementary Schools and Virgil, Berendo and Liechty Middle Schools. The student population of this school mirrors the demographics of neighborhood schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Latino</th>
<th>African American</th>
<th>English Learner %</th>
<th>Special Education %</th>
<th>Socioeconomically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCA (K-8)</td>
<td>98%</td>
<td>1%</td>
<td>60%</td>
<td>8%</td>
<td>98%</td>
</tr>
<tr>
<td>Esperanza</td>
<td>97%</td>
<td>2%</td>
<td>82%</td>
<td>14%</td>
<td>96%</td>
</tr>
<tr>
<td>Union</td>
<td>95%</td>
<td>2%</td>
<td>66%</td>
<td>12%</td>
<td>92%</td>
</tr>
<tr>
<td>Hoover</td>
<td>97%</td>
<td>1%</td>
<td>75%</td>
<td>15%</td>
<td>97%</td>
</tr>
<tr>
<td>Virgil</td>
<td>85%</td>
<td>3%</td>
<td>28%</td>
<td>15%</td>
<td>90%</td>
</tr>
<tr>
<td>Berendo</td>
<td>92%</td>
<td>2%</td>
<td>29%</td>
<td>13%</td>
<td>95%</td>
</tr>
<tr>
<td>Liechty</td>
<td>96%</td>
<td>3%</td>
<td>36%</td>
<td>14%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Data Source: PowerSchool Information Database (CNCA), July 2014 and CDE Data Quest, July 2014.
Academic Performance Data

With a collaborative culture anchored in hard work and pride, Camino Nuevo Charter Academy has succeeded in providing high quality educational programs to all of our students. Our innovative educational approach, further enumerated in this petition, not only demonstrates how CNCA is unique, but how the school continues to be successful.

Since AB 484 eliminated most mandatory STAR testing and suspended the calculation of new API scores, CNCA has used State data (2012-13) as well as its internal research-based assessments (2013-14) available to demonstrate how it has maintained high levels of student achievement. CNCA’s strong academic performance is contextualized in the following charts.  

Academic Performance Index
The chart below demonstrates how the academic performance of Camino Nuevo Charter Academy surpasses both district and charter neighborhood schools in the MacArthur Park community. The school has earned a 3-year average API of 828, significantly outperforming the surrounding schools with similar demographics. This API reflects the high-quality implementation of authentic literacy instruction, conceptual math approaches, and a strong developmental bilingual program.

![3 Yr Average API (2011-2013)](chart)

This data is especially note-worthy as CNCA serves grades K-8, while other neighborhood schools provide only an elementary or middle school program. To date, LAUSD only offers seven K-8 school models throughout the district, with an average API of 768. CNCA outperforms all of these span schools with an average API of 828. In sum, CNCA has worked diligently to prepare students across the grades for proficiency.

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1 All performance data is from CDE Data Quest, retrieved on July 1, 2014

2 Virgil Middle School did not receive a 3-year average API because there is no reported API for the 2010-2011 school year. The API in subsequent years were 730 and 745, significantly below CNCA’s API scores.
Camino Nuevo Charter Academy is a model for other comprehensive K-8 schools, both for traditional LAUSD schools and charter schools. The chart below compares CNCA to other K-8 schools in the district.

The following chart illustrates how Camino Nuevo Charter School achieves stronger outcomes than surrounding charter schools that also offer a K-8 grade configuration.

Camino Nuevo Charter Academy strives to provide a high-quality and inclusive instructional program for all students. Through our Dynamic Blended Inclusion model, students with disabilities are ensured equal access to core content, as well as targeted remediation to address their unique learning needs. As a result of these efforts, the
performance of special education students at CNCA significantly exceeds its surrounding counterparts.

Likewise, English Learners are ensured both access to grade level content as well as leveled, systematic English Language Development to support language acquisition. This has enabled our prominent EL subgroup to earn close to an 800 API. In 2012-2013, the discrepancy between the overall API and EL API was only 22 points, which demonstrates how CNCA is closing the gap between English Learners and non-English Learners.

The following charts indicate the percent of CNCA students who score proficient or advanced on the 2013 California Standards Test. Camino Nuevo Charter Academy’s
bilingual scholars score on-par with more established surrounding elementary and middle schools. CNCA students exceed all but one school in ELA performance and outperform all similar schools in Math performance.

The achievements of the elementary school continue into middle school. Camino Nuevo Charter Academy middle school students significantly outperform their neighborhood LAUSD counterparts in both ELA and math.

Similar Schools & Statewide Ranking
Furthermore, Camino Nuevo Charter Academy has maintained a rank of 10 out of 10 across similar schools in 2011, 2012, and 2013. CNCA Burlington outperformed all of its surrounding schools, which underscores its value in the MacArthur Park community.

The chart below compares Camino Nuevo Charter Academy with similar LAUSD and charter schools. The comprehensive K-8 CNCA program ranks higher than both the elementary and the middle schools in the area.

![2013 Similar Schools Rank](chart1)

The following chart illustrates the similar schools rankings for traditional LAUSD schools also offering a K-8 grade configuration.

![2013 Similar Schools Rank - LAUSD K-8's](chart2)

Similarly, Camino Nuevo Charter Academy continues to exceed its neighborhood peers in the Statewide Schools comparison, earning the highest rank of schools in the area. This demonstrates how CNCA continues to provide a competitive academic program, despite the challenges of language and poverty in our neighborhood.
Serving English Learners

In addition to strong performance on standards-based assessments, Camino Nuevo Charter Academy schools are well-known for their successful approach to serving English Learners. CNCA continues this tradition by serving 98% Latino/Hispanic families and 60% English Learners. The school’s success with serving this demographic is highlighted in the chart below which illustrates CNCA’s remarkable 30% reclassification rate, significantly higher than neighborhood schools and the LAUSD average. More impressively, the reclassification rate of Camino Nuevo Charter Academy increased from 12% in 2012-2013 to 30% in 2013-2014, whereas the LAUSD average has remained stagnant at 14%. This data encompasses CNCA’s success serving early language learners in the primary grades all the way to Long Term English Learners (LTELs) in middle school.
These notable reclassification rates are due to the coupling of the developmental bilingual program with strategic, targeted English Language Development classes for EL students. The “Systematic ELD” curriculum used in ELD classes emphasizes the essential speaking and listening skills necessary for long term success in acquiring academic English and positive performance on the California English Language Development Test (CELDT). As a result of powerful ELD instruction, CNCA students continuously increase their proficiency level on all areas of the CELDT. Recently, 65% of CNCA elementary and middle school students increased at least one level on the CELDT from 2012-2013 to 2013-2014 (see chart below), which supports our ever-growing reclassification rates.

**Innovative Features of the Education Program**

There are several unique features of the CNCA instructional program which support the positive student outcomes above:

- Developmental Bilingual Program
- Balanced Literacy Approach (K-8)
  - Readers Workshop K-5, Differentiated Reading Block 6-8
  - Writers Workshop K-8
- Conceptual Mathematics Approach k-8
- Dynamic Blended Inclusion K-8
  - Co-Teaching
- Systematic ELD Classes for all K-5, for EL students 6-8
- Data-Driven Intervention Program for struggling students
Most importantly, Camino Nuevo Charter Academy employs a developmental bilingual program in grades K-5. This program model values students’ home language and the culture they bring to school by building their capacity in both Spanish and English. Students in primary grades focus on developing literacy in Spanish first, and subsequently these skills transfer to greater proficiency in English in the later grades. In the English-only middle school grades, students have the opportunity to use their first language in a Spanish literature elective. As a result of this approach, CNCA students complete elementary school bilingual and biliterate, which prepares them for success in the 21st century global workplace.

Within the bilingual program, Camino Nuevo Charter Academy emphasizes an authentic and balanced literacy approach. Authentic literacy can be defined as opportunities for “close, purposeful reading, re-reading, writing, and speaking”3. To provide these opportunities, teachers implement the Teachers College Readers and Writers Workshop model, paired with Common Core-aligned strategies for critical thinking and dialogue. Additionally, teachers at CNCA are committed to a conceptual math approach which requires students to understand the reasoning behind mathematical skills. Instruction scaffolds math understanding, starting at the concrete level, to interpreting in pictures, and then to applying the skill in abstract ways. Authentic literacy and conceptual math are essential foundations of CNCA’s instructional program.

Camino Nuevo Charter Academy is also proud to provide a fully inclusive program which ensures all students succeed. This means providing high quality instruction to all subgroups and supplementing instruction with embedded interventions as needed. As part of our Dynamic Blended Inclusion model, all students with IEPs are mainstreamed in general education classes. Data from regular progress monitoring is used to constantly adapt to the changing needs of students with and without identified special needs. General education teachers and Special Education teachers collaborate to co-plan and co-teach to best meet the needs of all students. Similarly, English Learners are fully included and provided support throughout the school day. EL students are placed in a targeted, leveled English Language Development class, which provides a space to learn and practice language they need to access rigorous, grade-level content instruction and a myriad of social interactions.

Finally, Camino Nuevo Charter Academy has created a robust, data-driven intervention program to support struggling students. Performance data is used to identify the root of students’ gaps or misunderstandings and drive targeted differentiation. Students who require additional support or re-teaching may be pulled in small groups during the school day or invited to participate in before or after school intervention classes. Student progress is monitored and groups are dynamic to ensure optimal levels of support.

**Areas of Challenge in the Educational Program**

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3 Schmoker, Results Now (Page 18)
While Camino Nuevo Charter Academy has made significant progress in developing its reading and writing approach, there is still much work to be done to increase proficiency in English Language Arts on state-wide assessments. In 2012-2013, 51% of CNCA students scored proficient or advanced on the California Standards Test. While this measure has become obsolete, the literacy demands of the new Common Core State Standards and Smarter Balanced assessment are even more rigorous. Therefore, it is imperative that we deepen students’ literacy capacity and increase the number of students reading on grade level to prepare them for success.

Camino Nuevo Charter Academy places a large emphasis on developing students’ literacy skills, and the Burlington campus is no exception. The chart below demonstrates the need for enhanced reading instruction across all grades. In 2013-2014, approximately half of the CNCA community read at or above grade level in English. This data has stayed relatively stagnant over the last three years, and therefore warrants more attention and focus.

It is our aim that all students read at or above grade level. Students below grade level are supported to make at least 1.5 years of growth towards grade level equivalency. To measure reading growth in both languages, teachers administer individual reading assessments from the Teachers’ College Reading and Writing Project (TCRWP) in English and Evaluación del Desarrollo de Lectura (EDL) in Spanish three times a year. Teachers must use data from reading assessments to strategically target students’ needs and develop the skills needed for grade level texts. Students reading significantly below grade level should be provided explicit modeling in small pull-out groups. There should also be ample opportunities for students to practice strategies in texts across all content areas, as they will be expected to do on the SBAC assessment. Before and after school intervention programming must be increased to support students who continue to struggle. When students develop strong reading skills, they will be more poised to demonstrate mastery. Therefore, as the percentage of students that read at/above grade level increases, the percentage of students who score proficient and advanced on standardized assessments will increase as well.
Surrounding Schools Demographic and Performance Data

As the chart below indicates, Camino Nuevo Charter Academy serves one of the highest populations of socioeconomically disadvantaged families and English Learners in the surrounding area. Despite the challenges associated with poverty and limited language, students at our CNCA Burlington campus continue to perform higher than their surrounding peers.

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>% of Socioeconomically Disadvantaged (2013-14)</th>
<th>% of Spec Ed. Students (2012-13)</th>
<th>% of English Learners (2013-14)</th>
<th>% Major or Ethnicity #1 (Hispanic)</th>
<th>% Major or Ethnicity #2 (African American)</th>
<th>2013 Growth API</th>
<th>Met School wide Growth Target?</th>
<th>Met Sub group Growth Targets?</th>
<th>2011 - 2013 API Growth Target?</th>
<th>API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza Elementary</td>
<td>781</td>
<td>96%</td>
<td>14%</td>
<td>82%</td>
<td>97%</td>
<td>2%</td>
<td>675</td>
<td>N</td>
<td>N</td>
<td>685</td>
<td>1</td>
<td>1</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Union Elementary</td>
<td>1058</td>
<td>92%</td>
<td>12%</td>
<td>66%</td>
<td>95%</td>
<td>2%</td>
<td>762</td>
<td>N</td>
<td>N</td>
<td>760</td>
<td>3</td>
<td>6</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Hoover Elementary</td>
<td>783</td>
<td>97%</td>
<td>15%</td>
<td>75%</td>
<td>97%</td>
<td>1%</td>
<td>812</td>
<td>Y</td>
<td>Y</td>
<td>796</td>
<td>6</td>
<td>9</td>
<td>Achieving</td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>965</td>
<td>90%</td>
<td>15%</td>
<td>28%</td>
<td>85%</td>
<td>3%</td>
<td>745</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>3</td>
<td>9</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Berendo Middle</td>
<td>1042</td>
<td>95%</td>
<td>13%</td>
<td>29%</td>
<td>92%</td>
<td>2%</td>
<td>739</td>
<td>N</td>
<td>N</td>
<td>723</td>
<td>3</td>
<td>8</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Liechty Middle</td>
<td>1183</td>
<td>92%</td>
<td>14%</td>
<td>36%</td>
<td>96%</td>
<td>3%</td>
<td>685</td>
<td>N</td>
<td>N</td>
<td>683</td>
<td>1</td>
<td>3</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Vista Charter Middle</td>
<td>419</td>
<td>95%</td>
<td>5%</td>
<td>17%</td>
<td>86%</td>
<td>2%</td>
<td>752</td>
<td>Y</td>
<td>Y</td>
<td>726</td>
<td>3</td>
<td>5</td>
<td>Watch</td>
</tr>
<tr>
<td>Romero Charter</td>
<td>339</td>
<td>99%</td>
<td>8%</td>
<td>39%</td>
<td>67%</td>
<td>0%</td>
<td>763</td>
<td>Y</td>
<td>N</td>
<td>744</td>
<td>4</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
</tbody>
</table>
Student Population to be Served

Target School Population

The CNCA Burlington campus offers grades K-8 serving 548 students. Over 90% of the prospective students live in close proximity to the school and form a microcosm of the surrounding communities. 98% of the students qualify for free or reduced meals. The ethnic composition of the 2014-2015 student body at CNCA is 98% Hispanic. Our students and their families face substantial social and economic challenges typically associated with poverty and minority status, such as increased dropout rates, violent neighborhoods, and unstable home lives.

The majority of our students reside within the same zip code in which the school is located (90057). This zip code is characterized by high levels of poverty, low levels of academic achievement, and a large population of non-English speaking immigrants. 35% of the residents in this area live below the poverty line, compared with 15% across the United States. The median income is only $27,854, which is $25,192 less than the median income of the United States. Only 53% of the residents are high school graduates; across the country the rate is 86%. 63% of the residents of 90057 are foreign born and 46% speak English less than ‘very well’, while only 13% of United States residents are foreign born and only 9% speak English less than ‘very well’. Despite these statistics, our goal at CNCA is to provide a nurturing and safe educational environment in which all students can thrive, regardless of their background.4

As a tuition-free, non-sectarian public school of choice, we do not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation. The underlying philosophy of Camino Nuevo Charter Academy is that when underserved students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success throughout their educational careers. Over the last fourteen years, our seven schools have achieved the goal of enabling students to master rigorous content standards while addressing the needs of the community.

Enrollment Projections

<table>
<thead>
<tr>
<th>Maximum Enrollment Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
</tr>
</tbody>
</table>

4 2010 Census Data
| Total K-8 (incl. TK) | 555 | 555 | 555 | 555 | 555 |
**Goals and Philosophy**

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

More specifically, the Burlington team vision is to thoughtfully and strategically work to understand our community and continuously develop and refine support systems that meet the academic and social-emotional needs of our scholars and families.

Camino Nuevo Charter Academy is distinguished by a number of exceptional programs including a dual language Spanish-English program at the K-5 grades and support for English Learners throughout the school day. Our rich bilingual program values students’ home culture and supports scholars in becoming bilingual and biliterate. CNCA seeks to develop authentic literacy opportunities through the Readers and Writers Workshop and expands students’ critical thinking skills through curricula such as Eureka Math/Common Core Math and FOSS Kits for Science. Additionally, leveled English Language Development classes target the unique needs of English Learners to support reclassification and mastery of academic English. Curriculum, instruction, and assessment are aligned to the Common Core State Standards to adequately prepare students for college and career readiness.

A key component to achieving our mission is our focus on the whole child where we address students’ comprehensive needs inside and outside of school. Ensuring that each student is healthy, supported, engaged and challenged sets the stage for comprehensive and long-term student success. To that end, we have developed a comprehensive “Continuum of Care” which supports early childhood education, high quality K-12 college pathways, college completion support, and authentic parent engagement.

**CNCA’s Continuum of Care**
Each aspect of the Continuum of Care reflects a commitment to CNCA’s place-based approach. The supports offered respond to critical community needs, integrating academic rigor, experiential learning, family involvement, and wellness to empower students to succeed in college and career. Specifically, the five strands of Camino Nuevo’s Experiential Learning approach work in concert to address the unique needs of the community we serve. Students and families with limited resources have access to programs to build social-emotional health, cultural capital, critical thinking skills, and college readiness. Through the Continuum of Care, students are prepared to lead healthy, educated, fulfilling lives.

**Educated Person in the 21st Century**

An educated person in the 21st century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. An educated person requires advanced levels of literacy and mathematical skills to successfully navigate the college and career of their choice. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st century require a firm grasp of technology through regular exposure and access to computers and technological tools. As societies become increasingly more interdependent across cultures and languages, bilingualism and bi-literacy prepares educated citizens to function in a global economy. The educated person must possess a strong command of the emotional intelligences in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems. Ultimately, an educated person in the 21st century must possess the capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

At Camino Nuevo Charter Academy, students are prepared for college and career through rich experiential learning opportunities, exposure to technology, and instructional activities that require critical thinking and creativity. The instructional program relies on high quality student interaction and engagement to involve students in the learning process. There is also a strong emphasis on a positive student culture, community building and character education, all of which instill the necessary civic engagement skills for the real world.
How Learning Best Occurs

Camino Nuevo Charter Academy believes that learning best occurs in a small, safe, student-centered environment where diversity is valued and risk-taking is supported. Such an environment builds students’ self-confidence and self-reliance and encourages them to be literate and critical thinkers. We believe that students should also be expected to be physically and mentally engaged through a hands-on interdisciplinary approach to learning. This approach allows students to make interdisciplinary connections and engage actively in their learning. Moreover, we ensure that learning opportunities are purposefully differentiated to meet the needs of all students to support them in becoming competent, motivated, life-long learners who are prepared to engage in the 21st century marketplace.

Cultivating Motivated Learners

Camino Nuevo Charter Academy is committed to reducing and eventually eliminating our students’ disparities through a rigorous academic program that builds upon the diverse strengths of all students, regardless of the challenges they may bring to school. Similarly, CNCA maintains a shared commitment to do “Whatever it takes” to ensure that our students successfully navigate the social obstacles that hinder academic achievement. Through high expectations, family involvement, a student-centered approach, and rigorous, differentiated instruction, CNCA commits to developing self-motivated, competent, and lifelong learners. Therefore, we strive to implement the following six principles into our work with our students and families:

1. **High Expectations for Student and Staff Achievement**
   CNCA maintains high expectations of all members of our community. The teachers’ role is to maintain high expectations for all students while acting as facilitators who ensure that every child work towards grade-level mastery. Teachers at Camino Nuevo Charter Academy must truly understand and prosper the belief that all children can learn. High expectations are at the core of our school-wide shared commitments:

   - All children can learn, therefore all of our students will grow this year; **We will do whatever it takes.**
   - Every minute counts; **We will maximize instructional time.**
   - We are accountable to one another for quality instruction; **We will support one another toward being successful and maintaining high expectations.**
   - We value all members of our community; **We will practice respect, humility, and asset-based thinking toward one another and toward the students and families that we serve.**

2. **Parent Involvement**
   Childs Trend Data Research (2003), which examines trends in parent involvement, concludes that students with involved parents have fewer behavioral issues and are more likely to complete secondary school. At CNCA, we agree that families and parents are the first teachers and that we must work together to achieve the goals we
have set for our students. CNCA seeks to develop partnerships with parents around all aspects of their children’s educational lives through weekly communication, educational workshops, special events, and volunteer opportunities.

3. Supporting Struggling Students
CNCA strives towards a comprehensive student support program that includes the parents, school and larger community, with the goal of creating students who are poised to achieve their full academic and social potential. This entails significant human and fiscal resources to provide supplementary intervention, social-emotional support programs, and access to free healthcare. Staff such as the Intervention Coordinator, Coordinated Service Team, and Student & Family Services Coordinator work diligently to ensure students have the resources they need outside of school to be successful inside the classroom. Additionally, our partnerships with PAJA Medical Clinic and Los Angeles Development Center support this effort.

4. Partnering with the Community
Camino Nuevo Charter Academy is dedicated to partnering with the community to provide more opportunities for an enriched education for our students. Through various partnerships, CNCA offers after-school and summer programs to develop talents and abilities, engage students socially, and to offer before and after school intervention to further academic success. Many CNCA students participate with partners in the following areas:

- Arts Programs-P.S. ARTS, Los Angeles Philharmonic, Everybody Dance!
- Health Services- PAJA Medical Group, The Los Angeles Child Development Center (LACDC), Didi Hirsch Community Mental Health Center, UCLA School of Nursing
- Community/Business Development –Excellence Education Development, Academy of Business Leadership
- Parent Support Services –Latino Family Literacy Project, Centro de Educacion Popular, Inquilinos Unidos
- Educational Enrichment- The Mind Institute, Youth Policy Institute (YPI), National Council of La Raza,
- Mentoring- Big Brothers Big Sisters, HYPE, SPARK

5. Focus on Technology and the Arts
Camino Nuevo Charter Academy also values non-academic courses which build students’ social capital and develop personal interests for all students, especially high-achieving students. Therefore, we commit to providing access to technology, arts, music, and physical education classes, regardless of state budget cuts. CNCA offers all students a technology course where students learn how to type, navigate the internet, and use basic programs. The technology capacities they develop in this elective are infused in core classes to enhance classroom projects and deepen students’ literacy skills. All elementary students engage in art and music classes weekly, and middle school students receive at least one art elective to develop a love for crafts and creativity. Physical education is provided bi-weekly to provide an energy outlet and source for developing students’ overall health and wellness.
6. Positive Culture
School culture is defined by the unwritten, shared set of norms and values that guide the thinking, behavior, and relationships that typify the customs of an organization (Crane, 2009). CNCA firmly believes that a positive school culture will shape and focus our collective energy. Therefore, we place a special emphasis on maintaining a positive team culture for our faculty and staff because of the impact a single teacher can have on student achievement outcomes. Additionally, positive student culture is cultivated through our shared behavior expectations P.O.D.E.R. (meaning power in Spanish), which stands for Persistence, Ownership, Desire, Empowerment, Respect. PODER values are reinforced through systems such as Council, Restorative Justice, and incentive programs such as Kickboard. Camino Nuevo Charter Academy strives to provide a safe and welcoming learning community for all students.

Annual School Goals
These goals align with the eight state goals of CNCA’s Local Control Accountability Plan submitted in 2013-2014.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CNCA Evaluation System, (Helios) &amp; NCLB Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to employ fully credentialed and qualified teachers for all students.</td>
<td>-Annual review in May/June of Human resources criteria, systems and procedures for teacher hiring -Annual review every August of master schedule/teacher assignments to ensure compliance Led by VP of Human Resources</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014-2015 Current State: 100% compliant 85% meet or exceed evaluation expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% meet or exceed evaluation expectations</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: <em>Williams’ Report</em></td>
</tr>
<tr>
<td>Continue to provide all pupils with access to standards-align instructional materials</td>
<td>-Annual inventory of instructional materials, and corresponding purchase of materials as necessary</td>
<td>2014-2015 Current State: 100% compliant</td>
</tr>
<tr>
<td></td>
<td>-Annual budget review and planning to ensure funds are available for instructional materials</td>
<td>100% compliant</td>
</tr>
<tr>
<td></td>
<td>Led by Site Principal</td>
<td>100% compliant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACILITIES MAINTENANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Maintenance and Inspection Reports</td>
</tr>
<tr>
<td>Continue to maintain the facility in good condition and track annual maintenance requirements.</td>
<td>-Hire quality maintenance and operations team -Hold campus beautification events with students and families -Keep an annual reserve for basic maintenance -Track optimal maintenance inspections</td>
<td>2013-2014 Current state: 100% compliance in required building inspection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% compliance</td>
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<td>100% compliance</td>
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<td>100% compliance</td>
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<td></td>
<td></td>
<td>100% compliance</td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| (Identify schoolwide and subgroup goals as applicable) | - Teachers will revise yearlong pacing plans in ELA, Math, Science, History, and ELD to reflect CCSS  
- Professional Development for teachers and leaders to prepare for the CCSS transition  
- Purchase technology to be able to administer online SBAC assessments  
- Purchase new CCSS aligned materials  
Led by Site Principal and Assistant Principal, supported by the Home Support Office Education Team | Year: Approx 80% Implementation  
Method for Measuring: Standards-Based Pacing Plans & Benchmark Assessments |

|------------------------------------------------------------------------------------------|-------------------------------------------------|-----------|-----------|-----------|-----------|-----------|

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
<th>STATE PRIORITY #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
</tr>
</tbody>
</table>
| (Identify schoolwide) | Method for Measuring:  
Parent Satisfaction Survey, Sign-In Sheets | |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of parents that attend school events other than conferences and graduation (workshops, celebrations, etc.)</td>
<td>2014-2015 current state is unknown</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>-Promote school-wide programs and events that benefit families, including but not limited to: college knowledge, parenting skills, instructional program workshops, leadership building forums</td>
<td>Led by Site Principal and Student and Family Services Coordinator</td>
<td></td>
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</table>

### STATEWIDE ASSESSMENTS

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students scoring proficient or above on SBAC assessments established in 2014-2015.</td>
<td>-Professional Development for teachers and leaders to build capacity in essential CCSS strategies -Align curriculum and instructional materials to CCSS -Create quarterly benchmarks which mirror the rigor and content of the SBAC to provide practice -Provide targeted support and</td>
<td>No Baseline until end of 2014-2015 school year</td>
<td>All: Baseline + 5%</td>
<td>All: B + 10%</td>
<td>All: B + 15%</td>
<td>All: B + 20%</td>
<td>All: B + 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELs: Baseline + 3%</td>
<td>ELs: B + 6%</td>
<td>ELs: B + 8%</td>
<td>ELs: B + 10%</td>
<td>ELs: B + 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SpEd: Baseline + 3%</td>
<td>SpEd: B + 6%</td>
<td>SpEd: B + 8%</td>
<td>SpEd: B + 10%</td>
<td>SpEd: B + 10%</td>
<td></td>
</tr>
</tbody>
</table>
intervention to struggling students

Led by Site Principal and CNCA Chief Academic Officer

<table>
<thead>
<tr>
<th>ACADEMIC PERFORMANCE INDEX (API)</th>
<th>State Priority #4: Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>API performance will be higher than the median of similar schools</td>
<td>-Administer quarterly standards-based benchmarks to measure progress towards proficiency on state-adopted standardized assessment.</td>
</tr>
<tr>
<td></td>
<td>-Utilize quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching.</td>
</tr>
<tr>
<td></td>
<td>-Provide supplemental intervention to students performing below grade level.</td>
</tr>
<tr>
<td></td>
<td>Led by: Site Principal and Site Intervention Coordinator</td>
</tr>
<tr>
<td><strong>Measurable Outcomes</strong></td>
<td>Method for Measuring: <em>SBAC Assessment, SARC</em></td>
</tr>
<tr>
<td>EL API: Baseline + 20</td>
<td>All: Baseline + 40</td>
</tr>
<tr>
<td>EL API: Baseline + 15</td>
<td>EL API: Baseline + 25</td>
</tr>
</tbody>
</table>

ENGLISH LEARNER ADEQUATE PROGRESS RATE
State Priority #4: Student Achievement
### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ensure high quality implementation of ELD instruction</td>
</tr>
<tr>
<td>- Supplement daily ELD classes with online language support</td>
</tr>
<tr>
<td>- Targeted CELDT preparation</td>
</tr>
</tbody>
</table>

Led by: Site Principal and HSO Language and Literacy Specialist

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Reclassification Rate, Percentage of Long-Term English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease the number of Long Term English Learners (LTELs) by 5% each year.</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

### English Learner Reclassification Rate
State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain the number of English Learners who reclassify as fully English Proficient</td>
<td>- Provide daily, leveled Systematic ELD classes for all EL students</td>
</tr>
<tr>
<td></td>
<td>- Administer bi-annual ELD benchmarks to measure progress, analyze data and respond to student needs</td>
</tr>
<tr>
<td></td>
<td>- Build teachers capacity to support ELs in all content areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Method for Measuring: English Learners making yearly progress (AMAO 1), English Learners achieving proficiency in English (AMAO 2), and Reclassification rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFEP rate</td>
<td>30%</td>
</tr>
</tbody>
</table>
### SCHOOL ATTENDANCE RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>Method for Measuring:</strong> Monthly Attendance Report</td>
<td></td>
</tr>
<tr>
<td>Maintain or improve strong percentage of students attending 193 instructional school days.</td>
<td>- Develop a comprehensive approach to proactive promotion of regular attendance through communication, incentives, etc.</td>
<td>Current State: 95%</td>
</tr>
</tbody>
</table>

**Led By:** Site Principal and HSO Language and Literacy Specialist

### CHRONIC ABSENTEEISM RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>Method for Measuring:</strong> Average Daily and Annual Attendance Reports</td>
<td></td>
</tr>
<tr>
<td>Maintain or exceed a 95% average daily attendance</td>
<td>- A school-wide incentive attendance campaign</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>- Daily, weekly, monthly review of attendance reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Parent notification after 3 absences</td>
<td></td>
</tr>
</tbody>
</table>
- SST meetings to support chronic absences
- Referral to the CNCA Attendance Review Board

Led by site principal and HSO compliance clerk

### DROPOUT RATE [Middle and High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>Measurable Outcomes Method for Measuring: Graduation Rate, Transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase the number of students who culminate 8th grade ready for high school.</td>
<td>Develop support structures for struggling and/or disengaged students including regular advisory and incentives to complete 8th grade with the grades necessary to participate in culmination. Led by Site Principal and HSO Academic Data Specialist</td>
<td>2013-2014: All: 93% 95% 98% 98% 98% 2015-2016: ES: 60% 70% 80% 85% 85% 2016-2017: SpEd: 50% 60% 70% 75% 75% 2017-2018: SpEd: 40%</td>
</tr>
</tbody>
</table>

### STUDENT SUSPENSION RATE

**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>Measurable Outcomes Method for Measuring: Student Suspension Report</th>
</tr>
</thead>
</table>
### ANNUAL GOALS

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>STUDENT EXPULSION RATE</th>
<th>STATE PRIORITY #6: SCHOOL CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
</tbody>
</table>

- No more than 2% annual expulsion rate
  - Daily Advisory
  - Student mentoring
  - Mental Health Counseling
  - Student Success Team meetings to support behavior modification
  - Kickboard behavior goals
  - Positive student incentives for desired behaviors

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: Suspension Report in CALPADS</td>
<td>0%</td>
<td>No more than 2% annually for all students and subgroup populations</td>
<td>No more than 2% annually for all students and subgroup populations</td>
<td>No more than 2% annually for all students and subgroup populations</td>
<td>No more than 2% annually for all students and subgroup populations</td>
<td>No more than 2% annually for all students and subgroup populations</td>
</tr>
</tbody>
</table>

Led by: Site Principal and Dean of Culture
## [Other Local Measure(s) of School Climate]
### State Priority #6: School Climate

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase the percentage of parents and students who respond that the school has a positive culture.</td>
<td>To develop and maintain positive culture programs school-wide, in classrooms, and individually. -The role of Dean of Culture initiates and supports these programs. Led by: Site Principal and Dean of Culture</td>
<td>Method for Measuring: <em>Parent &amp; Student Surveys</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 Current State: 60%</td>
<td>70%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

## Broad Course of Study
### State Priority #7

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or increase access to Art and Health education each year for elementary school students. Increase</td>
<td>-Revise master school to ensure all students have access to art, health, and technology classes -Purchase</td>
<td>Method for Measuring: Class Rosters, Transcripts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Health 2013-2014 current state: 100% Technology 2013-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>80%</td>
<td>90%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
weekly technology classes for students at elementary and middle school level.  
additional computers  
-Ensure adequate staffing for elective courses  
Led by: Site Principal

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
| Increase the percentage of students who read at/above grade level. | -Administer quarterly reading assessments to monitor progress  
-Use data to strategically target reading gaps through differentiation, small group instruction, or supplemental intervention.  
-Use reading technology programs to supplement classroom instruction. | Method for Measuring: _Reading Assessments_ |
| | | 2013-2014 current state: 52% | 60% | 65% | 70% | 75% | 80% |

[OTHER STUDENT OUTCOMES]  
STATE PRIORITY #8: LITERACY DEVELOPMENT

**Instructional Design**
Camino Nuevo Charter Academy is committed to the successful implementation of the Common Core State Standards (CCSS). We also believe that the teacher is the most critical key lever for student success and that no set curriculum meets the needs of all students in the classroom. Therefore, we hire staff that shares our commitment to the Common Core standards and our philosophy that teachers must “own their craft” by continuously reflecting on their effectiveness in the classroom and seeking out best practices in pedagogy.

In his book, *What Works in Schools: Translating Research Into Action*, Robert Marzano identifies a “guaranteed and viable curriculum” as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains, the leadership team of CNCA maintains a strong commitment to ensuring a guaranteed and viable curriculum for all students. We ensure the quality of instruction for every student by guaranteeing what gets taught through teacher-created, Common Core aligned, standards based pacing plans. The leadership team monitors how it gets taught through consistent professional development around pedagogy that meets the needs of our learners. The content delivered and the effectiveness of the delivery is measured through the SBAC assessment.

New CCSS aligned pacing plans are in progress and will be finalized in the 2014-2015 school year during weekly professional development. Teachers will use grade level collaboration time to study the standards and released sample questions from Smarter Balanced to create these standards-based plans. The development process is from the Understanding By Design, (Wiggins and McTighe, 2005) backwards planning approach. Teachers:

- Group Common Core standards into units around big ideas and essential understandings.
- Write measurable objectives to teach each standard.
- Align objectives and questions to the Depth of Knowledge of the standard.
- Document classroom resources that should be used in instruction.
- Include ways to assess individual objectives and the unit as a whole

These plans are continuous honed and revised over time as the new Smarter Balanced assessments unfold. Pacing plans are continuously reviewed each quarter in light of students’ performance on internal benchmarks, and modified at the end of each academic year to reflect lessons learned about pacing. The principal and members of the Home Support Office Education Team review pacing plans each year to ensure alignment of instruction and assessment.

**Bilingual Program**

One of the most distinctive features of Camino Nuevo Charter Academy’s instructional approach is our research-based, developmental bilingual program. This model, also known as a Maintenance Bilingual Program, is designed to build academic fluency in both English and Spanish. The Bilingual Program plan aligns with the schools mission to create literate, critical thinkers, and with our instructional vision to close the
achievement gap by providing rich and rigorous academic instruction. This approach also supports the transition to the Common Core State Standards, by developing academic language in both languages, and providing a vehicle for bilingual and biliterate students who are optimally prepares for college and career in a linguistically diverse world.

Our program was initiated shortly after the opening of the school in 2001 by various stakeholders in the school community, including teachers, parents, and administrators, who valued dual-language education. Research strongly supports the implementation of the developmental approach, “Students...perform better when they consider that their bilingual abilities help rather than hinder development of their individual languages.” (Brisk & Harrington, Literacy and Bilingualism, 2007). Expert researchers in the field of effectiveness in the education of language minority students put forth three key predictors of academic success for English learners (Thomas and Collier, 2001): 5

1) Cognitively complex, on-grade-level academic instruction through students’ first language for as long as possible (optimally through grades 5 and 6) and on-grade-level academic instruction in the second language (English) for part of the school day.
2) The use of current approaches to teaching the curriculum through two languages (e.g. cooperative learning strategies, language transfer, thematic units, inquiry and problem solving, incorporation of technology and fine arts, and building on students’ backgrounds and life experiences).
3) A socio-cultural climate at the school that values bilingualism and sees the home language as an asset (additive philosophy of bilingualism vs. a subtractive philosophy). School curriculum is inclusive of EL students, their families and their linguistic and cultural backgrounds, and where teachers have high expectations for students’ academic achievement in both languages.

The Camino Nuevo Developmental Bilingual Model includes the three key aspects noted above. Additionally, the creation and implementation of standards-based pacing plans in English Language Arts (ELA) and Spanish Language Arts (SLA), ensures that essential Common Core standards are taught across the grades.

Grounded in research-based best practices, the bilingual program at Camino Nuevo Charter Academy ensures:

- A focus on minutes of academic instruction in both Spanish and English (academic minutes do not include art, dance, or physical education).
- Increased percentages of English Instruction at each grade level (changed from a 90/10 kindergarten to an 80/20 language breakdown).
- Inclusion of comprehensive English Language Development Curriculum (Systematic ELD).

Thomas, Wayne & Collier, Virginia. A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement. CREDE (Center for Research Education Diversity and Excellence, 2001.)
• The creation of a Bilingual Program Task Force to assess needs, challenges, successes, and accountability measures of the Developmental Bilingual Program at CNCA schools.
• Renewed commitment to analyze data to ensure that we are serving all students within our Bilingual Program (e.g., careful analysis of Spanish and English performance on CAASPP standardized tests and other measures of achievement, such as SBAC-aligned performance tasks).

<table>
<thead>
<tr>
<th>Grade/language</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>1st grade</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>4th grade</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>5th grade</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

An important component of our Bilingual Program is Professional Development for Bilingual teachers, in grades K-5. According to the Guiding Principles for Dual Language Education (Center for Applied Linguistics, 2007), Staff Quality and Professional Development is one of the key strands of a successful bilingual program. Teachers within a bilingual program must understand bilingual pedagogy, language learning and second language acquisition, and have opportunities to develop their own academic Spanish. Teachers must also have a forum to discuss the successes, challenges and issues specific to their work as bilingual educators. Therefore, there is a regular professional development strand in Bilingual Pedagogy, teachers are supported in attending outside conferences and trainings, and staff uses Critical Friends Groups (CFGs) to discuss issues and student work from their bilingual classrooms.

Since its inception, the bilingual program has been celebrated and promoted by teachers and parents alike. On our annual parent survey, CNCA asks parents to respond to the following statement, “I support the bilingual program as part of our school.” During the 2013-2014 school year 99% of parents agreed with the statement (of 385 respondents 75% strongly agreed and 24% agreed). This survey data demonstrates how parents and families are supportive and invested in the model.

Curriculum

English Language Arts/Spanish Language Arts:
Camino Nuevo Charter Academy strongly believes that students should engage in purposeful, authentic reading and writing each day. We also believe that all students deserve equal exposure to reading, writing, and working with words to become truly bi-literate. Based on this philosophy, we have moved away from a “scripted curriculum” in favor of implementing a Balanced Literacy framework which emphasizes all components that help build students’ literate lives. Based on the research of Cunningham and Hall and over eight years of successful classroom implementation in similar schools, CNCA commits to using the concepts from Building Blocks (kindergarten), Four Blocks (grades 1-5), and Big Blocks (grades 6-8) as a framework to instruct students in both Spanish and English language arts.

In kindergarten, teachers build their curriculum and instruction around foundational ‘Building Blocks’ where students experience a variety of reading and writing activities which instill the desire to learn to read and write, develop phonemic awareness, foster important language concepts, encourage letter and sound recognition, teach essential print ideas, and extend vocabulary. These six critical understandings are stressed in the Building Blocks balanced literacy program. Teachers create an environment where all students see themselves becoming independent readers and writers through a variety of developmentally appropriate activities.

During grades 1-5, teachers frame language arts instruction within the ‘Four Blocks’: Guided Reading, Self-Selected Reading, Writing, and Working with Words. These four key components represent four different elements required to teach children to read. Daily instruction in all Four Blocks provides numerous and varied opportunities for all children to learn to read and write. Doing all four blocks acknowledges that children do not all learn in the same way and provides substantial instruction to support a diverse set of student needs.

Grades 6-8 uses an integrated block structure to maximize learning time by creating cross-curricular instruction and limiting transition times. In these grades, balanced literacy is taught through the lens of integrated Humanities, and focus primarily on the “Big Blocks” of Guided Reading, Writing, and Self Selected Reading. Humanities teachers develop units where history content is taught through reading and writing.

Readers & Writers Workshop
In preparation for the demands of the Common Core State Standards, Camino Nuevo Charter Academy has made a deliberate shift from relying exclusively on the “Four Blocks” framework to integrating the Readers and Writers Workshop approach as well. Based on the work of Lucy Calkins and the Teachers College Reading and Writing Project at Columbia University, Readers Workshop is an approach which provides both

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exposure to grade level text, as well as long stretches of time for students to practice at differentiated levels. This approach aligns with the literacy anchor standards in the Common Core, as it teaches students to read closely, write with evidence, and think critically across the content areas. Additionally, the workshop model supports CNCA’s bilingual model as students learn reading and writing strategies in the primary language of instruction which can be transferred to the second language as well.

The workshop begins with a short, 10-12 minute, mini lesson which offers whole class, direct, explicit directions in a thinking skill or reading strategy. After the mini lesson, students are sent off to practice the reading strategy in books at their independent reading level. Students are assessed using the Teachers College Reading (TCRWP) assessment in English or the Evaluacion del Desarrollo de Lectura (EDL) in Spanish to match students with texts appropriate for their individual reading level. While students are engaged in their own books, the teacher offers individualized direct instruction through one-one conferences or strategic small groups. The teacher takes notes about each students’ needs to plan future differentiated instruction. After a long stretch of independent reading (20-40 minutes, depending on grade level and time of year), students discuss in partners what they read and what they are thinking about their books. This workshop cycle is focused on building students’ stamina, volume, love of reading, and ultimately greater comprehension behind the meaning in the texts.

There are essential guiding principles of Readers Workshop that must be in place for successful literacy instruction. Calkins (2001) shares the seven guiding principles are:
1. Readers have time to read just right books independently every day.
2. Readers select their own appropriate books.
3. Readers take care of books.
4. Readers respect each other’s reading time and reading lives.
5. Readers have daily opportunities to talk about their books in genuine ways.
6. Readers don’t just read the words but also understand the story.
7. Readers’ work in the independent reading workshop is replicable outside the classroom and the book they are reading today.
The corresponding Writers Workshop follows a similar routine and foundational concepts. Writers Workshop also takes place daily, beginning with a mini lesson followed by independent work time and a teaching share time. During independent writing time, students plan, write, or revise texts about self-selected topics while the teacher provides individual and small group coaching. Students move through the writing cycle of developing ideas, drafting, revising, editing, and publishing independently and at their own pace. Many of the skills and strategies our students need to master to be successful readers are also taught in writing, and the two workshops work in concert with one another to reinforce the reading-writing connection.

To support work towards Common Core, teachers use standards-based reading and writing units in the form of curricular calendars developed by Lucy Calkins and staff at Columbia’s Teachers’ College. These guides outline developmentally appropriate units for each grade and provide recommended objectives to build students’ mastery of standards across the unit. Each unit embeds essential Common Core reading and writing standards that spiral throughout the year in preparation for the summative assessment. The curricular calendars also include suggested texts and resources to use in lessons, and ideas for assessment. The faithful and consistent use of these Readers and Writers Workshop units ensures a guaranteed and viable curriculum for English and Spanish Language Arts throughout the grades at Camino Nuevo Charter Academy.

**Balanced Literacy Components**

There are several other components of the balanced literacy approach which support the work of the Reading and Writing Workshops. These components provide additional structures throughout the day for students to bridge the gap between their independent reading level and grade level expectations. Component work, similar to the workshops, are taught in the primary language of instruction. The descriptions below are guided by seminal texts from Kathy Collins (2004) and Lucy Calkins (2000).

- **Shared Reading** – Students gather around an enlarged text, such as a Big Book or poem, to replicate the experience of a bedtime story. Teachers guide students through repeated readings of the text each day for a week to develop a variety of comprehension, decoding, and fluency skills.
- **Interactive Read Aloud** – Provides time for students to listen to and talk about wonderfully rich books that are most likely beyond their independent reading level. The teacher models the works that careful readers do to comprehend texts and to foster ideas and theories about stories and characters.
- **Small Group Work** – Teachers provide strategic, data-based instruction to a small group of students who all need similar support. There are two types of small group work that place within the workshop: Strategy Groups and Guided Reading groups. Strategy lessons may be used for a group of students who need extra support with a particular skill or strategy. Guided reading lessons are for students on the verge of moving to or have just begun reading a more difficult level of text.
- **Word Study** – Systematic time to teach students about letter-sound relationships, spelling, and strategies for encoding and decoding words. Students must be taught to transfer the skills and strategies taught in Word Study to support their
reading and writing work. At Camino Nuevo Charter Academy, the English word work curriculum is supported by Fundations by Wilson Language Basics and Spanish phonics are taught through the Estrellitas program. These word study curricula provide a systematic and explicit approach to phonics development.

- Interactive Writing – The teacher and students co-create a text and “share the pen” to write a shared piece. Teachers use this shared experience as an opportunity to model planning, drafting, and revising strategies that they hope students use in their own writing. Students typically follow along by writing their own version on white boards.

The balanced literacy approach supports work students are doing in both languages. In grades K-1, reading and writing instruction is done almost exclusively in Spanish so that English time can prioritize English Language Development and English phonics. In grades 2-3, teachers work to build students’ primary language of Spanish and build transference skills by showing connections in both languages. For example, students self-select books at their level in both Spanish and English, and the teacher helps to ensure that students are choosing a balance of language and genre. Reading conferences with individual students are held in the language of the text. In grades 4-5, teachers primarily teach English Language Arts in English to ensure student mastery of grade level reading and writing skills. Students continue to practice their Spanish Language Arts skills through content area literacy. Spanish reading and writing are integral to social studies and science classes in the upper elementary grades. In middle school, Spanish literature is offered as a daily elective to students who wish to continue their Spanish language learning.

**Middle School Humanities**

At the Middle School level, English Language Arts and History are integrated into a comprehensive Humanities block. Brain research and theory suggest that students learn better through patterns, connections and thematic teaching than through fragmented pieces (Bosse, Lee, Swinson, & Faulconer, 2010). Other educators and scholars turn to the work of Vygotsky, constructivism, Gardner’s theory of multiple intelligences, and Rauscher’s research on the brain to support integrated approaches. Integrated Humanities has been hallmark of Camino Nuevo Charter Academy’s instructional program in the intermediate grades.

The primary goals of instruction in humanities are fostering life-long love of reading and developing the tools necessary for critical analysis of the human world around each student as well as that same analysis of mankind in general. The pursuit of these goals leads our students towards mastery of crucial life-long reading and writing competencies, identified in Calkin’s curricular calendars, and mastery of state and national grade level standards. Moreover, Humanities develops students’ analytical and evaluative skills in order to prepare them for the rigors of high school, college, and life in general.

Middle School Humanities is distinguished by signature best practices, including close, purposeful reading and annotation, structured student discourse and language development, writing, and systematic vocabulary development. These literacy practices
are paired with interactive history lessons which bring essential historical concepts to life.
## Learning Goals for English and Spanish Language Arts

The chart below synthesizes the grade level expectations in both languages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>Students learn to:</td>
<td>Students learn to:</td>
</tr>
<tr>
<td></td>
<td>- “read” the pictures of emergent story books in order to think and talk about text</td>
<td>- craft petitions, letters, and signs that rally people to address problems in their class, school and world</td>
</tr>
<tr>
<td></td>
<td>- apply phonics knowledge to text in order to decode</td>
<td>- write to teach readers about topics they know well: their family and their playground</td>
</tr>
<tr>
<td></td>
<td>- integrate sources of meaning (word, picture, and context)</td>
<td>- plan, revise, and edit informational texts that teach readers procedures for doing things</td>
</tr>
<tr>
<td></td>
<td>- continue a pattern across a pattern book in order to decode</td>
<td>- tell stories from their lives by drawing, labeling, and writing</td>
</tr>
<tr>
<td></td>
<td>- read nonfiction books in order to learn information</td>
<td>- edit their work by focusing on getting more letters and words onto every page and using increasingly conventional spelling</td>
</tr>
<tr>
<td></td>
<td>- apply multiple strategies (letter-sound knowledge, picture clues, and story context) when tackling tricky words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- study characters in fiction books by pretending and performing during and after reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- use books in order to make social connections with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- read fluently and with expression</td>
<td></td>
</tr>
<tr>
<td><strong>1st</strong></td>
<td>Students learn to:</td>
<td>Students learn to:</td>
</tr>
<tr>
<td></td>
<td>- independently apply reading strategies learned in kindergarten</td>
<td>- create interesting, convincing reviews that present and rank their favorite toys, television shows, and books</td>
</tr>
<tr>
<td></td>
<td>- apply multiple strategies (letter-sound knowledge, spelling patterns, picture clues, story context) when tackling tricky words</td>
<td>- combine pictures, charts, and domain-specific vocabulary to create engaging teaching texts</td>
</tr>
<tr>
<td></td>
<td>- study characters in fiction books by dramatizing characters and discussing stories in book clubs</td>
<td>- craft many small-moment books, writing in ways that bring characters to life</td>
</tr>
<tr>
<td></td>
<td>- read nonfiction in order to learn about the world, including the world of science</td>
<td>- use all they know about writing narratives to create their own series of fictional chapter books</td>
</tr>
<tr>
<td></td>
<td>- read across genres in order to study a topic</td>
<td></td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td>Students learn to:</td>
<td>Students learn to:</td>
</tr>
<tr>
<td></td>
<td>- independently apply reading strategies learned in kindergarten and first grade</td>
<td>- write letters and essays about their opinions about characters, scenes, or whole books, using examples from the text</td>
</tr>
<tr>
<td></td>
<td>- integrate multiple sources of meaning and access multiple cuing systems in order to comprehend and decode increasingly difficult text</td>
<td>- write procedural texts, descriptions, and analyses about experiments, then use that to write science-based information books</td>
</tr>
<tr>
<td></td>
<td>- study characters’ obstacles within fiction texts</td>
<td>- study published texts to learn writing techniques to try in their own narratives</td>
</tr>
<tr>
<td></td>
<td>- read nonfiction and discuss texts in book clubs in order to learn about the world</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- maintain and deepen comprehension while reading across books in a series</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- deepen knowledge about a topic by reading across genres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- use the predictable structures of folktales and fairy tales in order to comprehend stories within the genres</td>
<td></td>
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<tr>
<td></td>
<td>- read about science topics in order to become experts</td>
<td></td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td>Students learn to:</td>
<td>Students learn to:</td>
</tr>
<tr>
<td></td>
<td>- practice the habits of an avid reader</td>
<td>- write to persuade people about causes they believe in, using evidence, crafting techniques,</td>
</tr>
<tr>
<td></td>
<td>- envision, predict, synthesize, and infer in order</td>
<td></td>
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</tbody>
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50
<table>
<thead>
<tr>
<th>Grade</th>
<th>Students learn to:</th>
<th>Students learn to:</th>
</tr>
</thead>
</table>
| 4th   | - practice the habits of an avid reader  
       - envision, predict, synthesize, infer, and interpret in order to learn more from characters in stories  
       - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres  
       - use critical analytical lenses to navigate complex nonfiction text sets  
       - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts  
       - read content-area texts in order to research and write about a topic  
       - study social issues (themes) within and across texts  
       - read and interact with texts and questions on standardized texts | - write claim-based, evidence-rich literary essays after close readings of complex texts  
       - build arguments about topics they know well using logical structures and carefully arranged ideas and evidence  
       - write research reports in which they use research skills to learn about a central topic and then elaborate  
       - develop fictional characters with motivations and struggles and write these characters into carefully structured stories |
| 5th   | - practice the habits of an avid reader  
       - synthesize, infer, and interpret in order to learn more from characters in stories  
       - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres  
       - use critical analytical lenses to navigate complex nonfiction text sets  
       - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts  
       - read content-area texts in order to research and write about a topic  
       - use an understanding of the elements of fantasy to read and discuss fantasy fiction  
       - read and interact with texts and questions on standardized texts | - write memoirs that combine essay and narrative structures to convey significant insights and personal themes  
       - build powerful arguments using carefully-weighted evidence, analysis, and rebuttal of counter-claims  
       - write through historical lenses and from primary sources, using multiple writing structures to build focused research reports  
       - write personal narratives, making purposeful choices about the techniques, structures, and language they use to convey meaning  
       - write memoirs that combine essay and narrative structures to convey significant insights and personal themes |
| 6th   | - practice the habits of an avid reader  
       - study characters across the texts in a series  
       - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres  
       - develop analytical lenses to engage in research with informational texts | - craft literary essays that make arguments about characters and themes, employing strategies to gather, analyze and explain evidence from the text to support their claims  
       - research and write informational essays, books, and digital presentations or websites to teach readers about a topic, using increasingly...
<table>
<thead>
<tr>
<th>Students learn to:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- apply historical content knowledge and an understanding of setting to comprehend historical fiction texts</td>
<td>sophisticated ways to draw on and structure information to explain a position or make a call to action</td>
</tr>
<tr>
<td>- develop interpretation skills while reading, discussing, and writing about texts</td>
<td>- write true stories, employing strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights</td>
</tr>
<tr>
<td>- study social issues (themes) within and across texts</td>
<td></td>
</tr>
<tr>
<td>- study an author’s craft across multiple works by the same author</td>
<td></td>
</tr>
<tr>
<td>- read and interact with texts and questions on standardized tests</td>
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</tr>
</tbody>
</table>

**English Language Development:**
As we transition to the Common Core State Standards, our English Learner students are the most challenged by the demands of content area reading and academic language. Therefore, English Learners require a systematic and explicit approach to teaching and
practicing academic English. Based on extensive research into effective programs, Camino Nuevo Charter Academy has adopted a data-based methodology for teaching English Language Development, called **Systematic ELD**. Based on the work of Susan Dutro and EL Achieve, Systematic ELD is a framework in which:

- Students are grouped and taught at their assessed ELD proficiency level during a specific instructional time.
- Students are explicitly taught forms and functions of language
- Students use oral and written language in meaningful contexts.

Systematic ELD lesson have clear and stated language objectives based on a scope and sequence of language skills and focus on language function or purpose, language patterns and vocabulary, structured language routines, and are centered on engaging topics. Instruction includes all four domains of language, listening, speaking, reading, and writing, with an emphasis on listening & speaking. Teachers utilize identified ELD curricular materials to implement a year-long instructional map appropriate for their students’ target proficiency level. EL Achieve provides a comprehensive language forms and functions matrix and sample units which guide the planning process for teachers.

Time is allocated for targeted ELD instruction at the student’s ELD level. It is not intended to be ‘integrated’ time with other subjects (art, music, dance, science, social studies). Implementing this systematic, focused and targeted approach to serving English Learners at Camino Nuevo Charter Academy underscores our commitment to the achievement of all ELs. During this time, students who are not classified as English Learners receive further support in Standard and academic English (such as Standard English Learners and students who have been re-designated fluent English proficient) or participate in language enrichment activities, as appropriate.

Camino Nuevo Charter Academy provides focused professional development to build teachers’ capacity to teach language explicitly. To support this professional development, the leadership team identified six shared non-negotiables for English Language Development time:

- All students in grades K-5 switch for leveled ELD instruction four times a week.
- ELs in middle school receive ELD class as an elective four times a week.
- ELD objectives are posted.
- Visual supports are included in lessons.
- Sentence frames/stems planned in advance and provided for students.
- 50% of class time is speaking practice for students.
- The language function drives instruction.

Assessment and accountability for student progress is an essential component of English Language Development. In an effort to improve our instruction for EL students, teacher leaders at Camino Nuevo Charter Academy created standards-based ELD benchmarks. These leveled assessments are backwards designed from Systematic ELD, and mirror the expectations of the CELDT to better prepare students for reclassification. The benchmark assessments indicate when a student is ready to move to the next ELD proficiency level and also facilitate targeted, data-driven unit planning for ELD classes.
These ELD benchmarks are administered bi-annually, and teachers engage in ongoing data analysis to identify students’ needs and target instruction to meet these needs.

Mathematics:

The goal of mathematics instruction at Camino Nuevo Charter Academy is to produce students who have deep conceptual understanding of math, fluency with numbers, mathematical reasoning skills, and the ability to formulate and solve problems. In this model, computational fluency is a critical foundation for higher level mathematics. In order to mathematically reason, students must learn the vocabulary to communicate ideas and synthesize concepts. “Problem solving includes being able (a) develop a clear understanding of the problem posed, (b) translate the problem from everyday language into a precise mathematical question, (c) choose and use appropriate methods to answer the question, and (d) interpret and evaluate the solution in terms of the original problem.” Therefore in order for students to acquire the ability to reason and apply problem-solving skills, they need both conceptual and procedural knowledge of mathematics. The math program at CNCA is designed to support students to discover why formulas and proofs work rather than just how to memorize and follow them. The emphasis on conceptual understanding shifts students’ thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.

While our commitment to a conceptual math approach is unwavering, Camino Nuevo Charter Academy is preparing for the Common Core State Standards by critically evaluating its curriculum choices and making adjustments that will better prepare students for the rigor of the new standards.

Beginning in 2014-2015, teachers will begin using *Eureka Math*, a complete PreK-12 curriculum based off of the *Common Core Math* partnership developed for the New York Department of Education. Eureka Math follows the focus and coherence of the Common Core State Standards and carefully sequences the mathematical progressions into expertly crafted instructional modules.

The curriculum continues to equip students with a strong foundation in mathematics through a mastery-based program aimed at developing logical thinking and critical lifelong problem solving skills. The pedagogical approach remains similar by first providing a concrete experience through the use of manipulatives, then moving to pictorial representations where students draw models of the math, and then exposing student to the abstract where they work only with numbers and symbols. Students are taught to visualize and construct concrete pictures called tape diagrams to help them make sense of word problems. The tape diagram method requires students to understand mathematical concepts underlying word problems and serves as a bridge to algebra.

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In *Eureka Math*, the new standards and math progressions set the frame, but the instructional shifts conveyed through the Standards for Mathematical Practice are the foundation of the instructional approach. Students are challenged with fluency exercises, application, concept development and debrief sections that push students to think deeply about their math. Similarly, Eureka’s focus in the middle and high school grades on problem sets, exploration, Socratic discussion, and modeling helps students internalize the true meaning of coherence and fosters deep conceptual understanding.

*Eureka Math* is based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. This is why we call the elementary portion of *Eureka Math* "A Story of Units," followed by "A Story of Ratios" in middle school, and "A Story of Functions" in high school. Mathematical concepts flow logically from one to the next in this curriculum. The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics.

CNCA intentionally chose this framework because of the extensive instructional resources it provides to support high-quality, CCSS-aligned instruction. The Eureka Math curriculum includes a suggested year-long pacing plan, sample lesson plans, aligned homework and standards-based assessments. These embedded resources support all teachers, and especially novice ones, to provide a guaranteed and viable curriculum in math. As extensive as the resources are, however, Eureka Math is not meant to be prescriptive. Rather, it is offered as a basis for teachers to hone their own craft. Common Core believes deeply in the ability of teachers and in their central, irreplaceable role in shaping the classroom experience.

We believe that this recently adopted program will not only prepare our students for rigorous math instruction in middle and high school, but also increase teacher capacity to achieve our goal of preparing students to be “college ready, college bound”. Using the Common Core math standards as a foundation, the mathematics learning outcomes expected of each grade level include the following:

<table>
<thead>
<tr>
<th>K</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Know number names and the count sequence.</td>
<td>• Represent and solve problems involving addition and subtraction.</td>
<td>• Represent and solve problems involving addition and subtraction.</td>
<td>• Represent and solve problems involving multiplication and division.</td>
<td>• Use the four operations with whole numbers to solve problems.</td>
<td>• Write and interpret numerical expressions.</td>
</tr>
<tr>
<td>• Count to 10 the number of objects.</td>
<td>• Understand and apply properties of operations and the relationship between addition and subtraction.</td>
<td>• Add and subtract within 20.</td>
<td>• Understand properties of multiplication and the relationship between multiplication and division.</td>
<td>• Gain familiarity with factors and multiples.</td>
<td>• Analyze patterns and relationships.</td>
</tr>
<tr>
<td>• Compare numbers.</td>
<td>• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
<td>• Work with equal groups of objects to gain foundations for</td>
<td></td>
<td>• Generate and analyze patterns.</td>
<td>• Understand the place value system.</td>
</tr>
<tr>
<td>• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
<td></td>
<td></td>
<td>• Generalize place value</td>
<td></td>
<td>• Perform operations with multi-digit whole numbers and</td>
</tr>
</tbody>
</table>
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.
- Identify and describe shapes.
  - Analyze, compare, create, and compose shapes.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.
• Understand ratio concepts and use ratio reasoning to solve problems.
• Apply and extend previous understandings of arithmetic to algebraic expressions
  • Reason about and solve one-variable equations and inequalities.
  • Represent and analyze quantitative relationships between dependent and independent variables.
  • Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
  • Compute fluently with multi-digit numbers and find common factors and multiples.
  • Apply and extend previous understandings of numbers to the system of rational numbers.
  • Develop and understand of statistical variability.
  • Summarize and describe distributions.
  • Solve real-world and mathematical problems involving area, surface area and volume.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
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</table>

• Analyze proportional relationships and use them to solve real-world and mathematical problems.
  • Use properties of operations to generate equivalent expressions.
  • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
  • Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
  • Use random sampling to draw inferences about a population.
  • Draw informal comparative inferences about two populations.
  • Investigate change processes and develop, use and evaluate probability models.
  • Draw, construct, and describe geometrical figures and describe the relationships between them.
  • Solve real-life mathematical problems involving angle, measure, area, surface area, and volume.
• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematics assessments at all grades range from Eureka Math module assessments to teacher created exit slips. All students are also assessed quarterly through standardized grade level benchmark assessments that are aligned to standards-based pacing plans to ensure essential standards are taught to mastery. Teachers use benchmark assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need. Student progress is also assessed on a daily/weekly basis through quizzes and daily informal assessment strategies such as “thumbs checks”, choral response, white board responses, and problem sets.

History-Social Sciences:
The Social Studies curriculum is based on a holistic approach to developing the students’ critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies and humanities instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and democratic principles, and to help students develop an ethical empathy towards social justice and act according to these ethics within their community. These competencies are developed in active learning classrooms and community-based projects that further the development of the whole student. Teachers strive to connect the content standards to students’ personal context.

Elementary teachers use the Houghton Mifflin Social Studies textbook as a resource, along with other reference materials to access the knowledge needed for the units. Students also tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips are planned to neighborhood historical landmarks and museums to study the evolution of their community. Teachers use relevant stories and biographies to provide necessary background knowledge for learning. Furthermore, instructors try to build background knowledge through the use of videos and other multimedia so that students can better connect to the content material. Graphic organizers, particularly Thinking Maps are used to record new information and support the students with making connections to previous knowledge. Word walls are used to record new vocabulary for students to easily access.

In sixth through eighth grades, students are in humanities blocks of 120 minutes to provide them with opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking, and writing. The middle school (6-8) humanities structure provides teachers with enough time and flexibility to create powerful learning environments that allow students to use a range of content knowledge, reading strategies, social competencies, and written output to demonstrate their mastery of the humanities curriculum. Through rigorous reading, writing, exploration of primary sources, and real-world connections, history at CNCA is not simply a content area, but a means of developing students’ critical literacies.

As of 2014-2015, Camino Nuevo Charter Academy continues to implement the California State Standards for Social Studies, as outlined below.

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9 Social justice is defined as an interpretation of multicultural, historical knowledge and its application to current society.
| Kindergarten | • Temporal order in relation to events, places, and people  
|             | • Calendars, historical holidays, historical places and figures involved in history.  
|             | • Concept of civic behavior and how students interact respectfully, follow rules, and respect the rights of others. |
| 1<sup>st</sup> | • Awareness of cultures today versus long ago.  
|             | • Compare and contrast the lives of earlier generations to their own experiences and to cultures throughout the world.  
|             | • Absolute and relative locations of places, locate places on the map, and describe how location and physical environment can impact the way people live. |
| 2<sup>nd</sup> | • Ancestors from distinct cultural backgrounds  
|             | • History of their families through the use of primary and secondary documents in their community  
|             | • Historical figures have impacted other communities and develop an understanding of biographies through reports, presentations and role playing about famous people “who made a difference.” |
| 3<sup>rd</sup> | • How a community develops through its use of local resources.  
|             | • Native-American tribes adaptation to their region’s natural resources.  
|             | • Local history of the City of Los Angeles and research the changing urban landscape and the causes and effects of urbanization. |
| 4<sup>th</sup> | • California history, including the economic development of the state—agriculture, industry, and the Gold Rush.  
|             | • Compare the settlements of different cultural groups—Native American tribes, Spanish missionaries, Mexican ranchers, Chinese workers, and the gold miners  
|             | • Study the historical trend of conquest to understand the relationship of different groups in California’s history. |
| 5<sup>th</sup> | • Historical reasons and implications of the American Revolution.  
|             | • Rationale and means for overthrowing a government and creating a new form of government.  
|             | • Systematic governing principles of the American Republic. |
| 6<sup>th</sup> | • Development of ancient civilization and the roles of religion, geography, economy, and government in shaping people’s lives.  
|             | • Discover various forms of government and compare different ruling styles to understand the political context of ancient communities.  
|             | • Influence of history on the current constructs (religious, economic, geographic, and sociocultural) of their own society. |
| 7<sup>th</sup> | • World history from the Rise of Islam to the Age of Reason, with a strong focus on the relationship between religion and government,  
|             | • Advent of human reason and the beginnings of the philosophy of humanism during the Renaissance.  
|             | • Social and governmental structures that maintained such a war-making
Assessment of historical content knowledge is done in both formative and summative ways. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions assist teachers in understanding students’ progress and where interventions are necessary. Formal assessments include performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessments, and other response writing tasks. In the middle grades (6-8), traditional history assessments, such as short response tests and essays are combined with project-based assignments. Culminating unit assessments combine writing and history standards in a single inter-disciplinary writing task. For example, seventh grade students use their research skills to write expository essays about renaissance inventions and eighth graders integrate argument and persuasive writing skills to debate the modern implications of the Constitution.

Science

The goal of the science curriculum at Camino Nuevo Charter Academy is to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. The implementation of our standards-based curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that builds upon the knowledge of previous grade levels. The Common Core standards for Language arts, specifically expository reading and writing, are critical components that are incorporated into the science curriculum for each grade level.

In 2013, the California State Board of Education adopted the Next Generation Science Standards (NGSS) for California Public Schools, Kindergarten through Grade Twelve, as required by Education Code 60605.85. During the 2014-2015 school year, CNCA has begun the transition to the Next Generation Science Standards (NGSS). In the early years of the conversion, this means teachers will begin to use Next Generation’s Crosscutting Concepts to vertically-articulate big ideas in science across the grades. Teachers will also plan to integrate NGSS Practices in investigations and experiments. Teachers will fully transition to instructing the Disciplinary Core Ideas, or content specific standards, in 2015-2016 after learning more about the NGSS summative effort.

| 8th | • Develop an appreciation for the American enterprise—the rationale for the founders separating Church and state and the reasoning for the democratic form of government.  
• Various immigrant groups who make up the United States.  
• Impact of economy, social class, and race is explored through an analysis of the events leading up to the Civil War and its aftermath.  
• Debate and re-enact the various events that led up to the American Revolution and Civil War |

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10 Next Generation Science Standards, CDE website, accessed Fall 2014.
assessment. The new assessment will be used as a guide from which to backwards plan. As prescribed by AB 484, Camino Nuevo Charter Academy will continue to administer the California Standards Test for Science in grades 5th and 8th until otherwise notified.

Students in grades K-5 utilize the Full Option Science System (FOSS) Kits, which have been developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge. Each FOSS kit is thematically-based and provides a series of hands-on and inquiry-based learning experiences for the unit. Supplemental materials include videos (i.e. Magic School Bus, National Geographic for Kids), standards-based ecology units, and trade books specifically pertaining to the current science topic being taught (i.e. a natural disaster unit would include books and technology resources on earthquakes, volcanoes, hurricanes, tornadoes, and other natural disasters).

The four strands within K-5 standards include Earth Science, Life Science, Physical Science, and Investigation and Experimentation. The focus in sixth grade is earth science, life science in the seventh grade, and physical science in the eighth grade. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments. CNCA’s focus on strategic, standards-based science instruction has demonstrated strong success on standardized assessments. In 2014, 48% of fifth graders and 83% of eighth graders scored proficient or advanced on the science CST assessment.

The following list includes the specific standards-based topics at each grade level and demonstrates a progression of how knowledge is built upon each year. The content standards continue to reflect California State Standards until the full implementation of the Next Generation Science Standards in 2015-2016.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics for Learning</th>
</tr>
</thead>
</table>
| Kindergarten | • Properties of materials  
| | • Different types of plants and animals  
| | • Earths’ composition  
| | • Developing own questions and performing investigations  
| | • Investigation and experimentation – observation, description, comparing common objects using the five senses and one reference point, and communicate findings orally and through drawings |
| 1st | • Materials come in different forms  
| | • Plant and animals meet their needs in different ways  
| | • Weather in general  
| | • Developing own questions and investigations  
<p>| | • Investigation and experimentation – recording observations, |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 2nd   | - Motion of objects  
|       | - Plants and animals and their life cycles  
|       | - Composition Earth in relation to its properties and its resources for human activities  
|       | - Investigation and experimentation – make predictions based on observed patterns, measurement, comparing and sorting according to two or more physical attributes, writing steps of the procedure, constructing bar graphs, using magnifiers and microscopes, following oral instructions |
| 3rd   | - Energy and matter  
|       | - Light  
|       | - Adaptations and physical structure/behavior of organisms  
|       | - Astronomy  
|       | - Investigation and experimentation – asking meaningful questions and conducting careful investigations, repeating observations to improve accuracy, differentiating evidence from opinion, using numerical data and describing and comparing, predicting outcomes of simple investigations, collecting and analyzing data to develop a logical conclusion |
| 4th   | - Electricity and magnetism  
|       | - Properties of rocks and minerals  
|       | - Earth’s land surface  
|       | - Investigation and experimentation – differentiate observation from inference, measurement, formulate and justify predictions, cause and effect relationships, conduct multiple trials to test predictions and draw conclusions, construct and interpret graphs from measurement, follow written instructions |
| 5th   | - Elements and their combinations  
|       | - Plant and animal body systems  
|       | - Solar system  
|       | - Investigation and experimentation – classify objects, plan and conduct a simple investigation based on a student-developed question, write instructions for others to follow, identify the dependent and controlled variables, identify a single independent variable, select appropriate tools and make quantitative observations, record data and make inferences, draw conclusions from scientific evidence, write a report of an investigation that |
includes conducting tests, examining evidence and drawing conclusions.

| 6th Grade | • Plate tectonics and earth tectonics  
|          | • Heat  
|          | • Energy  
|          | • Ecology  
|          | • Natural Resources  
|          | • Investigation and experimentation – develop hypothesis, select and use appropriate tools and technology, construct appropriate graphs from data, communicate steps and results from data orally and written, recognize whether evidence is consistent, read a topographic and geological map, construct and interpret a simple scale map, interpret events by sequence and time from natural phenomena, identify changes in natural phenomena over time without manipulating the phenomena |

| 7th Grade | • Cell biology  
|          | • Genetics  
|          | • Evolution  
|          | • Structure and function in living systems  
|          | • Physical principles in living systems  
|          | • Investigation and experimentation – select and use appropriate tools and technology, use variety of print and electronic resources, communicate connections between hypotheses, concepts, tests, data and conclusions, construct scale models, maps, graphs, and diagrams to communicate scientific knowledge, communicate steps and results from an investigation in written and oral presentations |

| 8th Grade | • Motion  
|          | • Forces  
|          | • Structure of matter  
|          | • Earth and the solar system  
|          | • Chemical and physical reactions  
|          | • Chemistry, including periodic table  
|          | • Investigation and experimentation – design, plan, and conduct scientific investigations to test a hypothesis, evaluate the accuracy and reproducibility of the data, distinguish between variable and controlled parameters in a test, recognize slope and apply this principle to interpretation |
A variety of specific instructional strategies are incorporated at all grade levels. Many visual and kinesthetic teaching strategies are utilized for our significant population of English Learner students, including acting it out, engaging with multimedia, and reciprocal teaching. Vocabulary development utilizing pictures and kinesthetic modes of learning such as TPR provide a foundation to understand the text. Science word walls are present in classrooms to further support students’ vocabulary development.

Content is acquired, processed, and deepened in science through close, purposeful reading of nonfiction texts. In accordance to the CCSS literacy standards for science, students practice following multi-step directions to conduct lab experiments and use summary-key detail strategies to research new concepts. Reading comprehension strategies such as apposition, which requires students to use the text surrounding vocabulary terms to infer the definitions of the words, are employed beginning in third grade. Teachers also use the entire science text as a teaching tool, requiring that students demonstrate the ability use the table of contexts, glossary, index, and cross-reference with other sections of the text to answer comprehension questions.

To support the integration of CCSS literacy shifts, writing is another critical component incorporated in science. Through science journals, Cornell notes, and Thinking Maps, students are able to demonstrate their understanding of and reflect upon the science content. The science journals vary by grade level. They include a variety of components such as notes, lab write-ups, and reflective components. Thinking Maps are used for categorizing, classifying, and organizing information from the text. For example, in the 8th grade, students use the double bubble map to compare and contrast force and motion.

Scientific concepts are presented in an investigative environment through hands-on and project-based learning experiences. Hands-on-learning consists of experiential activities that teach individual concepts within a unit and involve student inquiry to discover scientific principles in action. The project-based learning approach of the FOSS Kits Curriculum allows upper grade students to incorporate a wide range of skills and activities that include hands-on experiences, building of background knowledge, learning protocols, labs, and reflection. In the same vein, middle school students complete a Science Fair experiment each year.

Science instruction is also supported by rich enrichment and experimental learning opportunities. For example, CNCA Burlington has partnered with USC Body Engineering Program, in which a PhD student/scientist co-teaches in middle school classrooms. Similarly, students in the upper grades participate in field trips to UCLA’s Department of Engineering and the Catalina Ocean Institute.

Student progress is measured through a variety of formative and summative assessments focused on ensuring the “enduring understandings”. Formative assessments conducted throughout a unit include: paper and pencil quizzes that are either teacher-created or publisher designed, vocabulary quizzes, teacher observations, background knowledge assessment through a KWL chart, portfolios, and presentations.
Summative assessments include chapter tests, lab write-ups, and science investigations and presentations. Writing is also an integral aspect of assessment for increasing content literacy. Lab and investigation write-ups follow a specific scientific format that promotes logical, inquiry-based, critical thinking skills.

**The Arts at Camino Nuevo Charter Academy**

The goal for the visual and performing arts curriculum at Camino Nuevo Charter Academy is to expose students to different art forms and to encourage them to appreciate art as a form of communication and to express ideas with proficiency and aesthetic effectiveness. Art and music are not simply elective courses at CNCA, but also opportunities to build students’ social capital and expose them to valuable non-academic skills. Furthermore, the arts program supports our School-wide Enrichment Model that develops talents in all children and provides advanced-level enrichment experiences for high-achieving students (Renzulli, 1997).

The arts program is aligned to the California State Standards. CNCA is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. This curriculum allows students to channel emotions into creative forms, with the objective of instilling value and a lifelong pursuit of the arts. Specific learning activities further students’ understanding of artistic elements and principles of visual design. CNCA seeks partnerships to offer visual arts, drama instruction and/or a dance program.

**Visual Art**

The goal of art instruction is to expose students to a variety of artistic media and to develop their understanding and enjoyment of creating visual art. Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography and ceramics. Following state standards, the primary elements of art that are incorporated include line, color, shape/form, texture, and space. Students’ artwork is prominently displayed in the school and the community. The Burlington campus has partnered with PS Arts, a community partner, to provide high-quality arts instruction to all students. CNCA maintains an in-house art teacher and offers art once per week to all students in grades K-5. In middle school, art may be an afternoon elective each day. This ensures that all students, and especially high-achieving students, have access to rigorous and engaging art experiences each year.

**Performing Arts**

Dance classes train students to develop strong bodies and to instill an appreciation for dance through direct kinesthetic experiences of different dance forms. Our program is built on state standards and made possible through our partnership with Everybody Dance! which provides dance instruction to low-income communities. The goals of the dance program are to teach children about healthy bodies, alert minds, self-discipline, team work and a love and appreciation for dance, music and the arts. The benefits of the dance program are innumerable, including but not limited to: giving under-served children the opportunity to study dance, developing and nurturing in children a love of
music and the arts, increasing the physical fitness and skills of inner-city children who reside in neighborhoods where recreational opportunities are severely limited, enhancing each child’s ability to listen, focus and follow directions through participation in class, and giving each child the means of individual expression and creativity through dance.

Dance instruction is offered to students in grades K-5 once per week for one hour. Kindergarteners and first graders begin with creative movement and understanding how their bodies move. Second graders study multicultural dance and third graders focus on methods of tap dancing. In the upper elementary, fourth graders learn modern dance and fifth graders learn jazz. Middle school students have the opportunity to take dance as a daily elective. In this class, they study hip-hop, modern and jazz. This dance program culminates in year-end performances for the entire student and parent body.

Music class is also now offered at the middle school level as an afternoon elective. This course, provided through our partnership with P.S. Arts, exposes students to unique instruments such as the steel drum. Students are taught to identify musical notes, analyze and describe music, and carry a beat on the drum. The class also explores tempo, rhythm, and cadence of music from around the world. Like dance, students from the historically underserved community of MacArthur Park benefit greatly from exposure to the musical arts.

Lastly, theater and drama are frequently offered as daily electives at the middle school level. Theater classes are based on California State Standards for Performing Arts and provide an opportunity for students to learn about playwriting, performing, engaging in stagecraft, and forming a production. These electives also provide essential practice in public speaking and articulation, skills vital for English Language Learners. This class also support accelerated students as they learn essential public speaking skills that will support them in presentations, debates, and discussions. Students do not simply learn about theater, but also gain critical speaking skills that boost their confidence and comfort in communicating. The semester long course culminates in a student-run dramatic production for the entire student body and their families.

Health and Physical Education

Just as we commit to providing students with a quality college preparatory education, Camino Nuevo Charter Academy also commits to the physical and mental health of our students by creating diverse programs to help them develop their full physical potential in life. A healthy student is a student that learns and performs. It is our job to support the physical health and development of our students outside of the classroom to ensure they are ready to learn inside the classroom.

The goal for the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. The physical education program emphasizes
individual motor skills, fitness and good sportsmanship. In addition to the development and enhancement of physical skills, human development is also a central part of the health curriculum, particularly at the upper grades. Our health and wellness program supports the development of bodies and minds for all students, especially academically accelerated scholars. High achieving students have the opportunity to reflect and dialogue about their physical wellness, which supports their success within the classroom.

All students in grades K-5 participate in PE once per week and middle school students receive a PE elective for one portion of each year. These classes are guided by the California Content Standards for Physical Education. Middle school students may also elect to participate in a P90x fitness elective and competitive sports such as soccer and basketball are offered as part of the after school program.

Based off of the state standards for Physical Education, age-appropriate health education lessons are incorporated into the academic curriculum wherever possible. As part of health education, students in grades K-8 learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills important for students to know and do include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

Furthermore, Camino Nuevo Charter Academy has adopted a Wellness Policy that prohibits the consumption of soda and “junk food” (chips, candy, cookies, etc.) on campus and is reinforced each school year. To support our policy, CNCA offers healthy lunch options through Revolution Foods and does not sell sugary food or drinks at school events. We offer a robust lineup of parent workshops, not only on healthy eating and nutrition, but also on physical health, dental hygiene, and mental health resources.

Additionally, upper elementary grades participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Our seventh and eighth receive appropriate sex education through qualified Planned Parenthood and/or USC’s Keck School of Medicine community educators in collaboration with their regular, credentialed classroom teachers.

Students in grades 5 and 7 take the California Fitness Gram each winter to assess their aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility. Students are also informally assessed in PE through journal entries, observations, and participation. Students in the upper grades also take written quizzes and tests during the health education portions of physical education class.

Electives and other courses
Camino Nuevo Charter Academy offers a myriad of academic, artistic, and social electives for students to complement and extend their academic program. In addition to visual and performing arts and physical education, students have access to technology class, media studies, and leadership courses which help prepare students for the demands of high school, college, and career.

To give students critical technological literacies for the 21st century, Camino Nuevo Charter Academy has prioritized technology classes across all grades. In the elementary school, there is a dedicated computer lab and all students receive technology instruction once per week for one hour. In the primary grades, the emphasis is placed in teaching students about the tools and essential vocabulary such as mouse, click, monitor, and keyboard. In the upper elementary grades, students are taught how to type, compose documents, search the internet, and create basic presentations. In middle school, technology is offered as an afternoon elective which prioritizes typing skills to ensure all students can composed texts online quickly and efficiently. This typing practice also prepares students to construct responses on the online Smarter Balanced Assessment. In middle school, students also learn more nuances about conducting web-based research to support expository writing projects in Humanities and Science.

At times, the middle school has also been able to offer a Spanish literature elective for students who would like to continue building their academic Spanish skills. This course stresses reading and writing in Spanish, and often uses texts in both English and Spanish to model the transference of literacy skills across languages. CNCA hopes to continue the Spanish Literature elective to promote the values of bilingualism and biliteracy from K-8.

For more information on electives, please see the Enrichment portion of the petition.

Innovative Curricular Components

Community Building
The students and families at Camino Nuevo Charter remain resilient in the face of poverty, limited language, and a host of other challenges. To maintain students’ perseverance and love of learning, CNCA sets a special focus on building positive school culture through community building. This time each day may take on different forms, including Council circles, team builders, goal setting, or reflections around our school-wide values, PODER (Persistence, Ownership, Determination, Empowerment, and Respect). These activities are intended to address the social-emotional needs of our students and create a supportive, personal connection between teachers and students.

In grades K-8, community building usually takes place in the context of Council circles. This unique framework, developed by the Ojai Foundation’s Council in School’s Program promotes authentic dialogue, community building, and appreciation through structured group discussion protocols. CNCA Burlington was fortunate enough to receive a $65,000 grant to provide on-site training and mentorship. This funding has enabled Council to become an integral component of Burlington’s culture, with both
adults and students, and serves as a primary avenue for teaching and reinforcing PODER values.

Similarly, CNCA utilizes principles of Restorative Practice to resolve behavioral challenges. Restorative Justice is a set of principles and practices centered on promoting respect, taking responsibility, and strengthening relationships. Systems that are truly “restorative” acknowledge that relationships are central to building community and thus, educators are pushed to build systems that address misbehavior and harm in a way that strengthens relationships and promotes collaborative problem solving. The combination of Restorative Justice principles, infused with Council circles, has strengthened CNCA’s approach to school-wide management, discipline, and culture building. Consequently, these practices have enabled CNCA to process very few suspensions and zero expulsions each year. In 2013-2014, the suspension rate was 1.6%, significantly below the district average.

Positive school culture is also cultivated through monthly school-wide events. Each month, grades K-3, 4-5, and 6-8 hold Community Meetings to celebrate and reward scholars who have demonstrated examples of our PODER values. Additionally, grades 4-5 and 6-8 earn monthly “Spirit Days”, in which homerooms compete in silly games. These days are fun, non-academic ways for students to build community and learn to trust one another to support their social and academic growth.

**Differentiated Reading Block**

Burlington Middle School makes the courageous acknowledgement that our students will not realize our mission without strong literacy skills. Currently, only about half of students in grades 6-8 read at or above grade level. Therefore we must provide targeted, data-driven literacy instruction across all grades, but especially for those students who are nearing high school. The facilitation of school-wide systems that provide time for students to participate in authentic reading and practice differentiated reading strategies is essential to our students’ long-term success.

Grounded in this belief, the notion of Differentiated Reading Block (DRB) was created in the middle school. Differentiated Reading Block is a consistent time to promote a love of reading and improve reading skills through strategy instruction and access to authentic, leveled texts from a variety of genres. This daily class strategically targets each readers’ area of need, as defined by data from the Teachers College Reading and Writing Project (TCRWP) assessment. Students are grouped in leveled classes, depending on the level of teacher-directed support they require. Classes range from decoding, to fluency, literal comprehension, inferential comprehension, retell skills, and ultimately book clubs. The goals for DRB time include:

- Students will read 700 pages each quarter, which breaks down to about 15 pages, or 30 minutes, per day. This number has been proven to increase students’ reading capacity and skills (Calkins, 2011).
- Students will receive explicit instruction in a particular reading skill, as needed, and/or gain skills in book discussions.
• Students will be accountable for reading through writing (journals, post its) and individualized instruction (1-1 conferring, strategy groups).
• Students will grow 1.5 grade levels in reading until they have reached their grade level equivalent. Students at/above grade level will grow 1.0 grade levels to stay on track.

Similar to Readers Workshop, Differentiated Reading Block relies on a simple, yet predictable, routine which includes a short, strategy-based mini lesson and then long stretches of independent reading time. Depending on the class focus, students use different tools and strategies to hone their skills in their “Just Right” books. During independent reading time, the teacher pulls small groups of students to reinforce or re-teach a skill. The class always ends with a share, in which students reflect on what they read and what strategies they used to make meaning that day. The cycle of Authentic Literacy, as defined by Schmoker as “close, purposeful reading, re-reading, writing and talking” is alive each day in the DRB classrooms.

**Intervention and Enrichment Programs**

Camino Nuevo Charter Academy offers a robust and comprehensive approach to intervention for students performing below grade level. There are a combination of pull-out, push-in, before/after school, and technology-based supports depending on students’ needs. Intervention programs and curricula are described below and more detailed information about CNCA’s Response to Intervention model can be found in Element 2.

Based on CNCA’s Dynamic Blended Inclusion approach, all struggling students receive support to ensure they reach grade level standards. Instructional assistants and interventionists analyze assessment data to strategically pull groups of students throughout the day. In these groups, teachers target foundational skills necessary in students’ focus area, whether it be English reading, Spanish reading, English Language Development, or Math. For example, second graders who still struggle with decoding receive explicit phonics and blending instruction. Similarly, if sixth graders are struggling with ratios and proportions, they may get extra re-teaching of fractions and part–whole relationships to support mastery of grade level standards. Middle school students receive intervention and remediation in afternoon electives, such as reading or math support class. These small groups and elective classes rely primarily on teacher created resources and extension of classroom curricula materials.

Throughout the school day, students may also receive academic support through web-based interventions which are differentiated to meet each student at their independent level. One example program is Achieve3000, a targeted and differentiated reading comprehension program which provides students extensive practice with high interest, expository texts. Similarly, Rosetta Stone is offered to English Learners who may be stuck at a given ELD level. The program reinforces high-utility conversational English and provides repeated speaking and listening practice with corrective feedback. Finally, some students who require math support engage with the IXL Math program which delivers differentiated fluency and computational practice based on students’ specific
mathematical gaps. Students use the program to deepen their foundational skills which support grade level math expectations. While students engage with this online programs, teachers continuously monitor their performance data and meet with students individually to check their progress. Often teachers will use data from the program to pull small groups of students who share a similar gap or misunderstanding.

For students who require additional support, Camino Nuevo Charter Academy offers targeted intervention classes before and after school. Based on reading, language, and standards assessments, students may be placed in classes for phonics, literal comprehension, inferential comprehension, English Language Development, Spanish Language Development, or basic Math skills. These small classes of 10-12 students are taught by credentialed teachers or interventionists who design the classes to meet each students’ needs. They use supplemental curricula and resources to offer a different access point to the same concepts. For example, reading classes employ a myriad of resources, including Fountas and Pinnell Leveled Literacy Intervention, Wilson Language Just Words program, and other teacher created materials. These programs offer guided reading lessons and necessary word-attack skills to push students to the next level of independent reading.

Enrichment

Camino Nuevo Charter Academy supports all students towards higher levels of academic proficiency, including students performing above grade level, with opportunities for enrichment and extension. As with all subgroups, CNCA is committed to addressing the unique learning needs of advanced students with a School-wide Enrichment Model, which promotes high levels of critical thinking, inquiry, and discourse (Renzulli, 1997). This research on the SEM suggests that the model is effective at serving high-ability students in a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations (Renzulli & Reis, 1997). The School-wide Enrichment Model can be observed both inside and outside of the classroom.

High-achieving students at the middle school level are encouraged to participate in Student Council, which leads school-wide service activities, such as a toy drive during the holiday time and collect school supplies for low-resourced schools in Africa. Also, CNCA partners with the SPARK program which offers apprenticeships to low-income students in Los Angeles. Through SPARK, motivated students have an opportunity to work one-on-one with veteran professionals in the areas of graphic design, architecture, public safety, law, medicine, and more. Students who participate in the SPARK program are more inclined for academic success in high school and to attend and complete college. Finally, high achieving seventh and eighth grade students who demonstrate potential are recruited to join HYPE, Helping Young People Excel. The HYPE program provides talented low-income students in Los Angeles with the guidance and resources to qualify for admission at elite college-prep independent high schools. CNCA Burlington looks forward to providing more and more opportunities for enrichment and advancement for thriving students in the years to come.
**Instructional Materials**

Course materials have been selected by site leadership and teacher leaders, using the CCSS adopted textbook list as well as other materials on the market. Texts and materials are extensively researched, often using them on a pilot or trial basis before adopting them school-wide. Teacher-created materials are used to supplement curricula texts as well.

We have purchased materials to support our areas of need as indicated by our student data and ones which align with our professional development focus. The criteria we consider when purchasing new instructional materials include:

- Level of rigor of the materials
- Alignment with the Common Core State Standards and Next Generation Science Standards
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of high priority students
- Alignment with the needs of our students as indicated by data from standardized assessments
- Cost of the materials

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Instructional Materials</th>
</tr>
</thead>
</table>
| English Language Arts| Lucy Calkins Units of Study in Reading  
Lucy Calkins Units of Study in Writing  
*Fundations* Word Study program  
Bell works  
Class Novels |
| Spanish Language Arts| Lucy Calkins Units of Study in Reading  
Lucy Calkins Units of Study in Writing  
Estrellitas Spanish Phonics program  
Houghton Mifflin *Lectura* textbook |
| Mathematics          | Eureka Math Modules  
Singapore Math units to supplement  
Cognitively Guided Instruction resources  
to supplement/extend  
Manipulatives |
| Science              | FOSS Kits  
Carolina Curriculum |
| Social Studies       | Houghton Mifflin Social Studies Textbook  
History Alive!  
Historical fiction novels |
Instructional Methods and Strategies
The following structures make up the essence of the instructional design at Camino Nuevo Charter Academy. These common cross-curricular structures are utilized across grade-levels to ensure consistency and academic excellence.

- Individualized conferences and/or small group instruction: Teachers use data from exit slips and formative assessments to provide targeted differentiation for struggling students.
- Biweekly assessments in English Language Arts/Spanish Language Arts and Mathematics to formatively assess student progress in incremental chunks. Data from biweekly assessments is analyzed in grade level teams and teachers collaborate about best practices for re-teaching.
- Kate Kinsella Vocabulary: Tools to boost students’ use of academic language and promote accountable partner talk.
- Systematic ELD tools: Based on the work by Susana Dutro and E.L. Achieve, structured language practices from the Systematic ELD framework are not only used during ELD classes, but throughout the school day.
- Thinking Maps: Tools to promote meta-cognition. These graphic organizers are used throughout the school day to support comprehension and mastery of content.
- Reading Strategies: Based on the work outlined in *Mosaic of Thought* by Keene and Zimmerman. These strategies include: Visualize, Connect, Decide What’s Important, Question, Infer & Predict, Synthesize, Repair.
- Non-Linguistic Representation: Use of visuals, realia, and Total Physical Response (TPR).
- *Kagan Cooperative Learning Strategies*: Role-based group learning activities that promote effective student talk, engagement, and high levels of accountability.
- Gradual Release of Responsibility: “I Do, We Do, You Do” structure in all lesson plans.
- Regular Informal Assessment & Feedback: Frequent checking for understanding through the use of “fist to five”, thumbs up/down, whiteboards, and exit slips.

Mastery of the Common Core State Standards
The existing academic program at Camino Nuevo Charter Academy provides a very coherent transition to the Common Core State Standards. Our instructional frameworks, such as Readers and Writers Workshop, offer rich opportunities for students to engage with authentic texts and practice close, purposeful reading, writing
and speaking as demanded by the new standards. Similarly, the use of Eureka Math and Cognitively Guided Instruction ensure students move beyond computational skills to deep conceptual understanding of mathematical concepts. Furthermore, CNCA has prioritized students’ language skills and Common Core’s demands of academic vocabulary through Systematic ELD classes and scaffolded support for language learners throughout the school day. Professional development and coaching is aimed at building teachers’ capacity to develop rigorous questioning and thoughtful assessment practices which measure student understanding at greater depths of knowledge.

Teachers use a flexible balance of formative and summative assessment to inform instruction, measure student progress towards Common Core standards, and drive data-driven differentiation. To formatively assess students, teachers use a wide range of research-based strategies. Examples of these strategies include: thumb checks, choral response, teacher observations, whiteboard responses, teacher observations quizzes, vocabulary tests, written response to texts, exit slips, reading/writing journals, reading/writing conferences, performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessment portfolios, lab and investigation write-ups, essays and unit tests. For more comprehensive activities, teachers rely on CCSS-based rubrics that articulate criteria for content mastery. Informal assessments, such as observations, student participation, journal writing, and student discussions also assist teachers in understanding students’ progress and determining intervention needs when necessary.

Formal assessments also play a significant role in measuring progress towards college and career readiness. All students are assessed quarterly through Common Core Standards aligned benchmarks to ensure that essential standards are mastered. The roll-out of standardized benchmarks across Camino Nuevo Charter Academy schools began in 2014-2015. These quarterly benchmarks were created using a research-based item bank to reflect the content, style, and rigor of the Smarter Balanced assessments. As we learn more about Smarter Balanced and how the new standards are assessed, these tests will be vetted and adapted regularly to ensure alignment between the benchmarks and the summative exam. Teachers use benchmark assessment results, reading levels, and ELD levels, where applicable, to adjust pacing plans to re-teach standards and provide intervention to those students in need.

To develop strong literacy capacities, students’ reading levels are assessed three to four times a year through individualized reading assessments. English reading levels are measured on the Teachers College Reading and Writing Project (TCRWP) assessment and Spanish reading levels are assessed through Evaluación del Desarrollo de Lectura (EDL) to measure progress in both languages. Additionally, Camino Nuevo Charter Academy uses common writing assessments, or performance tasks, with Common Core standards-based criteria to be completed three times per year to assure a guaranteed writing curriculum in every classroom.
Integration of Technology

Students and educators use technology for a variety of learning tasks. Based on the recommendations from California’s Career and Technical Education (CTE) standards, CNCA recognizes that a well-designed technological infrastructure helps to create a model 21st-century learning environment. Such an environment encourages students to learn efficiently to prepare to be part of a technologically-based workforce. Therefore at Camino Nuevo schools, all teachers are equipped with a laptop computer. Additionally, all classrooms have a workstation of desktop computers for student use. Mobile carts and a computer lab are also available for student use.

Camino Nuevo Charter Academy believes that in order for our students to be prepared for the demands of global society in the 21st Century, we must teach our students a new set of technology-based skills to help them effectively read and learn from digital texts and media. These skills include keyboarding, the use of email, blogs, social media like Edmodo, and computer graphic design. These skills have been detailed by reading experts and technology educators alike, as well as the Partnership for 21st Century Skills, an organization consisting of a blend of partners from the education and business worlds. One of the group’s key findings was that all students must acquire literacy in information and communications technologies, a finding consistent with the standards outlined in NCLB under 8th grade technology standards. As a result, all Burlington Elementary School students participate in a weekly Computers elective class for one hour to acquire technological capacity from an early age. During this time, they learn computer basics such as keyboarding, browsing the internet, and using basic Microsoft Office programs. Similarly, Middle School students receive technology as an afternoon elective at least once during their tenure. These electives take place every day for one hour. In the middle school grades, students extend their technology literacies to include creating presentations, conducting online research, writing blogs, and composing short animation clips. Camino Nuevo Charter Academy will continue to provide typing and digital literacy support to all students to prepare them for the skills necessary for the online Smarter Balanced Assessment.

Students continue learning about technology by using computers to engage in learning activities related to their current units of study as well. For example, the use of Achieve3000 in the middle school, a web-based reading intervention tool aligned to Common Core, strategically exposes students to rich expository social media, online polls, and writing forums. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from kindergarten to college, and in Spanish. Additionally, middle school students use the online IXL Math program to develop capacity in number sense. This resource also facilitates student interaction with web-based tools and keyboarding skills.

Transitional Kindergarten

Camino Nuevo Charter Academy offers a Transitional Kindergarten program for approximately 5 students, or 8% of the kindergarten class. Transitional Kindergarten, or TK, is the first year of a two-year kindergarten program for students whose birthdays
fall between September and December. The CNCA TK model provides a slower, more developmentally appropriate curriculum to support young students in acclimating to the routines of school. These students gain early exposure to following a structured class schedule, interacting with peers, listening and following directions, and other pivotal skills that are foundations to successful learning.

The goal of Transitional Kindergarten is to ensure students are ultimately prepared to meet the Common Core standards for Kindergarten at the end of their two year program. This is accomplished through an emphasis on developing oral language skills and providing integrated experiences in language and literacy, mathematics, physical development, the arts, science, social studies, and English Language Development. Transitional Kindergarten uses the same core curriculum and materials as the traditional kindergarten program, with curricular modifications and developmentally appropriate practices as needed. There is a balanced approach of teacher-guided and child-initiated learning experiences, facilitated by credentialed teachers. CNCA’s TK program emphasizes opportunities for language development, play-driven exploratory learning and social-emotional growth.

The integration of Transitional kindergarten has been beneficial in a variety of ways. Academic and social assessments indicate that TK students are better prepared for success in first grade and beyond. Also, families have an opportunity to ensure their child enters kindergarten with the maturity, confidence and skills they need to excel. There are benefits for CNCA as well. When students undergo a slower and more thorough kindergarten experience, they are more likely to succeed academically and require less remediation and intervention in later grades, which allows us to dedicate resources more strategically.
Academic Calendar

Below is the academic calendar for the 2014-2015 school year. There are 193 instructional days and 7 days allotted throughout the year for teacher professional development. A larger version of the calendar is included in the appendix.

Daily Schedules
A typical day for a student at Camino Nuevo Charter Academy Burlington includes Readers Workshop, Writers Workshop, Word Work, Math Workshop, Science or Social Studies, and English Language Development. All grades also provide “Morning Meeting” to build classroom community and character. The middle school incorporates community building time each Thursday afternoon. Students also have a variety of “specials”, including music, art, PE, or technology throughout the week.

Below is an example of a sample day for an elementary school student at CNCA.

<table>
<thead>
<tr>
<th>Time</th>
<th>Kinder</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Morning Meeting &amp; Calendar</td>
<td>Morning Meeting &amp; Interactive Read Aloud Dance/Art</td>
<td>Morning Meeting Readers Workshop</td>
<td>Morning Meeting Math Workshop</td>
<td>Morning Meeting ELD</td>
<td>Morning Meeting ELD</td>
</tr>
</tbody>
</table>
The CNCA middle school day begins with a 30 minute Differentiated Reading Block (DRB) to support students’ literacy development. Students then participate in Block 1, where they have Humanities or Math/Science. In Block 2, students alternate to the other block class. After lunch, students have afternoon electives, which range from support classes such as English Language Development to enrichment classes such as art or technology.

The chart below is a sample day in the life of a middle school student at CNCA.

<table>
<thead>
<tr>
<th>Time</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Reading Block</td>
<td>Reading Block</td>
<td>Reading Block</td>
</tr>
<tr>
<td>8:30-10:30</td>
<td>Block 1: Humanities or Math/Science</td>
<td>Block 1: Humanities or Math/Science</td>
<td>Block 1: Humanities or Math/Science</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Nutrition</td>
<td>Nutrition</td>
<td>Nutrition</td>
</tr>
</tbody>
</table>
## Daily Schedules

### REGULAR DAY SCHEDULE

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Starts</strong></td>
<td></td>
</tr>
<tr>
<td>Kinder – 8th</td>
<td>7:55am</td>
</tr>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
</tr>
<tr>
<td>Kinder – 2nd</td>
<td>8:00 – 8:25am</td>
</tr>
<tr>
<td>3rd – 5th Grade</td>
<td>7:20 – 7:50am</td>
</tr>
<tr>
<td>6th – 8th Grade</td>
<td>7:20 – 7:50am</td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td></td>
</tr>
<tr>
<td>Kinder</td>
<td>9:00 – 9:15am</td>
</tr>
<tr>
<td>1st Grade</td>
<td>9:15 – 9:30am</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>9:30 – 9:45am</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>9:45 – 10:00am</td>
</tr>
<tr>
<td>4th Grade</td>
<td>10:00 – 10:15am</td>
</tr>
<tr>
<td>5th Grade</td>
<td>10:15-10:30 am</td>
</tr>
<tr>
<td>MS Boys</td>
<td>10:30 – 10:45am</td>
</tr>
<tr>
<td>MS Girls</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td>Kinder</td>
<td>10:45-11:25 am</td>
</tr>
<tr>
<td>1st Grade</td>
<td>11:05-11:45</td>
</tr>
<tr>
<td>2nd</td>
<td>11:25-12:05</td>
</tr>
<tr>
<td>3rd</td>
<td>11:45-12:25</td>
</tr>
<tr>
<td>4th</td>
<td>12:04-12:44</td>
</tr>
<tr>
<td>5th</td>
<td>12:24-12:44</td>
</tr>
<tr>
<td>MS Boys</td>
<td>12:46-1:23</td>
</tr>
<tr>
<td>MS Girls</td>
<td></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>3:00 (K-5)</td>
<td></td>
</tr>
<tr>
<td>3:15 (6-8)</td>
<td></td>
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</tbody>
</table>
Thursdays are a shortened day to provide time for teacher professional development. On these days, class begins at 10:15am. Minimum days are scheduled before holidays and at the end of the quarter to provide teachers’ time for grading and end-of-quarter demands such as home-school communication, report cards, and student goals. Schedules for shortened day and minimum day are below.

### SHORTENED DAY (THURS)

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>TIME</th>
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<tbody>
<tr>
<td>School Starts</td>
<td>Kinder – 8th</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Kinder – 8th</td>
</tr>
<tr>
<td>Lunch</td>
<td>Kinder</td>
</tr>
<tr>
<td></td>
<td>1st Grade</td>
</tr>
<tr>
<td></td>
<td>2nd Grade</td>
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<tr>
<td></td>
<td>3rd Grade</td>
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<tr>
<td></td>
<td>4th Grade</td>
</tr>
<tr>
<td></td>
<td>5th Grade</td>
</tr>
<tr>
<td></td>
<td>MS Boys</td>
</tr>
<tr>
<td></td>
<td>MS Girls</td>
</tr>
<tr>
<td>Dismissal</td>
<td>Kinder – 5th Grade</td>
</tr>
<tr>
<td></td>
<td>6th-8th Grade</td>
</tr>
</tbody>
</table>

### MINIMUM DAY

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Starts</td>
<td>Kinder – 8th</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Kinder – 3rd</td>
</tr>
<tr>
<td></td>
<td>4th – 5th Grade</td>
</tr>
<tr>
<td></td>
<td>6th – 8th Grade</td>
</tr>
<tr>
<td>Recess</td>
<td>Kinder</td>
</tr>
<tr>
<td></td>
<td>1st Grade</td>
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<tr>
<td></td>
<td>2nd Grade</td>
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<td>3rd Grade</td>
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<td>4th Grade</td>
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<tr>
<td></td>
<td>5th Grade</td>
</tr>
<tr>
<td></td>
<td>MS Girls</td>
</tr>
</tbody>
</table>
Middle School Schedules

Regular Day:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55am</td>
<td>PICK UP STUDENTS</td>
</tr>
<tr>
<td>8:00 – 8:30am</td>
<td>READING BLOCK (30 minutes)</td>
</tr>
<tr>
<td>8:32 – 10:28am</td>
<td>BLOCK ONE (HOMEROOM) (116 minutes)</td>
</tr>
<tr>
<td>10:30 – 10:45am</td>
<td>RECESS</td>
</tr>
<tr>
<td>10:45 – 12:46pm</td>
<td>BLOCK TWO (117 minutes)</td>
</tr>
<tr>
<td>12:46 – 1:24pm</td>
<td>LUNCH and RECESS (40 minutes)</td>
</tr>
<tr>
<td>1:26 – 2:20pm</td>
<td>FIFTH PERIOD (53 minutes)</td>
</tr>
<tr>
<td>2:22 – 3:15pm</td>
<td>SIXTH PERIOD (53 minutes)</td>
</tr>
</tbody>
</table>

Shortened Day/Thursday Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:55am</td>
<td>PICK UP STUDENTS</td>
</tr>
<tr>
<td>10:00 – 11:25am</td>
<td>BLOCK ONE (1 hour 25 minutes)</td>
</tr>
<tr>
<td>11:25am – 12:50pm</td>
<td>BLOCK TWO (1 hour 25 minutes)</td>
</tr>
<tr>
<td>12:50-1:30pm</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:30-2:00 pm</td>
<td>SSR (30 minutes)</td>
</tr>
<tr>
<td>2:00-3:00pm</td>
<td>Council</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Kickboard Distribution/PODER Reflection</td>
</tr>
</tbody>
</table>

Minimum Day:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55am</td>
<td>PICK UP STUDENTS</td>
</tr>
<tr>
<td>8:00 – 8:30am</td>
<td>READING BLOCK (30 minutes)</td>
</tr>
<tr>
<td>8:32 – 10:15am</td>
<td>BLOCK ONE (101 minutes)</td>
</tr>
<tr>
<td>10:15 – 10:30am</td>
<td>RECESS (15 minutes)</td>
</tr>
<tr>
<td>10:32am – 12:10pm</td>
<td>BLOCK TWO (102minutes)</td>
</tr>
<tr>
<td>6th 11:35 - 11:50pm [MPR]</td>
<td>LUNCH (15-20minutes)</td>
</tr>
<tr>
<td>Grade</td>
<td>Time</td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>7th Grade</td>
<td>11:50 - 12:10pm [MPR]</td>
</tr>
<tr>
<td>8th Grade</td>
<td>12:10 - 12:30pm [MPR]</td>
</tr>
</tbody>
</table>
Instructional Minutes

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

A typical day at Burlington Campus runs from 8:00am to 3:15. Camino Nuevo Charter Academy meets California’s minimum requirements outlined in the California Education Code, Section 46201.2 of 64,415 minutes annually by offering 365 instructional minutes on Mondays, Tuesdays, Wednesdays, and Fridays; 250 instructional minutes on Thursdays; and 235 instructional minutes on minimum days. CNCA provides 64,415 instructional minutes per year during its 193 days of school. Kindergarten is a slight exception, as they provide 20 minutes each day for the district’s Breakfast In the Classroom (BIC). This results in a total of 60,555 total minutes each year. Students are expected to attend school every day unless a medical condition or emergency prohibits them from doing so.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Regula r Days</th>
<th>Number of Instr. Minutes Per Regula r Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minim um Days</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/ Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>142</td>
<td>345</td>
<td>40</td>
<td>230</td>
<td>11</td>
<td>215</td>
<td>193</td>
<td>36000</td>
<td>60555</td>
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<tr>
<td>1</td>
<td>142</td>
<td>365</td>
<td>40</td>
<td>250</td>
<td>11</td>
<td>235</td>
<td>193</td>
<td>50400</td>
<td>64415</td>
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<td>2</td>
<td>142</td>
<td>365</td>
<td>40</td>
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<td>193</td>
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<td>11</td>
<td>235</td>
<td>193</td>
<td>50400</td>
<td>64415</td>
</tr>
</tbody>
</table>

Professional Development

Staff Recruitment and Selection Process

Camino Nuevo Charter Academy seeks a group of professionals committed to our mission—that all students will become literate, critical thinkers with sensitivity to the world around them and the desire to be agents of social justice. In addition, the teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek tenacious and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff who personalize their services with absolute customer service. Each Camino Nuevo campus selects its own staff. All candidates
undergoes a thorough hiring process led by the school administrators. The hiring process helps to ensure that the candidate and school are well-matched.

Camino Nuevo Charter Academy recruits through announcing openings and encouraging candidates at various locations, such as: Edjoin website, California Charter School Association recruitment fair, USC School of Education, Teach For America website, and word of mouth/inter office email

**Teacher Selection Process**
1. The selection process includes the following steps: research and establish job qualifications, announce opening(s), recruits applicant(s), request resume, references, and credentials, interview candidate(s), candidates present demo lesson to a class, check references, select top candidate.

2. Medical clearance - proof of TB testing

3. Fingerprinting - applicant submits prints through LiveScan which is forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law

4. Check for employment eligibility and require annual completion of mandated reporting training on child abuse to ensure compliance.

**Ongoing Professional Development**
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. In a five-year period where Adlai Stevenson High School made immense achievement gains, not a single external staff development initiative was launched. Their gains were the result of internal expertise, shared and refined by groups of teachers”

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). The common shared commitments at Camino Nuevo Charter Academy define our professional culture and ensure a powerful adult learning community focused on academic excellence:

- All children can learn, therefore all of our students will grow this year; *We will do whatever it takes.*
- Every minute counts; *We will maximize instructional time.*

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11 Schmoker, *Results Now*, 106.
• We are accountable to one another for quality instruction; *We will support one another toward being successful and maintaining high expectations.*
• We value all members of our community; *We will practice respect, humility, and asset-based thinking toward one another and toward the students and families that we serve.*

The shared commitments are used to 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 faculty meetings.

To hold high expectations for each other, all members of Camino Nuevo Charter Academy receive extensive professional development, from teachers, to administrators, to support staff. The site Principal is responsible for the development and delivery of a data-based annual professional development scope and sequence that embeds CNCA’s core professional development foci. In 2014-2015, the organizational-wide focus areas for professional development are: Common Core, Authentic Literacy, Conceptual Math, Effectively Serving English Learners, Whole Child, Partnering with Families, and Data Analysis and Response. With these foci and data in mind, the principal crafts a yearlong PD calendar that is unique to CNCA. The annual scope and sequence is reviewed by the Chief Academic Officer in consultation with the Home Support Office team members to ensure high levels of quality and alignment. Home Support Office staff are activated to facilitate professional development with the site Principal, as appropriate. Although the focus of Camino Nuevo Charter Academy’s professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations are also scheduled for all-school staff.

The format of CNCA’s professional learning community is defined by five key structures:

1. **Grade Level/Content Area Collaboration**
2. **Classroom Walk-Throughs**
3. **Instructional Coaching**
4. **Focused Professional Development**
5. **Teacher Leadership**

1. **Grade Level/Content Area Collaboration:** Research from Richard DuFour underscores the importance of proving time for teachers to collaborate, plan together, analyze data, and share best practices. Therefore, time is allocated in the PD calendar for grade level teams, or content area departments, to meet together one to two times per month to reflect upon and share their teaching practice with like-minded colleagues. Sometimes this collaboration takes the form of Critical Friends Groups (CFGs), a structure for collegial dialogue originating from the Annenberg Institute for School Reform at Brown University. The Critical Friends process focuses on using structured discussion protocols to develop collegial relationships, encourage reflective practice, and rethink leadership roles. CNCA has employed CFGs and similar discussion protocols as a core structure in our professional development program since 2003.
2. **Classroom Walk-Throughs (CWT):** The UCLA School Management Program developed this process to provide teachers and leaders with the opportunity to observe and have conversations about what is happening in classrooms, so teachers can make change in the classroom and increase student achievement. Camino Nuevo Charter Academy conducts CWTs monthly to collect data to analyze school-wide instructional trends around critical questions developed in collaboration by teachers and administrators. The resulting data and analysis is used to develop commitments that are used to adjust our instructional program and practices to achieve stronger results.

3. **Coaching Model:** At Camino Nuevo Charter Academy, administrators are required to be true instructional leaders who are present and involved in teachers’ instructional practice. At Camino Nuevo Charter Academy, we strive to harness the collective power of collaboration by opening up our doors and our dialogue to build professional relationships that help all students meet the standards. We believe that professional growth is dependent upon creating a “feedback rich” culture that creates and sustains high performance. Teachers and leaders value the coaching model as an opportunity for regular opportunities for observation, feedback, reflection, and eventually, improvement.

The overarching role of the coach is to build teacher capacity to implement effective instructional practices to improve student learning and performance. The teacher role is to be a learner continually engaged in their curriculum and the study of teaching. When both teacher and coach fulfill their roles, they engage in an ongoing, reflective conversation about what happens in the classroom that translates into engaged and prepared students. All instructional leaders share a common focus as they engage in coaching conversations with teachers and are guided by three key questions:

- Is the content being taught standards-based and rigorous?
- What evidence of learning are students demonstrating?
- What instructional decisions are teachers making and why?

The learning loop cycle below outlines the essential elements of the model and frames our coaching conversations with teachers.\(^\text{12}\)

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\(^\text{12}\) Schmoker, Mike. Results Now. 2006.
4. **Focused Professional Development:** Camino Nuevo Charter Academy provides extensive professional development opportunities to our teachers, administrators, and staff. Seven full professional development days are calendared each year, during which the principal guides teachers in learning and applying new approaches to curriculum planning and in working in teams to develop standards-based pacing plans and benchmark assessments. Professional development is also embedded into the work week through weekly late-start Thursday sessions dedicated to ongoing adult learning. All teachers participate in these two hour sessions.

The late start Thursday time may take several forms. A portion of professional development sessions are direct instruction facilitated by site leaders, internal experts, or outside consultants to build teachers’ collective capacity in core school-wide expectations. These sessions are typically utilized for new initiatives or curricular frameworks, such as Common Core, new ELD curricula, and Readers Workshop structures. In contrast, approximately half of professional development sessions are structured opportunities for grade level or department team collaboration. During this time, teams work together to plan lessons, analyze student work, examine assessments, or read and discuss a professional article related to instruction.

Other activities facilitated during our onsite professional development program may include the following topics: developing social capital in urban schools, fostering our parents as partners philosophy, utilizing effective bilingual pedagogy, crafting high-quality lesson plans, discussing strategies to increase student achievement, and engaging in regular data analysis and reflection.

All members of the Camino Nuevo Charter Academy adult community are held to the same high expectations for supporting student learning. Therefore, teacher’s assistants and instructional aides also receive professional development to equip them with basic knowledge to help teachers and students. Trainings for teachers’ assistants include the school-wide behavior support plan, core instructional frameworks, playground safety, and how to work one-on-one with struggling students.

The Home Support Office of Camino Nuevo Charter Academy also offers extensive professional development to administrative leaders. School leaders come together for a monthly meeting with leaders across the Camino Nuevo network to share best practices, engage in case studies, and develop collaborative action plans for key growth areas. In addition, Camino Nuevo Charter Academy provides all leaders with workshops focused on topics like: teacher evaluation, documenting personnel performance, data driven dialogue, and stakeholder communication.

A sample professional development scope and sequence for CNCA is included in the appendix.

5. **Teacher Leadership:** Camino Nuevo Charter Academy established an Instructional Cadre, comprised of teachers and leaders, to support the development of school-wide initiatives. Recently, given the transition to the Common Core State Standards, the Cadre has focused primarily on developing a guaranteed and viable curriculum aligned
to the new standards. Teacher leaders ensure that curriculum maps and annual pacing plans are established and aligned to the Common Core for each grade level using the *Understanding By Design*\textsuperscript{13} backwards planning approach. In this process, teachers carefully examine the expectations for mastery of grade level content and then group standards into units by big ideas and essential understandings. Furthermore, standards are broken down into daily, measurable objectives and subsequently mapped out over the course of a unit.

These standards-based pacing plans allow teachers and leaders to engage in meaningful and lasting vertical analysis of our curriculum. With the standards-based pacing plans as our guide for a “guaranteed and viable curriculum, CNCA implements high quality frameworks for instruction to facilitate learning. The Cadre experience also equips teacher leaders with ongoing leadership development and give them opportunities to reflect on their work with fellow teachers.

**Teacher Orientation and Induction**

Teachers new to CNCA participate in a mandatory new teacher orientation in August before all teachers return for school-wide professional development. During the orientation, new teachers learn the essentials of our academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school’s partnership with parents, professional expectations and safety procedures. Teachers who are in their first and second year of BTSA are supported by an advisor on-site. Beginning in 2012, CNCA Burlington began to offer bi-monthly workshops for new teachers to continue sharing signature Camino Nuevo practices and address issues unique to novice teachers.

Following New Teacher Orientation, both new and existing come together for four or five days before school begins to revisit the school’s vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year. Current year initiatives include planning for the Common Core Standards, new assessments aligned to Smarter Balanced, and best practices that teachers can utilize throughout the year to strengthen their own teaching, as wEL as the instructional program.

\textsuperscript{13} Wiggins, Grant and McTighe, Jay. *The Understanding by Design Handbook*. 2005
Meeting the Needs of All Students

English Learners

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.
According to the U.S. Census Bureau one in five public school students live in homes where English is not the primary language (Freeman & Freeman, 2007, p.5). In 2006-2007, 25% of all California public school students (1,568,661 students) were classified as English Learners. In the past two decades the number of English Learners in public schools has increased and the need to serve English Learners (EL’s) is one that permeates across the country, in California and in the city of Los Angeles. Camino Nuevo Charter Academy is in the heart of Los Angeles, California, and therefore the student population is predominately Latino (Hispanic) with students coming from homes where Spanish is the primary or dominant language. As a result, CNCA serves approximately 60% classified English Learners and an addition 21% of students who were once classified as an English Learner, totaling over 80% of the school community. CNCA English Learners with access to equal education.

In 1972 the Supreme Court of the United States put forth that “...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” Providing equity and access has always been a challenge within the context of public schooling, but has come to the forefront since the passage of No Child Left Behind (NCLB) and initiation of the Local Control Funding Formula which positioned its’ beam on underperforming subgroups (specifically special education students and English Learners). Camino Nuevo Charter Academy is committed to providing equity for English Learners through access to academic English.

**Serving English Learners through our Instructional Program**

At Camino Nuevo Charter Academy, we embrace the instructional vision that expects all students to gain the “ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem solving...” In 2009 the CNCA cross-site leadership team developed the following Commitment Statement for English Learners that currently applies across all of our existing schools:

*Camino Nuevo Charter Academy is committed to offering a rigorous, data-driven, and research-based program to all English Learners. We commit to systematically ensuring that our students achieve oral and written proficiency and have access to core curriculum. Our ultimate goal is for all English Learners to have equitable access to college and define their own success.*

It is our goal that our English Learners develop oral, written, and reading language proficiency in order to have access to high-quality educational opportunities. According to California Educational Code, all school districts are required to continue to provide additional and appropriate educational services to English Learners until they have

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14 Freeman, Y. & Freeman, D. English Learners: The Essential Guide. Scholastic, 2007
16 Lau v. Nichols (Supreme Court decision) as cited in Biegel, S. Education and the Law. Thomson/West, 2006
demonstrated English-language skills comparable to that of the district’s average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum (CCR, Title 5, section 11302). Services must continue until EL’s meet objective reclassification criteria (EC 313). This means that EL students must be provided with ELD classes and SDAIE strategies in all core content classes, as needed, until they are Re-designated as Fluent English Proficient (RFEP). RFEP students are monitored for a period of two years through CNCA’s quarterly data reviews conducted by the Chief Academic Officer and the site Principal. Three measures are triangulated to ensure EL and RFEP students are successfully accessing the core curriculum, including students’ performance on standardized benchmark assessments, the TCRWP reading assessment, and course grades. Students who demonstrate an area of need are reviewed and provided the appropriate support classes or scaffolds in core instruction to ensure success.

The teachers and leaders of Camino Nuevo Charter Academy view the need to serve English Learners as an opportunity and never a liability. Therefore, the CNCA learning community promotes a climate of inclusion. Given that we live in a political and cultural climate, many EL students in California attend school within a context that does not welcome them. “When communities, states, and even the country do not welcome immigrants, this influences how students feel about themselves and their schooling” (Freeman & Freeman, 2007, p.30). Camino Nuevo Charter Academy values students’ home languages and cultural backgrounds. We ensure that all communication goes home in both Spanish and English and provide translation at all school events and conferences. Additionally, CNCA presents workshops to empower parents and share strategies to support their child’s language development.

The process for identifying and serving English Learners is as follows:

**Step 1. Identification of English Learner students: Home Language Survey**
- A Home Language Survey is included on the standard enrollment form that all entering students must complete to officially enroll in a CNCA school. This data is used to identify students who may not be proficient in English.

**Step 2. Preliminary Evaluation: Academic History**
The student’s academic history is thoroughly assessed by the site administration including:
- Academic records from within or outside of the United States
- Course grades which, in relation to the student’s grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday classroom performance
- Individual reading assessment using the Teachers College reading assessment and the Evaluacion del desarrollo de la lectura (or EDL) in Spanish where appropriate
- If the classroom teacher’s observations coupled with poor academic performance indicate that there is a possible language barrier, then students is formally screened.
- If the student’s academic performance is on par with grade level peers, and there are no indications that limited English proficiency has been a barrier to the student’s
learning, then this student does not need further evaluation of the English language proficiency.

**Step 3. Screener Evaluation for Instructional Placement**
The school administration, specifically the administrator who oversees the English language development classes, is charged with initially screening a student as follows:

- Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school and are potentially EL’s, are formally screened to help determine whether or not the student is need of a language instruction educational program.
- The CELDT and EL Achieve Express Placement assessment is used to assist in determining the student’s initial English language development level and class placement.
- If the student is identified as an English Learner, this information should be reported to the site level records clerk who enters the student into Power School or ISIS as such.

**Step 4. Placement in Language Instructional Program**
Once identified, placements decisions are based on a holistic profile that:

- Summarizes the results of multiple assessments including, English and Spanish reading testes, the EL Achieve Express Placement test, CELDT scores, classroom level assessments, teacher observations, and conversations with the students as well as parental input.

**Step 5. Required Notification**
CNCA EL placement decisions are communicated to parents in a timely and standardized manner. The process follows:

- The school notifies parents within no more than 30 days after the start of the school year.
- Parents of students who are identified as English Learners after the start of the school year must be notified within two weeks.
- Schools attempt to schedule individual meetings to discuss this information with parents and also mail a letter informing parents of the placement.

**Step 6. Ongoing Assessment**
All CNCA students classified as English Learners must:

- Take the CELDT each year.
- Be assessed on the English language development standards via ELD benchmarks and portfolio work throughout the year until they meet the re-designation criteria outlined by the State of California.

**Targeted Instruction for English Learners**
In order to achieve our instructional vision and meet state requirements, we focus teacher professional development and collaborative work around instructional strategies that work for English Learners. Most noticeably, Camino Nuevo Charter Academy is devoted to providing English Language Development (ELD) instruction for emergent language
learners. Students are grouped and taught at their assessed ELD proficiency level. These ELD classes take place school-wide first thing in the morning, and are separate from core content to ensure a focus on language development. The Systematic ELD framework from EL Achieve is used to provide a robust, explicit approach to language acquisition and is aligned to the expectations of the CELDT exam. ELD lessons include:

- Clearly stated language objective based on a scope and sequence of language skills, and focus on the language form and function
- Language patterns and vocabulary
- Structured language practice, or student talk, at least 50% of the time
- Engaging topics and instructional practices

Teachers of Systematic ELD are all fully credentialed teachers and most have a CLAD or BCLAD credential. Teachers receive extensive professional development in the stages of language acquisition, the Systematic ELD curriculum, and structures to practice language to ensure quality implementation of the instructional model.

While the Systematic ELD framework has demonstrated great success with young language learners, CNCA recognizes that Long Term English Learners (LTELs) also sometimes require additional supports. These are students entering middle school still with a language level classification. Research from LAUSD highlights that LTELs are at increased risk of dropping out or not graduating college ready due to the limitations of their language. Therefore at the middle school level, all English Learners are carefully monitored and supported towards reclassification. Students are empowered to understand the reclassification criteria and track their own progress in all four areas. In addition to targeted ELD classes and core content, Long Term English Learners at CNCA may be supported with Rosetta Stone, an online language practice program, or Achieve3000, an online differentiated literacy program. These students are provided explicit, strategic CELDT-aligned instruction to prepare them for the summative assessment.

Additionally, teachers strive to integrate research-based SDAIE strategies and language scaffolds throughout the instructional day. Some of CNCA’s best practices for supporting English Learners are below.

1. **Student Engagement**
   As a staff, we consistently challenge ourselves to achieve 100% learner engagement, especially with our English Learners. Kinsella and Feldman define learner engagement, “To attract and maintain a learner’s interest and active involvement in all lesson content and related tasks, with clearly articulated verbal and non-verbal “evidence checks” of a concrete, productive, and behaviorally observable response to instruction.” Students at CNCA are engaged in learning when they have goals for schooling; they participate; they ask questions; they actively incorporate new information with prior knowledge; they are held accountable.

2. **High Quality, Student-to-Student Interaction**
   A critical element of language development is providing time and space for students to use language in writing, reading, listening, and speaking. As a school we commit to providing opportunities throughout each lesson for students to discuss ideas and process information.
Teachers spend time explicitly teaching “partner talk”: what it looks like, sounds like and feels like.

3. Non-Linguistic Representation
Non-linguistic representations help English Learners associate meaning with academic language through sensory and mental images. They include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. “The purpose of non-linguistic representation is to enhance students’ abilities to use mental images to represent and elaborate on knowledge.”

4. Informal Assessment and Immediate Feedback
English Learners “require immediate feedback that is timely and realistic in order for students to know how they are doing in the classroom and if they are using language correctly. When you provide students with feedback, you are giving students information about how well they are doing relative to a particular learning goal so that they can improve their performance. Informal assessment and feedback support learners in actively engaging in the lesson self-assessing their understanding, as well as, informs instruction so that the teacher can adjust “on the spot” as necessary.” As a school, we adopt practices that informally assess students and provide feedback on their understanding. Some of these practices are: self-assessment, thumbs up/down, whiteboards, choral response, exit slips, collect group work, and read journal entries.

5. Formal Assessment to Measure Program Effectiveness
Over the last few years, CNCA has developed internal English Language Development benchmarks to measure student progress in language. These assessments are leveled 1 through 5, corresponding with the expectations for each ELD level. Students take these benchmarks bi-annually (December and June) to help make recommendations for class placement. Teachers analyze the data from the assessments to drive ELD instruction. Students are expected to increase at least one ELD level each year (eg. Intermediate to Early Advanced). As an organization, we assess the effectiveness of our English Language Development instruction and supports by monitoring the percentage of students who move up a level each year. CNCA works relentlessly to support EL students who do not demonstrate progress.

Implementing these systematic, focused and targeted approaches to meeting the needs of English Learners at Camino Nuevo Charter Academy is an important indicator of our commitment to effectively serving EL’s. Camino Nuevo Charter Academy is highly committed to serving all of the students and families that make up our small school community. We place a high importance of meeting the needs of our English Learners, in addition to effective language support for all students, and continually strive to employ innovative, best practices in order to do so. Aligned with our mission and instructional vision, it is our goal that English Learners achieve a strong command of academic English in order to have access to high quality educational opportunities.

17 Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Learners. ASCD, 1996.
Paths to Reclassification, Reclassification Criteria and Reclassification (RFEP) Cycle:

Camino Nuevo Charter Academy realizes the importance of monitoring and supporting students’ English language development over time and ensuring that students are prepared to re-designate as students who are fluent in English (Reclassified Fluent English Proficient or RFEP). For this reason, our school has a systematic process for tracking EL’s and their progress towards meeting the criteria for re-designation (RFEP). The California State Board of Education has established guidelines, based on EC 313(d), for school districts to use in reclassifying students from EL to fluent English proficient. Camino Nuevo Charter Academy’s Reclassification criteria reflects the same criteria set forth by the state. CNCA will continue using the CELDT exam until the implementation of the English Learner Proficiency Assessment of California (ELPAC). This is tentatively scheduled for the 2015-2016 school year, or when technologically feasible. As of 2014-2015, our RFEP criteria are:

- CELDT overall score is a 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
- Grade in English of C, or 3 (out of 4), or better
- Parent approval

Due to AB 484 and the suspension of the California Standards Test beginning in 2014, the CDE has encouraged schools to choose their own criteria as the fourth measure for reclassification. Given the intimate connection between language acquisition and literacy development, Camino Nuevo Charter Academy has decided to use students’ reading level as the final measure to assess readiness for reclassification. Students must read within one year of grade level to complete the RFEP criteria beginning in Fall 2014. This aligns with our instructional foci on literacy and language.

Camino Nuevo Charter Academy administrators and records personnel identify two important checkpoints during the school-year (August and February) to determine which students are eligible to meet the reclassification criteria. If a student meets some, but not all, of the criteria, the teacher is notified so that she or he can target instruction to help the student meet the goal of reclassification. The cycle below highlights the annual process for reclassifying students.

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18 CA Department of Education, 2013
19 CA Department of Education, 2014
Reclassification Cycle

Parent and Teacher Notification
When a student meets the RFEP criteria, the student, parent and current teacher is notified in writing. At Camino Nuevo Charter Academy, we realize that just because a student has met the state-mandated criteria for re-designation, this may not mean that student no longer needs support with academic English. Teachers and administrators look closely at RFEP students' progress in class and on standardized testing measures. According to requirements outlined under the No Child Left Behind Act (NCLB), schools must monitor students for three years after re-designation (NCLB, Section 3121 [a] [4]). This is why many recently re-designated students still receive Systematic ELD instruction to continue to support their academic English skills.

Gifted and Talented Students and Students Achieving Above Grade Level
Camino Nuevo Charter Academy supports all students towards higher levels of academic proficiency, including students performing above grade level. As with all subgroups, CNCA is committed to addressing the unique learning needs of advanced students with a School-wide Enrichment Model, which promotes high levels of critical thinking, inquiry, and discourse (Renzulli, 1997). The School-wide Enrichment Model, or SEM, develops talents in all children, provides advanced-level enrichment experiences for all students, and ensures follow-up opportunities based on students’ strengths and interests. This research on the SEM suggests that the model is effective at serving high-ability students in a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations (Renzulli & Reis, 1997).

High achieving students are identified by scoring in the advanced range on internally developed standards-based benchmark assessments, reading at least one or more years above grade level on the Fountas & PinnEL reading assessment, and achieving mastery in all core courses with a score of 4 or an A on their report card. These students are provided
with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. In order to ensure high performing students are provided enrichment, teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to create learning activities that target the needs of all students, scaffolding appropriately for slower learners and enriching the lesson with additional learning activities for gifted and talented students.

Camino Nuevo’s approach to Dynamic Blended Inclusion allows for flexible differentiation that serves advanced students in all content areas. Students receive individualized or small group instruction which enriches and extends the grade level content. In English Language Arts, strong readers are supported to read and respond to more challenging texts and high-achieving writers are pushed to more sophisticated pieces in a myriad of genres. In mathematics, accelerated students are provided extension activities which push them to use mathematical skills to solve real-world problems. Students that quickly master content in history and science engage in online research to make connections across subjects.

Accelerated students at CNCA are served both inside and outside of the classroom. Enrichment opportunities outside of the core instructional program include exposure to arts, music, dance, creative writing, physical education, technology, and media studies. For example, advanced students are pushed to express themselves creatively through lessons with concert musicians from the LA Philharmonic educational program. Similarly, these students are also given opportunities to experiment with technology by creating blogs, presentations, animations, and coding their own websites.

Accelerated students at the middle school level are provided opportunities for challenge and real world experiences. For example, Leadership, or Student Council, is an elective which provides students a chance to engage in shared decision making, project oversight and overall school improvement. Additionally, CNCA partners with local organizations that further develop high-achieving students. For example, HYPE (Helping Young People Excel) is offered to students who have the skills and knowledge to attend top private high schools. HYPE provides talented low-income students in Los Angeles with the guidance and resources to qualify for admission at elite college-prep independent high schools. HYPE provides a blend of intensive programming and services to help students gain admission, finance their education, and succeed in high school and beyond. Many advanced students also participate in SPARK, a national non-profit that provides life-changing apprenticeships to youth from disadvantaged communities. Spark one-on-one workplace apprenticeships empower young people to succeed in their education and beyond.
Students Achieving Below Grade Level

The framework for how we approach students at Camino Nuevo Charter Academy who are not meeting grade level expectations is best described as a “problem solving approach” within the Three Tiered Response to Intervention Model.

Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students’ needs. The student is referred to a member of the Coordinated Support Team (COST), who is responsible for following up with all Tier I stakeholders.

Teachers carefully monitor student progress, gather information on the student and determine whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student is referred for supplemental, (Tier II) intervention outside of core instruction. At this time a Student Success Team (SST) is called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, meet to develop a plan for the student’s progress. An action plan may include modifications and supports to be provided
by the teacher as well as other intervention strategies for families to implement at home and outside of school.

Any student recommended for academic intervention is assessed and strategically placed in a supplemental support class according to his/her identified needs (Spanish Language, English Language, Math, etc.) Intervention classes run before school (7:00-8:00) and after school (3:30-5:00) to provide additional time for students to practice and master content. In an effort to promote a consistent transfer between skills learned in the classroom and those learned in intervention (and vice versa), we will largely base the curricula for the intervention program on that of the core curricula used school-wide:

- Components of Reader’s Workshop
- Fountas and Pinnell Guided Reading Kits
- *Fundations* Word Study program, or *Just Words* Wilson Language Program
- Estrellitas for K/1 students to support the bilingual program
- Various ELD strategies (see pages 91-92 for specific information)

Students are given pre and post assessments to measure growth throughout the intervention cycle. Students who make adequate growth are no longer required to attend supplemental intervention. Students who do not demonstrate improvement move to the next stage of the Response to Intervention process, the Student Success Team (SST).

The Student Success Team may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. In all SST’s the immediate outcome is a structured plan for how to improve in one or more of these areas and then a follow up meeting is scheduled to review parent and teacher feedback to determine if progress is being made on the SST plan. The SST plan outlines actions, timeline, multiple check-points and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents are asked to provide insight into how their child is doing at home, classroom teachers provide knowledge about how students are progressing on grade level standards, and intervention class teachers provide data to show students’ progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications.

If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist or for a Section 504 evaluation. For information about Tier III supports, please see the special education section of the petition.

Camino Nuevo Charter Academy guides our families to gain access to community resources. This assistance is continuous and creates a genuine support system for the families. The staff at Camino Nuevo Charter Academy provide families with a friendly and pleasant environment to deal with difficult issues affecting a child’s performance. The Student Success Team works with parents/guardians and individual students in identifying their
learning needs and developing a plan for academic and social success. This team develops a pre-referral intervention plan, which is based on a review of prior interventions, accommodations, and further interventions for addressing the student’s learning difficulties. Once a student is identified to be in need of assistance, the team develops an action plan which may include teacher implementation of a personalized program to help increase the achievement of the student as well as other intervention strategies for the school and home.

The flow chart below further illustrates the pre-referral and referral process.

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**Socio-Economically Disadvantaged/Low Income Students**

Given that 98% of CNCA’s student population qualifies for free and reduced lunch, many of the same universal interventions and strategies used for English Learners are employed school-wide. In addition to our student-centered, data-driven and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support socio-economically disadvantaged students and families.

A core component of CNCA’s Continuum of Care is our wrap-around services for families who require medical or mental treatment. Our comprehensive care culture aims to provide effective and accessible health services to our students and families, and to increase the potential of students to achieve personal and academic goals through better health. Through our partnerships with PAJA Medical Center, CNCA is able to provide free medical attention for students, including vaccinations, eye glasses, medications, and other services that help ensure a student is successful in the classroom. Additionally, through a partnership with the Los Angeles Child Development Center, there is a full-time mental health counselor on staff who oversees a team of interns that provide counseling services to eligible students. Approximately 25% of students are served in on-site counseling free of charge. Camino Nuevo Charter Academy recognizes that our students face tremendous
challenges outside of the school day, and therefore socio-emotional needs often supersede academic interventions.

To support students’ academic areas of need, CNCA has a myriad of support opportunities available. First, the staff at Camino Nuevo Charter Academy are deeply committed to improving students’ reading levels, as the correlation between poverty and low levels of literacy is commonly understood. Therefore, all students receive an extended, robust balanced literacy block which emphasizes choice, independence, and love of reading. There are a myriad of supports for students with limited literacy skills, from reading books at their independent reading level, differentiated small group instruction, supplemental intervention to fill foundational gaps, and even web-based support programs.

Similarly, core content classes are differentiated and scaffolded based on students’ reading comprehension levels. This ensures that all students, even those who have had limited exposure to challenging reading instruction, have access to core curriculum. Middle School students are placed in afternoon elective classes which offer academic support in areas of need, such as reading, math, or ELD. Performance data drives these class placements. Some middle school students may also have a learning lab support class, which provides a quiet space to complete homework and access to computers, as these things may not be possible in students’ impacted homes.

The progress of socio-economically disadvantaged students is tracked alongside our general performance monitoring of all students.

**Students with Disabilities**

**Meeting the Needs of Special Education Students**

Special Education students at CNCA participate in a full inclusion model called Dynamic Blended Inclusion. This model is a data-based, proactive approach to identifying and addressing the dynamic learning strengths and needs of all students through strategic collaboration and targeted differentiation in as inclusive of a manner as possible. Data from regular progress monitoring is used to constantly adapt to the changing needs of students with AND without identified special needs. Support occurs in a maximized co-teaching model and/or an extended, intensive Learning Center. Intervention is no longer considered strictly “supplemental” or “separate” from daily high-quality, differentiated instruction in the general education setting. All students have maximized access to the general education curriculum and setting, with varying levels of support as needed, while historically marginalized subgroups have increased access to core curriculum.

When students do require increased levels of support from a Resource Specialist, they also have the ability to attend Learning Center classes as one of their scheduled intervention courses. In this class, they receive training in academic and study skills such as note-taking, focusing, using graphic organizers, and asking questions in class, as well as support with their core class assignments in accordance with their IEPs. As previously referenced, within the Dynamic Blended Inclusion model, the RSP teacher also co-plans and co-teaches.

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20 Schmoker, *Focus.*
with core teachers to assist students within their general education classes. The co-teaching model benefits both students with and without IEPs.

In addition to our academic supports and services, Camino Nuevo Charter Academy is equipped to offer a variety of related services, including speech and language therapy, occupational therapy, physical therapy, and adaptive physical education through a non-public agency, counseling and guidance with our school psychologist, and visual impairment and deaf and hard of hearing itinerant services on a fee for service basis through the district.

**Students in Other Subgroups**

Beyond current English Learners and students in Special Education, one of the most prevalent subgroups at Camino Nuevo Charter Academy is our Reclassified Fluent English Proficient (RFEP) students. Approximately 30% of the Burlington community have re-designated, and the number continues to rise each year as supports for ELs increases. Many of the same supports in the English Learner section above apply to RFEP students as well.

In addition, CNCA employs unique strategies to track the success of RFEP students and continually monitor their progress. Camino Nuevo continues to offer English Language Development to students who may have met all of the reclassification criteria but still require support with academic English. We also offer classes which focus on academic vocabulary and writing to continue building these language skills. In addition, teachers and leaders at Camino Nuevo Charter Academy engage in thorough data analysis cycles each quarter in which they triangulate students’ language skills, literacy level, and standards mastery to develop a complete portrait of performance. This type of deep analysis ensures that students’ language needs are prioritized equal to standards, both before and after reclassification. Furthermore in these robust data analysis sessions, teachers and leaders identify focus students who are not meeting benchmarks and would benefit from targeted support. Teachers are encouraged to identify both current ELs and recent RFEPs who may be struggling to access grade level content. Focus students are provided individual and small group intervention and monitored closely to assess progress.

Finally, in the event that the number of foster youth who attend CNES#2 should increase over time, the longstanding high quality wrap around services that we have cultivated would be provided to address barriers to academic or social success. Longstanding partnerships with on and off site mental health providers would be readily available to assist with the mental health needs frequently associated with students in foster care. In addition, students would be provided access to medical care through a partnership with the PAJA medical clinic located on the CNCA Burlington campus. Equally important to the physical and mental well-being of foster youth is their socio-emotional growth. CNES#2 has a robust and varied network of partnerships and opportunities including SPARK, Everybody Dance, the LA Phil, YOLA, and athletic teams to offer its students as well.
A Typical Day at Camino Nuevo Charter Academy

When visiting Camino Nuevo Charter Academy, Burlington Campus, a typical day begins at 8:00 with breakfast. Primary grades begin the day with “Morning Meeting”, which provides time for classroom culture building, processing of calendar items, engaging in shared reading activities, and more. Following Morning Meeting, most grades teach English Language Development classes in the morning. Students switch teachers for these leveled classes. After ELD class, students in grades k-5 experience a self-contained class. K-5 teachers create their own daily schedule that includes some combination of Readers Workshop, Writers Workshop, Math Workshop, Social Studies, Science, Word Work, Read Aloud, Shared Reading, Interactive Writing, and electives. Observers would see all students engaged in a myriad of differentiated, engaging learning activities from *Counting Collections* in math, to strategy groups in Readers Workshop, and leveled online texts in science. One would hear a balance of both Spanish and English used across the day. In workshop classrooms, students can often be found in centers or sitting in their “cozy spot”, practicing grade level content or students may be sitting in a circle on the rug engaging in an interactive read aloud or Socratic Seminar. Students can discuss their thinking in both languages in a manner that is reflective, metacognitive, and highly aware of their strengths and goals. During their common prep period, elementary teachers can be found collaborating with their general education and special education co-teachers, analyzing student work, and co-planning future lessons.

The schedule of the middle school is similar in many ways. School begins at 8:00am with Differentiated Reading Block. Following this reading support class, students engage in either integrated Humanities or Math/Science for the bulk of the morning time. In the morning ELA block, students continue their Readers and Writers Workshop trajectory by engaging not only with grade level texts, but also with books at their independent reading level and their own writing drafts. In math and science, students can typically be found working in groups of four, collaborating to problem solve challenging multi-step mathematical scenarios. After lunch, students have two elective periods, engaging in intervention or enrichment, depending on each student’s needs. Data is analyzed each quarter to ensure each student receives the appropriate intervention, including reading support, math support, English Language Development, Learning Lab, and Leadership. Middle school teachers use their prep period to meet in content area departments, co-plan with the Resource Service Provider, or attend SST or COST meetings to support their most struggling students.

Beyond unique schedules, observers will notice a distinct difference in the academic and social culture of Camino Nuevo Charter Academy. In classrooms, students access complex texts across all content areas, and using evidence to justify conclusions. Students and teachers engage in text-based discussions and exploring concepts in math. Students would be receiving small group instruction with a teacher or teacher assistant responding to observations in student performance data. Additionally, a full-inclusion model would be observed as Resource Service Providers push into general education classrooms to support both students with and without IEPs alike. Laptops and other instructional technology can
often be observed to reinforce instruction and provide intervention. Finally, Students would be using powerful, academic vocabulary to describe their learning.

Outside of classrooms, a visitor will see students engaged in extracurricular activities and socializing with both peers and teachers. Teachers make a special effort to get to know their students on a personal level, including eating lunch together and playing outdoor games as a class. Parents would also be observed on campus, engaging in a workshop or volunteering in classrooms. Visitors could expect to interact with students who speak to them in respectful language, and discuss with facility, their school and community. Ultimately, visitors would observe an energetic, positive, joyful school community where teachers and students engage together in both academic and extra-curricular worlds to help students thrive.
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Measurable Goals of the Educational Program

Camino Nuevo Charter Academy meets all statewide standards and conducts the pupil assessments required pursuant to Section 60602.5, as well as other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. To evaluate the unique educational experience, and to meet the goals established by No Child Left Behind for Adequately Yearly Progress (AYP) for all students and subgroups at Camino Nuevo Charter Academy, we utilize state standardized assessments and accountability measures across the Charter Management Organization.
Camino Nuevo Charter Academy holds high expectations for student mastery and holds all members of the school community accountable for students’ success. In partnership with Camino Nuevo Charter Academy’s Board of Directors, CNCA has established performance metrics found in an organization-wide dashboard. CNCA has adopted site-specific performance goals aligned with the organization’s dashboard to meet the specific needs of Camino Nuevo Charter Academy.

The goals for CNCA listed below are aligned to the Camino Nuevo Charter Academy organizational dashboard and the site’s Local Control Accountability Plan. Pursuant to Education Code Section 47605(b)(5)(A)(ii), the table in Element 1 on page 30, describes CNCA’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. The measureable goals and objectives of CNCA include the school’s annual goals in each of the eight California identified priority areas. Our goals include a description of required data and how we will measure success in each of the eight areas. This plan includes goals for the whole schools as well as for numerically significant student subgroups.

Each state priority has multiple parts, to represent each of these parts, CNCA has separated out the state priorities into “sub-priorities.”

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

Many of Camino Nuevo Charter Academy’s performance goals for API, proficiency rates, reclassification rates, and subgroup progress can be found in the eight state priorities table provided in Element 1.

As we transition to the Common Core State Standards, Camino Nuevo Charter Academy will redefine our approach to measuring student progress. Evaluating student mastery of the CCSS in absolute measures is challenging until baseline assessment data is available in 2015.

**Standardized Testing**

Camino Nuevo Charter Academy administers state adopted, locally developed, and college readiness exams to monitor student improvement and progress. The charts that follow summarize the range of formative and summative assessments Camino Nuevo Charter Academy uses to measure the outcomes identified earlier in Element 2. The following testing schedule ensures that pupil assessments are conducted, and the assessment results ensure that all statewide standards are met.
Schedule of State Testing to Measure Student Outcomes

<table>
<thead>
<tr>
<th>State Adopted Test</th>
<th>Grade Levels Assessed</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT (California English Language Development Test)</td>
<td>Grades K-8, English Learners only</td>
<td>Annually</td>
</tr>
<tr>
<td>Smarter Balanced Assessment, or other state-adopted standardized assessment</td>
<td>Grades 3-8 ELA and Math</td>
<td>Annually</td>
</tr>
<tr>
<td><em>Beginning in 2014-2015</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Standards Test in Science</td>
<td>Grades 5 and 8</td>
<td>Annually</td>
</tr>
<tr>
<td>PFT (Physical Fitness Test)</td>
<td>Grades 5 and 7</td>
<td>Annually</td>
</tr>
</tbody>
</table>

During the transition to the Common Core State Standards, Camino Nuevo Charter Academy will continue to administer a myriad of formative and summative assessments to measure student academic performance and growth. See the chart below for a description of CNCA’s internal assessments and measurements of growth.

Schedule of Camino Nuevo Charter Academy Testing to Measure Student Growth

<table>
<thead>
<tr>
<th>Camino Nuevo Charter Academy Assessments</th>
<th>Grade Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards-Based Benchmark Tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grades 3-8</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Math</td>
<td>Grades 3-8</td>
<td>Quarterly</td>
</tr>
<tr>
<td>English Language Development</td>
<td>K-8 English Learners</td>
<td>Each Semester</td>
</tr>
<tr>
<td><strong>Standards Based Performance Tasks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grades K-8</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Math</td>
<td>Grades K-8</td>
<td>Quarterly</td>
</tr>
<tr>
<td><strong>Reading Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers College Reading and Writing Project (TCRWP) for English Literacy</td>
<td>Grades K-8</td>
<td>Three times a year</td>
</tr>
<tr>
<td><em>Evalúación del Desarrollo de la Lectura</em> (EDL) for Spanish literacy</td>
<td>Grades K-5</td>
<td>Three times a year</td>
</tr>
<tr>
<td>Early Literacy Checklist (letters names and sounds)</td>
<td>Grades K-1</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Phonics and Word Work assessments</td>
<td>Grades K-3</td>
<td>Quarterly</td>
</tr>
<tr>
<td><strong>Mathematics Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computational Fluency assessment, or Basic Math Mastery</td>
<td>Grades K-8</td>
<td>Three times a year</td>
</tr>
</tbody>
</table>
Other Performance Targets

As stated in Element 1, the Executive Dashboard of Camino Nuevo Charter Academy values both rigorous academics and a place-based approach that serves the needs of the whole child. “Ingredient B” of the dashboard explains how CNCA uses a place-based approach to support the social and emotional development of students, and expose them to diverse cultural experiences and critical social perspectives. Specifically, CNCA commits to providing experiential learning opportunities, visual and performing arts, and necessary mental health services to all students. The goals and systems for measurement are outlined below.21

<table>
<thead>
<tr>
<th>Metric</th>
<th>2015-2016 Goal</th>
<th>2012-2013 Baseline</th>
<th>2013-2014 Progress</th>
<th>Source of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning (field trips,</td>
<td>By 2015-2016, 80% of eligible students will participate in 4+ Experiential Learning opportunities.</td>
<td>66%</td>
<td>88%</td>
<td>Annual student survey</td>
</tr>
<tr>
<td>internships, community services)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the Arts (music, dance, visual</td>
<td>By 2015-2016, 85% of eligible students receive 1+ semester of visual or performing arts.</td>
<td>78%</td>
<td>94%</td>
<td>Annual audit of courses and student rosters</td>
</tr>
<tr>
<td>art)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful access to social services</td>
<td>By 2015-2016, 75% of identified students and families successfully access social services and mental health resources.</td>
<td>64%</td>
<td>84% (org-wide)</td>
<td>Annual parent survey</td>
</tr>
<tr>
<td>(mental health, physical health, dental, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measuring Pupil Progress Towards Outcomes: Formative Assessment

The purpose of assessment at Camino Nuevo Charter Academy is to support and guide the teaching and learning process; it is a tool to recognize accomplishment, identify needs and document content mastery. Assessment at CNCA is a means of measuring each student's progress according to clearly identified content standards. It is a tool for helping students learn more about their own strengths and weaknesses, and a means of documenting growth. Assessment is also a critical tool for teachers and administrators to evaluate trends,

21 Goals, baseline, and progress indicators reflect all Camino Nuevo Charter Academy schools.
review curriculum, and revise instruction for whole group and or sub-groups. Formative assessment allows teachers to assess what students have learned and to then adjust their pacing plans and lessons to ensure mastery for all students.

**Benchmark Assessments**

As a part of Camino Nuevo’s commitment to increasing student achievement, CNCA implements a quarterly benchmark assessment system to formatively assess student progress, aligned to state standards, throughout the school year. These assessments are implemented at least three times per year, meeting or exceeding the District standards. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002)²². Teachers utilize the data management system, Illuminate Education, to create exams using Smarter Balanced-aligned item banks. These assessments are carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master the standards. Data which compares the four CNCA k-8 campuses allows for meaningful opportunities for cross-site collaboration and sharing of promising practices. Additionally, these quarterly benchmarks provide precise indicators of future achievement on state adopted standardized assessments.

All assessments are standards aligned, valid, reliable and cover core content. Beginning in 2014-2015, benchmarks will be aligned to the Common Core State Standards and standardized across the organization. Additionally, starting in 2014-2015, Camino Nuevo Charter Academy will administer common performance tasks in ELA and Math which ask students to synthesize various sources in writing. These tasks will build students’ capacity to read carefully, think critically, and compose extended constructed responses as they are expected to do on the Smarter Balanced assessment.

The illustration below depicts a general protocol for creating the benchmark assessments. Step two provides teachers with the structured autonomy to create their own standards-based pacing plans and then create a visual representation of how their plans align with the state adopted standardized assessment in ELA and math.

---

Camino Nuevo Charter Academy Benchmark Development Process

1. Teachers submit a yearlong pacing plan.
2. Central team creates a CST blueprint and pacing plan alignment.
3. Central team drafts a benchmark and item breakdown analysis.
4. Teachers review benchmark draft and submit changes.
5. Central team creates a final draft and distributes to teachers.
6. Teachers administer the benchmark assessment.
7. Teachers conduct a data analysis and create an action plan.
8. Teachers revise pacing plans and re-teach based on results.

Data from these assessments is collected, analyzed and shared among CNCA stakeholders on a quarterly basis. The Illuminate program supports data analysis by producing powerful reports to represent student achievement and progress. Data is also disaggregated by subgroup performance to ensure that student performance is consistent across all groups. Teachers are trained in how to analyze and respond to formative assessment data on an ongoing basis. Data is available for use during performance dialogues with teachers and instructional directors. Additionally, data is shared with students and parents to promote transparency and build home-school connections which can support student progress.

In addition to standards-based assessments, Camino Nuevo Charter Academy emphasizes the importance of monitoring student progress in literacy and language development. Students’ English language acquisition is assessed twice per year using an internally-created ELD benchmark. This assessment mirrors the reading, writing, listening and speaking skills necessary for proficiency on the CELDT exam and support students towards reclassification. Teachers use data from the language benchmarks to inform their planning for ELD classes. Additionally, teachers administer individualized reading assessments in both English and Spanish to evaluate students’ biliteracy skills. The data from these tests guide teachers’ planning for whole group, small group, and individualized reading instruction.

In addition to these formal assessments, the most important element of the assessment program is the day-to-day, informal feedback that instructors and advisors give students. No student should ever be surprised by the grade given at the end of the term, as
faculty provide frequent guidance and to counsel students regularly about their performance. Teachers at Camino Nuevo Charter Academy utilize a wide variety of informal checks for understanding and opportunities for feedback throughout every lesson. Examples of these strategies include: thumb checks, choral response, teacher observations, whiteboard responses, teacher observations quizzes, vocabulary tests, written response to texts, exit slips, reading/writing journals, reading/writing conferences, performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessment portfolios, lab and investigation write-ups, essays and unit tests. More information about formative assessment may be found in the description of curricular frameworks on pages 43-63.

**Data Analysis and Reporting**

Data analysis, step seven of the development process, is undoubtedly the most essential component of the quarterly benchmark process. Hopkins (2010) stated, “Simply collecting data, however systematic and routinely, will not itself improve schools. There needs to be a commitment to scrutinize data, to make sense of it, and to plan and act differently as a result.” Therefore, CNCA has developed a comprehensive data analysis and response process to ensure that teachers and leaders regularly use and deeply understand student performance data.

However, Camino Nuevo Charter Academy does not rely solely on standards based benchmarks to evaluate student progress. Rather we employ an all-inclusive approach which triangulates language, literacy, and standards achievement to create a complete picture of each student’s abilities. Through this lens, teachers and leaders are able to identify the key instructional “lever” to support each student towards greater levels of mastery. The visual below demonstrates Camino Nuevo Charter Academy’s commitment to deeply understanding each students’ academic and personal story.
CNCA, with the help of the central office Education Team, engage in a robust data analysis process each quarter to identify strengths of the academic program, areas for growth, red flag struggling students, and opportunities for re-teaching. Focus students are identified so that teachers may strategically target differentiated supports to meet their individual needs. A sample data analysis response cycle is below.

Student performance data is compiled and various reports are created. Not only is the overall proficiency evaluated, but causal factors, such as students’ literacy and language abilities, are considered as levers for progress towards proficiency. The performance of high priority subgroups, such as ELs and students with disabilities is examined so that CNCA may closely monitor their progress. Performance reports are shared with leaders, teachers, central office staff, and the CNCA Board of Directors so that all stakeholders are informed about CNCA progress. Additionally, results are processed with students, as they reflect on their performance, correct misunderstandings, and set goals for future assessments. Scores are communicated to parents through grade reports and also processed in quarterly parent workshops.

Step eight of the benchmark process, revision, is also a critical step in the process because as teachers assess for learning not assess of learning, they are able to better monitor and
address the specific, individual needs of their students on a daily basis. As Chappuis et al. point out in *Assessment for Learning*, “…we can realize unprecedented gains in student achievement if we take advantage of day-to-day classroom assessment as the powerful tool for learning that it can be.” Benchmark results also provide data for the planning of professional development for individual teachers, departments, and the whole faculty.

**Non-Academic Evaluation Tools**

In addition to examining student and school performance, Camino Nuevo Charter Academy carefully assesses classroom instruction and student learning at the school. To evaluate these aspects of charter implementation, CNCA implements evaluation instruments including:

- Computer Surveys (school, staff, and student) that assess climate and culture, stakeholder perceptions and satisfaction, the instructional program, teacher professional development, and parent engagement is administered twice annually to provide feedback on program implementation.
- Classroom observations and walkthroughs are conducted on a monthly basis using the UCLA School Management Program protocol to provide teacher leaders and administrators with a structure to gather real-time data on the effectiveness of the instructional program to inform school-wide growth.
- Interview guides and focus group protocols are administered on an annual basis to gather feedback on the school’s development as well.

As stated above, all Camino Nuevo Charter Academy staff are surveyed twice a year to provide feedback about the school’s implementation of the charter and progress toward school-wide goals. The surveys are used to assess staff perceptions of curriculum and instruction, assessment practices, professional development, teacher articulation and support, student intervention and support, school governance, school leadership, parent/community involvement, etc. Students complete a similar survey designed to incorporate student perspectives on the quality and character of the experience at Camino Nuevo Charter Academy.

The results of the staff and student surveys are then analyzed alongside classroom observations and include focus group data. Student and teacher focus groups are asked about:

- curricular innovation, creativity and effectiveness
- extent of standards integration
- extent of differentiated and personalized instruction for all numerically significant subgroups opportunities for professional development and articulation
- access to instructional materials
- use of assessment results to guide instruction
- classroom learning environment and extent of project-based learning

In addition, focus groups are conducted with school administrators, counselors and other school staff to examine:

- school governance and decision-making
Measurement of Parent/Guardian Involvement
Increasing parent awareness and involving parents in their child’s education are important aspects of Camino Nuevo Charter Academy’s educational mission. The Principal and other school leaders know each parent, or guardian of each student. There is a very intentional and significant effort to engage parents in the school similar to the efforts across all CNCA schools. From the first day on, there are regular discussions with parents about the academic program and what it takes to become a successful student at Camino Nuevo Charter Academy. Most CNCA students are the first in their family to attend college, so there is a strong emphasis on providing parents information about what it means to go to college, demystifying the process and providing technical support. Parents also have the ability to track homework for their students through a computer at home, work, or a library.

There are several ways CNCA measures parent/guardian involvement, which include:
- Participation at trainings and school events
- Participation at Back-to-School Nights and Open Houses
- Parent satisfaction surveys

Grading, Progress Reporting and Promotion/Retention

Grading Policy
In order to hold students to the high expectations of the Common Core, grades at Camino Nuevo Charter Academy capture only standards-based evidence of student learning. Teachers incorporate benchmarks, quizzes, standards-based projects, and essential classwork activities to calculate grades for English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, and English Language Development. Grades for homework and measures of effort and motivation are captured in the “Work Habits” portion of the report card. Students at Camino Nuevo Charter Academy elementary school receive numeric grades based on the 1-4 rubric scoring system. Middle School students earn letter grades, including A, B, C, F. There is no ‘D’ in the CNCA grading system to motivate students to push for excellence.

The following is a grading scale the elementary and middle school programs:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>4-Point Scale</th>
<th>Approximate Letter Grade Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
<td>A</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
<td>B</td>
</tr>
</tbody>
</table>
Progress Reporting
Report cards are issued to students and families two times a year at the end of each semester, and Progress Reports are issued halfway through each semester at the end of the quarter. These reports indicate if students have demonstrated proficiency on essential Common Core State Standards for the grading period. Teachers communicate if students meet, exceed, or are in progress towards meeting grade level expectations. Progress reports and report cards are send home and also discussed in person at quarterly parent-teacher conferences. In conferences, teachers provide even more context and rationale for the student’s grade and provide resources for parents to support their child at home.

Camino Nuevo Charter Academy uses the Power School Report Card and Progress Report. Parents and students are both able to access Power School to check their child’s assignments and progress. Parents also have the ability to use this to help their children complete their homework and send e-mail messages to teachers. Report cards provide a systematic way to warn parents and students if the student is not making progress or is a candidate for retention.

Promotion & Retention
Camino Nuevo Charter Academy continuously strives to promote high educational standards and advance the academic achievement of its students. In order to ensure all CNCA students are on track and prepared for success in the next grade level and beyond, promotion and retention standards have been developed. Students in grades k-8 must meet or exceed the criteria outlined below in order to attain promotion to the next grade. Students who are not in a benchmark grade can be retained at the discretion of their respective school administrative team. Students cannot be retained more than once while they attend a CNCA school. Camino Nuevo Charter Academy strives to not retain students in middle school whenever possible, given the significant stigma and social-emotional implications.

In order to attain promotion to the next grade, students must meet or exceed the following requirements:

- Scores of basic or above on the quarter three benchmark assessments in both English language arts and mathematics (Does not apply to Kindergarten).
- Scores of basic or above on the Common Core State Standards Assessment in English language arts and mathematics. (Does not apply to Kindergarten)
- Final report card grades in reading and math of “C” or better.
- At least 1 year of growth in reading as measured by the TCRWP and EDL reading assessments
- No more than nine days of unexcused absences.
- Students with an IEP must meet IEP goals as set by the IEP team to attain promotion to the next grade level.

Students who do not satisfy the promotion criteria above are required to attend and satisfactorily complete Summer School in order to attain promotion to the next grade.

CNCA employs a robust Response to Intervention model and diligently strives to identify and address the needs of at-risk students early in the school year to avoid retention. The following interventions and supports are provided for all at-risk students to provide assistance in mastering grade level standards:

- Differentiated, small-group, and individual standards-based instruction.
- Supplemental academic support programs in grades K through 8 may be provided before school, after school, or weekends to give students additional academic support.
- Summer school programs.

Students who do not satisfy the promotion criteria above are notified in May and are required to attend and satisfactorily complete Summer School in order to attain promotion to the next grade. If a student does not demonstrate mastery of grade level standards in summer school, he/she may be a candidate for retention.

The site principal and Student Success Team review all retention candidates using Light’s Retention Scale to ensure a retention has the optimum opportunity to address the student’s learning challenges. When a student is at-risk of not meeting grade level standards for promotion, parents are notified of academic concerns throughout the year during teacher conferences, progress reports, and official school correspondence. All written notification must be signed by the parent and returned to the school. Ultimately, the site administrators conduct individual meetings with the parents of each retention candidate to discuss the decision and attempt to secure parent support.

A parent may appeal the decision to retain their child with the school principal at any point. The principal and teacher meet with the parent to resolve the matter. A meeting is held to discuss the appeal and all evidence is reviewed. While the teacher and principal may convey their data-driven recommendation, retention decisions are ultimately up to the parent. Parent consent must be acquired in order for a student to be held back.
Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with applicable federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the
District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**Camino Nuevo Charter Academy Board of Directors**

Camino Nuevo Charter Academy operates in accordance with the Articles of Incorporation and bylaws established by the Camino Nuevo Charter Academy governing board to the extent the bylaws and Articles of Incorporation are consistent with the Brown Act in dealing with operations of Camino Nuevo Charter Academy. We will review our bylaws to ensure alignment with Brown Act. The affairs of Camino Nuevo Charter Academy are managed and its powers exercised under the jurisdiction of the Camino Nuevo Charter Academy Board of Directors. The Board of Directors has a legal and fiduciary responsibility for Camino Nuevo Charter Academy. The Camino Nuevo Charter Academy Board is responsible for providing fiscal accountability including approving and monitoring the budget. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitor the general policies such as health and safety, use and maintenance of facilities, fundraising, and oversee that school resources are managed effectively. This goal is accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary dismissing the Chief Executive Officer.

The Board will have a maximum of 18 members. Members of the governing Board will include:

- **President:** The President shall have such powers as the Board may delegate to him or her and, in the absence of the Chief Executive Officer, shall have the powers of the Chief Executive Officer and shall act for and in the stead of the Chief Executive Officer.
**Secretary:** The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

**Treasurer:** The Treasurer shall be the chief financial officer of the corporation and shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

Executive level employees include:

**Chief Executive Officer:** Under the direction of the Governing Board, the CEO leads all aspects of the schools acting as an agent of the Board. The CEO will provide information and input to the Board and manage all school business. The CEO will manage the Central Administrative Staff, oversee the schools within the network, and work closely with the board to execute the long-term, strategic growth of the organization and its mission.

All management powers not specifically designated to the Board are delegated to the Chief Executive Officer, who will answer directly to the Board. The non-voting LAUSD representative appointed to board, if any, will facilitate communications and mutual understanding between Camino Nuevo Charter Academy and the LAUSD.

Committees of the Board will be formed and meet on an as needed basis. Committee meetings shall be governed by the provisions of Article III of the CNCA By-Laws.

The Board meets every other month or six times per year.

- In accordance with the Brown Act, all official CNCA Board meetings are open to the public, with meeting notice posted 72 hours in advance of the meeting. All items to be discussed by the board are agendized and meeting minutes are
available to the public upon request. Board meeting agendas and minutes are posted in the main office of the school. Board meeting dates are listed in the minutes and included in the school’s calendar of events. All Board meeting agenda’s include meeting location and time of meeting.

Camino Nuevo Charter Academy complies with the Brown Act with regard to all issues related to the governance and operations of Camino Nuevo Charter Academy, including, but not limited to meetings regarding policies, education, and fiscal issues.

**Process For Selecting Board Members**

CNCA recruits board members with a demonstrated passion for serving the students and families of the Greater MacArthur Park. The voting Board members serve three-year renewable terms. Board members are elected at a regular meeting of the Board from nominations presented by the Nominating Taskforce composed of Board Members, but if any such regular meeting is not held or the directors are not elected thereat, the directors may be elected at any special meeting of the Board held for that purpose.

**CNCA Board Directors**

**Mark H. Dalzell, Chairman**

Mark Dalzell is a Senior Vice President of Capital Research Company and a fixed income portfolio manager for The Capital Group Companies, a large Los Angeles-based investment management firm. Originally from Pittsburgh, PA, Mark received an undergraduate degree in international affairs from the Woodrow Wilson School at Princeton University in 1976, and a master’s degree in public policy from the Kennedy School of Government at Harvard University in 1979. He has lived in New York and London, and moved to Los Angeles in 1997. He is currently a resident of Brentwood and Laguna Beach. Mark has a strong interest in public and international affairs. Since coming to Los Angeles he has been active in a local charter school in the MacArthur Park area of the city and is currently the Chairman of the Board of Camino Nuevo Charter Academy. Mark is involved with the Los Angeles Philharmonic Association as a Board member, and is active on the Governance Committee and the Finance and Community Affairs committees. He is also a Board member of the Los Angeles Opera.

**Philip Lance, Co-founder & President**

Dr. Philip Lance is a nationally recognized leader in the field of community development with extensive experience in community organizing, fundraising, and nonprofit management. Mr. Lance serves as the President and Executive Director of Pueblo Nuevo Development, a non-profit community development corporation dedicated to serving the residents of the MacArthur Park neighborhood. In this capacity he had raised $22 million from private philanthropy to help build the Camino Nuevo facilities. Mr. Lance began his career as a minister in the Episcopal Church. He has a B.A. from Wheaton College and a Master of Divinity degree from the General Theological Seminary. He received his PhD in clinical psychology at Pacifica Graduate Institute.

**Elliot Ponchick, Treasurer**
Dr. Elliot Ponchick is the president of the William C. Bannerman Foundation. He is responsible for the Foundation’s grant making activities in education, the environment, and strategic social programs. Previously, Dr. Ponchick served as an economic consultant to federal and state government agencies, Fortune 500 companies, and small businesses in the fields of finance, public policy, demographics and business strategies. As a corporate economist and futurist he developed models to forecast economic conditions affecting industry performance, and product demand. Dr. Ponchick has taught Economics at three southern California universities. He holds an M.A. and Ph.D. in Economics from the University of Southern California. Dr. Ponchick serves on the board of several nonprofit organizations including the Los Angeles World Affairs Council, one of the nation’s leading public forums for global issues. He and his wife enjoy international travel. They have two grown children.

**Shiho Ito, Secretary**  
Shiho Ito is a community organizer and founding officer of Camino Nuevo Charter Academy. Starting in 1990 as part of the community’s grassroots organizing efforts, she served as founding officer for Pueblo Nuevo Development, the community development corporation that launched the CNCA schools. She has led outreach initiatives at Larchmont Charter, mentored at-risk youth at Community Magnet, and served on the California Council of Parent Participation Nursery Schools. Ms. Ito currently chairs the Education Committee at Ikar, a progressive, egalitarian Jewish community. She is active in the Yale Alumni Schools Committee, Get Lit: Words Ignite, and L.A. Drama Club’s Shakespeare in the City, bringing the classics to underserved neighborhoods through performing arts classes. She works as a project consultant for Angeleno Group LLC, and as a translator for Pacific Asian Language Services. Prior to the birth of her children, she worked in film production and acquisitions for the Japanese market. She received a B.A. from Yale University where she majored in both English and East Asian Studies.

**Patricia Artigas**  
Patricia Artigas is a Senior Vice President of Capital International Research, Inc. with research responsibilities for consumer sectors and electrical utilities in Latin America and retail, beverages and media in Eastern Europe. Prior to joining Capital International in 1995, she was head of research for Bankers Trust Argentina. Ms. Artigas received a master’s degree in finance from the Centro de Estudios Macroeconómicos de Argentina. She is based in Los Angeles.

**Samar Bloomingdale**  
Samar Bloomingdale studied International Relations at Georgetown University's School of Foreign Service. She is fluent in four languages and has lived in Europe, the Middle East, and the United States. Ms. Bloomingdale also serves on the board of directors of the Hand in Hand School in Israel. Hand in Hand's mission is to catalyze the creation of a network of integrated, bilingual schools in Israel, providing Jewish and Arab parents the option to send their children to schools where they can learn and interact with all their neighbors. Before becoming a mother in 2003, she served as the Deputy Director of Pueblo Nuevo Development, the nonprofit community development corporation that founded Camino Nuevo Charter Academy, where she was able to practice her belief that community development is the most effective and sustainable way to achieve social justice on the local
and international level. She currently resides in Los Angeles with her two children and husband.

**Robert O. Kaplan**

Robert O. Kaplan is an entertainment attorney and former independent film producer. Mr. Kaplan was the executive in charge of business affairs at Warner Brothers in London, supervising all non-US production activities. Currently, Kaplan practices on his own and represents feature film writers, directors and producers, particularly in the arena of independent film financing. He also is a founding principal in ScreenBridge, a company specializing in packaging and financing independent films. Credits include Krush Groove (executive producer), Night of the Comet, Papillon (associate producer), The Adventures of the American Rabbit and Southern Cross (executive producer).

**Alicia Maldonado**

Alicia Maldonado is President of Mockingbird Communications in Los Angeles, a public affairs company that provides a full range of services with a focus on social reform initiatives. Her professional career has focused on advancing education reform through collective impact, charter schools, effective parental engagement, and other measures to improve the quality of education students receive. A long-time advocate of the proposition that all children should have equal access to educational opportunities, Alicia’s resolve to reverse educational inequities was amplified while serving as the Senior Director of Communications for the Mexican American Legal Defense and Educational Fund (MALDEF). She is a senior consultant to the Campaign for Grade-Level Reading, a collaborative effort of funders and nonprofit and private partners across the nation to ensure that more of our low-income children succeed in school and graduate prepared for college, a career and active civic participation. She is a member of the Los Angeles Area Chamber of Commerce Education and Workforce Development Council and serves on the board of Leadership for Urban Renewal Network. She served as a Commissioner for the Housing Authority of the City of Los Angeles by mayoral appointment from 2008-12.

**Elizabeth Michelson**

Beth Michelson was the Executive Director of The Wonder of Reading, a not-for-profit literacy organization, from 2001-2008. During her tenure, the organization renovated 125 public elementary school libraries and worked with each school to implement a comprehensive program providing $10,000 of library books, training for volunteer reading mentors, and ongoing literacy programs. The Wonder of Reading reached more than 200,000 young students and their families in seven school districts throughout Los Angeles County. She currently serves on the Board of Directors of The Music Center and the Beverly Hills Literacy Society, and is a judge for the Music Center’s BRAVO awards recognizing excellence in arts education. She was formerly a director of the Venice Art Walk supporting the Venice Family Clinic, Club 100 supporting the Music Center Education Division, and the Princeton Club of Southern California, and was an advisor to the Literacy Network. She is an active participant with her husband in WPO LA (World President’s Organization) and was the art advisor for a series of prayer books published by Temple Shalom for the Arts. Ms. Michelson is a magna cum laude graduate of Princeton University with a B.A. in art and architectural history. She received her MBA from Columbia University.
**Patti Phillips**  
Patti Phillips is a Senior Vice President at Wells Fargo responsible for strategic planning and development programs for the LA Metro Region. Ms. Phillips has been with Wells Fargo since 2005, focusing on issues and initiatives related to growth and distribution, customer experience and team member development. Prior to joining Wells Fargo, Ms. Phillips spent several years as a practice manager and consultant to a variety of industries, specializing in business strategy, process effectiveness and organizational change. Born and raised in Canada, she obtained a Bachelor of Commerce degree from the University of Alberta and her MBA from the University of Western Ontario. Ms. Phillips currently lives in Los Angeles with her son John.

**Tamara Powers**  
Tamara comes to Camino Nuevo Charter Academy after nearly 25 years in marketing and market research. She currently devotes her time serving several non-profits in a Board Member capacity. In addition to currently serving Camino Nuevo Charter Academy, the Boys and Girls Clubs of the Los Angeles Harbor, and the Children’s Partnership, she also served on the board of The Wonder of Reading, a literacy organization that helped build over 200 libraries in local public elementary schools. She has significant involvement in fundraising for several school and university campaigns. Tamara received a bachelor's degree in Economics from Stanford and an MBA from Stanford’s Graduate School of Business, and continues to be actively involved in fundraising for both.

**L. Michael Russell**  
L. Michael Russell is a founder of AquaNano, LLC, a start-up company employing newly developed advanced technology to purify and filter water. He is also Executive Vice President and the Chief Legal Officer. He was formerly the deputy general counsel of the Los Angeles Unified School District. Prior to his employment with the LAUSD, Mr. Russell was the Executive Vice President, Secretary, and General Counsel of International Rectifier Corporation. He also previously served as the General Counsel of the Consumer & Industrial Segment of Teledyne, Inc. and as Teledyne’s Chief International Lawyer. Mr. Russell is a member of the Executive Committee of the Corporate Law Department Section of the Los Angeles County Bar Association and of the Legal Advisory Committee of the Legal Defense Fund of the California Charter School Association. He is also a member of the Finance Committee of St. James’ Episcopal School, where he formerly served as a Treasurer and Co-Chair of its Board of Trustees. Mr. Russell, who is a native of Los Angeles, received his undergraduate degree from Stanford University and his law degree from the Yale Law School.

**William E. B. Siart**  
Bill Siart is the Chairman of the Board of ExED (Excellent Education Development), a non-profit corporation which he founded in 1997 that develops and manages charter public schools. He is a trustee of the J. Paul Getty Trust. He serves as a trustee and chairman of the finance committee of the University of Southern California. He is the Chairman and a Director of Western Asset Funds, Inc. Mr. Siart is the former Chairman and Chief
Executive Officer of First Interstate Bancorp, a $60 billion banking company with offices in 13 western states and more than 40,000 employees. A native of Los Angeles, he earned a BS degree in Economics from Santa Clara University, and an MBA in Finance from the University of California at Berkeley. Mr. Siart is active in Los Angeles and nationally in K-12 education reform.

Cindy Lee Smet
Cindy Lee Smet had a professional career in finance prior to having her family. While her three sons were in the public elementary schools in Hermosa Beach, she was an active volunteer and board member in both the PTO and the Hermosa Beach Education Foundation. She is a founding trustee of the Vistamar School, an independent high school in El Segundo, California, which opened in 2005. Cindy currently sits on the California Science Center Foundation Board. Cindy and her husband, John, have a family foundation, Onward Readers, which among other initiatives, funds a literacy program at four Catholic Elementary Schools in the Los Angeles area. Onward Readers focuses on pre-K to third grade children and its goal is to keep students at or above grade level in reading. Prior to becoming a mother, Cindy worked in banking and finance. With a BA in Economics from the University of Virginia, she started her professional life as a commercial lender for a large bank in Georgia. She earned her MBA at UCLA and worked in securities sales in Citicorp’s investment bank. She also worked for three years in corporate finance at PaineWebber.

Members of the Camino Nuevo Charter Academy Executive Board, any administrators, managers or employees, and any other committees of Camino Nuevo Charter Academy Board shall comply with applicable federal and state laws, nonprofit integrity standards, and Camino Nuevo Charter Academy’s policies and regulations regarding ethics and conflicts of interest to ensure that no action taken by an individual or board member results in actual or apparent conflicts of interest.

CNCA Governance Structure
Quorum: A majority of directors with voting authority then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Article III, Section 13 of the CNCA Bylaws. Except as provided in Article III, Section 13 (page 4) of the CNCA Bylaws, all matters shall be decided by the vote of a majority of directors with voting authority present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required.

Participation in meetings by Conference Telephone: Members of the Board may participate in any meeting through the use of video or telephone conference equipment. These meetings will be held pursuant to the teleconferencing rules of the Brown Act.

Parents as Partners
Camino Nuevo Charter Academy actualizes the “Parents as Partners” approach by offering various avenues for parents to become involved in school decision-making. Parents have the opportunity to participate in a robust series of workshops that promote authentic engagement, intended to support them with learning to navigate the school system for their students. At the completion of the workshop series, parents craft suggestions for the principal, and then meet with the principal to discuss their recommendations.

Camino Nuevo Charter Academy currently employs a full-time Director of Whole Child position at the Home Support Office, who supports site Principals with facilitating weekly Parents as Partners meetings across our schools. Parents who participate in the program are strongly encouraged to attend Saturday school sessions to share information with the larger parent community. Parents as Partners members are actively involved in the Site Based Council and larger school community.

Site-Based Council
Camino Nuevo Charter Academy has an on-site advisory governance board, the Site-Based Council, consisting of the principal, parent representatives for each grade level. The parents of English Learners, undocumented students and special education students are also represented on the council. Parents and are elected through a ballot vote at the Back to School night by the grade level parents from each grade level; teachers are also elected by grade level peers through the same process. Classified staff representation, the student body president, and local community members also participate on the council. The Site-based Council provides suggestions and recommendations to the site Principal and/or to the Camino Nuevo Board on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Camino Nuevo Charter Academy.

Business and Operations Management
Camino Nuevo Charter Academy outsources its business services to a 501(c)3 tax-exempt, California Nonprofit Public-Benefit Corporation, who provides business and operations management services. This enables school site staff to focus on instructional and curricular
issues. The business services provided to Camino Nuevo Charter Academy includes: budgeting, fiscal planning, vendor management, accounts payable, attendance tracking systems, completion and submission of compliance reports, monitor adherence to applicable laws, and serve as a liaison with the District. The contracted organization employs generally accepted accounting principles.
Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Personnel

Camino Nuevo Charter Academy maintains a professional staff that share in the educational philosophy of the school and are committed to the education of all children. Regardless of their role in the school, every person hired by Camino Nuevo Charter Academy actively helps to promote the mission, instructional program, and the organizational core values.

Hiring/Selection Process

Camino Nuevo Charter Academy reviews the qualifications of candidates wishing to apply for employment at the school. The key positions include the principal, teachers, office personnel, maintenance, certificated, and non-certificated staff. Individuals that wish to apply for a position will be required to submit a resume and a Camino Nuevo Charter Academy employment application. Qualifications for each staff member are outlined on the following page. Staff at Camino Nuevo Charter Academy review all submissions and determine which candidates are best suited for open positions at the school based on their qualifications. Camino Nuevo Charter Academy staff conducts interviews with the
candidates and notifies each person of their status once a decision is made. Candidates that are offered employment receive a written notice from Camino Nuevo Charter Academy.

Camino Nuevo Charter Academy adheres to CNCA school policy pertaining to the safety and health of all employees and students as outlined in the CNCA employee handbook. All employees must furnish or be able to provide:

- Medical clearance that demonstrates proof of a medical exam for communicable diseases and tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for criminal record check.
  Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Documents establishing legal status.

All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The comprehensive job descriptions are based on the job duties and work basis as outlined in individual employee contracts or in the collective bargaining agreement for certificated teaching staff.

**Employee Qualifications for Key Position and Minimal Job Descriptions**

**Site Principal**

CNCA leaders must be visionaries, eager to be in the forefront of educational practices, and must embrace the challenge of demonstrating that public education in a low-income, primarily immigrant, multilingual area can and should represent excellence and opportunity. Leaders must possess strong organizational, leadership, supervisory and administrative skills to promote increased academic achievement and continuous professional growth.

All principal candidates go through an extensive interview process that may consist of panel interviews, data analysis, town-hall meetings with multiple stakeholder groups, and interviews with the CEO and the Board of Directors. Once a candidate has been selected, a written offer of employment from CNCA will be sent to the candidate outlining the terms of employment.

At minimum the Site Principal must:

- Hold a Bachelor’s degree;
- Hold an advanced degree or actively pursuing one (administrative credential preferred but not required);
- Have demonstrated educational leadership and vision;
- Have worked with students of diverse backgrounds and socioeconomic status.

The Site Principal will:

- Carry out the vision of the organization under the direction of the Board of Directors and the Chief Executive Officer;
• Provide instructional leadership to the school;
• Hire and evaluate the effectiveness of employees according to the mission, philosophy, and obligations of the school as outlined in the employee handbook and the certificated teachers collective bargaining agreement;
• Oversee the day-to-day operations of the school in alignment with the organizational core values;
• Provide opportunities for staff development and professional growth;
• Report to the Chief Executive Officer on the progress of the school in achieving school and organizational goals;
• Be a liaison to community partners;
• Represent the mission and core values of the organization;
• Manage school finances and support services – meals, counseling, college readiness, etc.

School Site Leadership Team

CNCA leaders must be visionaries, eager to be in the forefront of educational practices and must embrace the challenge of demonstrating that public education in a low-income, primarily immigrant, multilingual area can and should represent excellence and opportunity. Leaders must possess strong organizational, leadership, supervisory and administrative skills to promote increased academic achievement and continuous professional growth.

CNCA site leadership team selects its own staff. Site Leadership positions include Assistant Principals, Deans, and Coordinators. Candidates that are selected go through an extensive interview process which may include panel interviews, demonstration PD sessions, mock coaching sessions and data analysis action plans. Once a candidate has been selected, a written offer of employment from CNCA will be sent to the candidate outlining the terms of employment.

At minimum the Site Leaders must:
• Hold a Bachelor’s degree;
• Hold an advanced degree or actively pursuing one (administrative credential preferred but not required);
• Have demonstrated educational leadership and vision;
• Have worked with students of diverse backgrounds and socioeconomic status.

The Site Leaders will:
• Assist the site principal in the overall administration of the instructional program and school operations;
• Support the implementation of school-wide vision, goal setting and positive school culture;
• Support the cycle of continuous improvement by providing instructional leadership and regularly analyzing key data indicators;
• Plan and facilitate professional development activities that promote a culture of growth and collaboration;
• Perform Site specific duties and responsibilities assigned by the Principal;
• Represent the mission and core values of the organization.

All personnel must commit to the mission and vision of CNCA. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Comprehensive job descriptions are based on the job duties and work basis as outlined in individual employee contracts.

**Teachers**
Camino Nuevo Charter Academy seeks instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. Camino Nuevo Charter Academy, however, reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

**A. Teacher qualification to teach core, college preparatory classes**
Core curriculum areas, as defined by the State of California Academic Standards Commission, means "the areas of English language arts, mathematics, history-social science, science, and special education." Each college preparatory course in these core curriculum areas will be taught by a teacher meeting the qualifications as specified in the Education Code Section 47605(l), e.g., a Commission on Teacher Credentialing certificate, permit or equivalent document. These documents shall be maintained on file at the personnel office and shall be subject to periodic inspection by the chartering authority.

**B. Teacher qualification for other classes**
Camino Nuevo Charter Academy reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

As mentioned in Element 1, CNCA is looking for teachers who have or are able to:

• Work collaboratively in teams, grade-levels, and at times in whole-staff configurations;
• Aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards;
• Work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible;
• Create powerfully engaging, project-based curriculum designed to move students towards meeting the specific skills and content outlined by the California State Standards and defined by clear, specific, written criteria, such as student/teacher
generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed;
- Keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students;
- Create a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class;
- Maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time;
- Employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs;
- Create and maintain a nurturing and engaging classroom environment;
- Support the school’s mission, vision and policies and to promote and enforce the same;
- Take responsibility for all other tasks related to improving student achievement and offering powerful learning opportunities;
- Effectively implement department, school or organization wide initiatives;
- Commit to preserving the cultural heritage of students;
- Educational vision for and experience working with low-income and/or minority students.

**Classified Personnel**
CNCA seeks candidates who will embrace the challenge of demonstrating that public education in a low-income, primarily immigrant, multilingual area can succeed. We are looking for hardworking individuals who are committed to the CNCA vision and mission.

Office Personnel and support staff will be selected by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. At minimum office personnel must:
- Have experience with office technical procedures or willingness to learn;
- Have experience working with students and parents of diverse backgrounds;
- A high school diploma; AA/BA Preferred.

Office Personnel will be responsible for, but not be limited to:
- Developing and implementing clerical and administrative procedures for smooth daily school operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned;
- Bilingual translation and communication with parents and community;
- Ordering and purchasing office and classroom supplies and vendor management.

Teacher Assistants will be selected by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. At minimum Teacher Assistants must:
• Completed 2 years of college coursework, possess an AA degree, and/or have passed the CBEST;
• Bilingual (oral & written) Spanish/English is preferred;
• Demonstrated successful experience working with students.

Teacher Assistants will be responsible for, but not be limited to:
• Carry out tasks assigned by the teacher;
• Assume responsibility for small learning groups of children;
• Assist in the social and educational development of students under the guidance of class teachers;
• Assist in maintenance of student records of attendance and achievement.

Recruitment
CNCA recruits through announcing openings and encouraging candidates at various locations, such as:
• CNCA website
• Edjoin website
• California Charter School Association website
• USC school of education website
• Teach For America website
• Various recruitment/job fairs
• Word of mouth/inter office emails

All candidates go through a hiring process led by the school administrators. The hiring process will help ensure that the candidate and school are well-matched.

Recruitment/Selection Process
1. The selection process will include the following steps:
   a. Research and establish job qualifications;
   b. Announce opening(s);
   c. Recruit applicant(s);
   d. Request resume, references, and credentials;
   e. Interview candidate(s);
   f. Candidates present demo lesson/data analysis/mock coaching sessions;
   g. Verify previous employment;
   h. Check references;
   i. Select top candidate.

2. Medical clearance - proof of TB testing

3. Fingerprinting - applicants will submit prints through LiveScan, which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.

4. Check for employment eligibility and require annual completion of mandated reporting training on child abuse to ensure compliance.
**Performance Evaluations**

Performance Evaluations are completed in adherence with the policies outlined in the employee handbook and the collective bargaining agreement. A brief overview of the performance evaluation processes for staff are included here.

**Teachers:** Teacher Performance is evaluated by the principal or designee on an ongoing basis during the contracted year on criteria including but not limited to the California Standards for the Teaching Profession and the CNCA teacher job description, as negotiated on the CNCA Camino Nuevo Teachers Association (CNTA) Collective Bargaining Agreement (CBA). It is the goal of this process for every teacher to demonstrate proficiency (defined as “meets expectations” on the attached checklist) in all standards. A mid-year evaluation is completed by the end of the first semester using the standards based evaluation checklist. An end of year comprehensive evaluation is completed at the end of the year using the teacher evaluation form. When a deficiency (defined as “progressing toward meeting expectations” or “limited evidence of progress” on Exhibit B of the CBA) is noted at any time in the year the teacher will be notified in a timely manner and provided guidance to correct the deficiency. This type of support may include coaching, release time, classroom observations, or other resources. When deemed necessary and appropriate by the evaluator, a noted deficiency (or deficiencies) may require an improvement plan and/or disciplinary memorandum.

**Administrators:** All CNCA administrators, including school site and Home Support Office, are evaluated using our leadership evaluation. This tool was designed to provide supervisors and school leaders with an evidence-oriented evaluation process that positively impacts student achievement through data, candor, reflection and follow-up. Each leader is evaluated by their Primary Evaluator (supervisor) twice per year. The Chief Academic Officer supervises the site Principal. The Chief Academic Officer supervises the site Principal. The CNCA Board of Directors is responsible for evaluating the Chief Executive Officer annually. The Annual CNCA Dashboard informs this evaluation.

The goal of the leadership evaluation tool is to:

1. Communicate explicit performance standards for all schools leaders;
2. Focus school leaders on instructional and organizational goals;
3. Promote, support and document growth throughout the school year;

If a deficiency is noted at any time during the year, the employee will be notified in a timely manner and provided guidance or offered support to correct the deficiency. This type of support may include job coaching, periodic check-ins, trainings, clarification of policies and or procedures, guidance plans and other resources that may help improve performance.
**Classified Staff:** Performance evaluations are conducted annually to provide both the employee and the supervisor with the opportunity to discuss job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make the employee aware of progress, areas for improvement, and objectives or goals for future work performance. If a deficiency is noted at any time during the year, the employee will be notified in a timely manner and provided guidance or offered support to correct the deficiency. This type of support may include clarification of policies and/or procedures, guidance plans, periodic checks-ins and trainings.

**Other Feedback**
Every school year, CNCA administers mid-year and/or end-of-year stakeholder satisfaction surveys where teachers, parents and students will have the opportunity to provide feedback. The surveys maintain strict confidentiality as they are administered using a computerized system. Close-ended and open-ended survey questions ask staff, faculty, students and parents about school culture, school administration, working conditions, academic program, and support services (including professional development). Survey results are aggregated and distributed to the school leadership team to analyze, share with stakeholders, and use to develop actionable growth plans. The data has yielded invaluable information to site leadership teams, detailing strengths, needs, priorities, areas for growth, and overall sentiments about leadership, culture and progress toward mission.

**Compensation**
CNCA offers a competitive salary and benefit package that is comparable to other school districts.
Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS
Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

**Reporting Child Abuse and Alleged Improprieties**

Procedures for reporting child abuse, acts of violence, and other improprieties are adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees are made aware of these requirements and are trained on these procedures within the first six weeks of the school year or within six weeks of the person’s employment.
Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and
paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Camino Nuevo Charter Academy will make diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. Recruitment
includes publicizing our instructional program through fliers, mailings, banners, school website, providing tours of the school, and speaking to interested parents. Major outreach efforts will target the impacted geographic areas of the district related to the public school choice resolution for Camino Nuevo Charter Academy. Recruitment efforts will target the local community.

Outreach Plan

- Fall Semester (on-going) – Implement strategic marketing efforts such as distribution of fliers, mailings, distribution of school information at various community agencies, notification to the school community of waiting list interest forms and posting of waiting list interest forms on the website.

- December – Display lottery information banner in prominent location at the school.

- January/February – Hold open house/informational meeting to inform parents of the academic and extracurricular activities at Camino Nuevo Charter Academy

CNCA provides outreach materials to prospective parents and students in English, Spanish, as appropriate. CNCA maintains a web site that allows parents and students to learn about the school. CNCA also maintains a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

Camino Nuevo Charter Academy maintains an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.
Element 8 – Admission Requirements

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

CNCA is a free public school open to all students residing in California that wish to attend the school. However, CNCA will continue to focus student recruitment in the immediate and surrounding neighborhoods.

Public Random Drawing
Should the amount of pupils that wish to attend CNCA exceed the enrollment limit, a public random lottery will take place to determine the school enrollment per Education Code, section 47605(d)(2)(B).

- Preference shall be extended first to students who reside within LAUSD.
- Preference shall then be extended to siblings of students currently attending CNCA.
- Preference shall then be extended to students currently attending CNCA schools.
- Preference shall then be extended to children of current employees of CNCA, not to exceed 10% of the school population.
- Preference shall then be extended to students living in California.

The school will designate a lottery deadline and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing. All students entered into the lottery will be assigned a lottery number. Only vacant seats will be filled. A lottery list will be developed from the applications that do not receive admission and will be considered should a vacancy occur during the year. Lottery day procedures are printed on the enrollment interest form that families complete in order to be entered into the lottery. When families fill out the enrollment interest form, the bottom portion of the form with student information is given to the school, and the family retains the upper portion of the form with school contact information and lottery details. Lottery results will be kept on file for the entire school year.

Notification of Lottery Participants

All students and families participating in the lottery for CNCA are notified of the lottery date on the enrollment/lottery interest form. The lottery is held at the school site. Students do not need to be in attendance to have their name drawn. All families will be notified of their lottery number by phone or mail. All names in the lottery will be issued a lottery number.

Selected Lottery List Students

All available seats are offered to students drawn from the lottery list and are given two weeks to accept admissions to the school by bringing all appropriate enrollment materials. The Principal and front office staff of CNCA will maintain a copy of the lottery protocol. This protocol will be available upon request.

Lottery timeline:

All year – Implement strategic marketing efforts such as fliers, mailings, community meetings, distribute school information at various community agencies, notify school community of enrollment interest forms and post enrollment interest forms on website.
December – Display lottery information banner in prominent location at the school site.

January/February – Hold open house/informational meeting to inform parents of the academic program at CNCA. Inform families of the exact date of the lottery drawing.

3rd Friday in February – Public lottery

April – Enrollment from lottery

June – Enrollment for all other available seats

All Year – Open waiting list for current year enrollment for students who did not participate in the lottery. These students are placed on a wait-list in the order that their application was received after the lottery applicants.

The lottery process is conducted in a space that is open to the public; instructions and processes are shared with all participants prior to starting, in order to ensure transparency and fidelity to the process.
Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

• P1, first week of January
• P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Each fiscal year, an independent auditor certified by the State of California conducts an audit of the financial affairs of Camino Nuevo Charter Academy and CNCA to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. CNCA’s Board of Directors selects an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor’s work do not have a direct, personal financial stake in matters audited. CNCA retains auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the CNCA Board of Directors.
The charter school's governing board will form an audit committee to oversee selection of an independent auditor. Designated staff provides auditors with all the required documentation for audit execution.

Pursuant to AB 1137, Camino Nuevo Charter Academy will provide any necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE), and the respective state agencies. Designated staff will provide auditors with all required documentation prior to execution.

The audit committee reviews any audit findings and reports recommendations on resolution to the Board of Directors at the Board Meeting where the audit will be reviewed. All recommendations are implemented within 30 days or within a reasonable time period, based on the complexity of the recommendation. The Board reports to the charter-granting agency regarding how audit findings have been or will be resolved.
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).
OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements from suspended expulsion, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the suspended expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Discipline Policy and Implementation of the Applicable Sections of the District's Discipline Foundation Policy: School-Wide Positive Behavioral Support

Student discipline at CNCA is based on positive support and involve multiple parties including school staff, teachers, parents, and students. CNCA has developed a comprehensive student discipline policy that is included in the student handbook. School
staff reviews the discipline policy with students and parents prior to admission to CNCA. By enrolling in the school, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy includes the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:
- Warning, both verbal and written
- Loss of Privileges
- Notices to parents by telephone or letter
- Parent conference

Any student who engages in repeated violations of CNCA’s behavioral expectations is required to attend a meeting with the school’s staff and the student’s parent or guardian to begin crafting an individualized behavior plan with interventions and incentives. Based on the input received by parents and staff members, CNCA will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension and/or expulsion.

The policies of CNCA provides all students with an opportunity for due process and have been developed to conform to applicable federal law regarding students with exceptional needs.

CNCA has a school-wide student support plan that uses a Response to Intervention model, and systematic positive praise and reinforcement of desired behaviors, and aims to strategically reduce the number of out-of-school suspensions. Wrap around services are included as part of the RTI approach to positive student support and will be offered to students who will benefit from the additional support to improve behavior outcomes. CNCA is also committed to involving parents, students and staff in refining the design of and implementing this discipline policy. Review of the Student Parent handbook is conducted each year to ensure that this is occurring.

**Principal’s Discretion to Recommend Student Expulsion**
California Education Code Section 48915 describes offenses for which principals are mandated to recommend student expulsion and those for which principals may exercise their discretion to determine whether or not an expulsion recommendation is appropriate.

**Mandatory Recommendation to Expel**
The principal will immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:
1. Possessing, selling, or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance as listed in the Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in subdivision (n) of EC 48900 or committed a sexual battery as defined in Section 243.4 of the Penal Code.
5. Possession of an explosive.

All recommendations for expulsions must be reviewed by the CEO.

**Offenses Subject to Limited Principal Discretion**
The principal will recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds, unless the Principal or CEO determines that the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of a knife or other dangerous object of no reasonable use to the pupil;
3. Unlawful possession of any controlled substance listed in the Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician;
4. Robbery or extortion;
5. Assault of battery upon any school employee as defined in Sections 240 and 242 of the Penal Code.

All recommendations for expulsion must be reviewed by the CEO.

**Offenses Subject to Broad Principal Discretion**
The principal has maximum discretion to recommend or not recommend expulsion when he or she determines that a student has committed any of the following offenses specified in the Education Code Section 48900, at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense;
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the Principal;
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety
Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant;

- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code;
- Disrupted school activities (school-wide activities; issued only by an administrator);
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed or attempted to commit sexual harassment;
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs;
- Engaged in, or attempted to engage in, hazing.

Engaged in the act of bullying, including, but not limited to, bullying committed by means of electronic act. For the purposes of this subdivision, the following terms have the following meanings:

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in section 48900.2, 48900.3, or 48900.4, or directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

   I. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property, causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
   II. Causing a reasonable pupil to experience substantial interference with his or her academic performance;
   III. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
2. “Electronic act” means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless phone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
   I. A message, text, sound or image;
   II. A post on a social network Internet Web site including, but not limited to:
      a. Posting or creating a “burn” page. “Burn Page” means an Internet Web site created for the purposes of having one or more of the effects listed in paragraph 1 above;
      b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph 1 above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated;
      c. Creating a false profile for the purposes of having one of more of the effects listed in paragraph 1 above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

   • Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only);
   • Committed sexual harassment (applicable to grades 4 through 12 only);
   • Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (applicable to grades 4 through 12 only).
   • Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils (applicable to grades 4 through 12 only);
   • Made terrorist threats against school officials, school property, or both.

**School Suspension Process**

**Informal Suspension Conference with the Student**

Schools are required to be proactive and to implement interventions at the earliest sign that a student’s behavior is impeding his or her learning. When student misconduct requires disciplinary action, the principal or designated administrator will make every effort to conduct an informal conference with the student prior to issuing a suspension. At this conference, the student will be given the opportunity to respond to the charge(s) and to present a defense. In addition, the principal will encourage the student to write a statement concerning the alleged misconduct and to sign and date it. The informal conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personal. If the student is suspended without a conference, the parent/guardian will be notified of the suspension and a conference will be requested as soon as possible.

**Suspension Conference with the Parent**
If suspension is necessary, the principal or designated administrator will make a reasonable effort to notify the parent/guardian by telephone or in person and follow up with a written notification of the suspension. The principal will inform the parent that the parent is expected to respond in a timely manner to any request from school officials to attend a conference regarding his or her child’s behavior. A principal may suspend a student without holding a suspension conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel.

If a student is suspended from school without the conference, the principal or designated administrator shall notify the parent and the student of their right to a conference. The conference shall be held at the earliest opportunity possible after the incident takes place unless the parent waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the parent is able to attend.

A. Notice to Parents/Guardians
   At the time of suspension, a designated administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense/s committed by the student. In addition, the notice will state the date and time the student may return to school. If the Principal, Principal designee, or CEO wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of school rules can result in expulsion from the school. Parents may respond to the notice in writing or in person to the Site Principal, Principal designee or CEO.

B. Length of Suspension
   The length of suspension for students may not exceed a period of 5 consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled with the parent/guardian to discuss the progress (movement toward meeting any outcomes identified in the suspension notice) of the suspension upon the completion of the 5th day of suspension. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework, tests, etc.

C. Recommendations for Expulsion
   Students will be recommended for expulsion if the school Principal finds that at least one of the following findings may be substantiated:
   a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct;
   b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others;
Disciplinary investigations will include information gathering such as but not limited to interviews, documents and other material evidence related to the investigation;

It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis) any student who is determined to have brought a firearm to school. Evidence will be gathered in adherence to applicable California Education Code and may include, but not be limited to witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance to State law will be considered.

**SCHOOL-SITE EXPULSION PROCEDURES**

At the school level, only the principal is authorized to recommend a student’s expulsion. However, the principal’s designee may assist the principal in preparing expulsion cases. The following are steps the school principal or designee should take whenever a student is accused of an act for which expulsion may or must be recommended.

**Incident Investigation**

When an alleged incident occurs, the principal or administrative designee will investigate the matter prior to issuing a suspension, except when the principal has determined that an “emergency situation” exists, defined in E.C. Section 48911[c] a “...clear and present danger to the lives, safety, or health of pupils or school personnel.” The school principal or administrative designee will be responsible for each of the following responsibilities:

1. Collect relevant information surrounding the incident;
2. Identify and interview witness(es) and the accused student;
3. Secure verbal and written statements from the accused student, victim(s) and witness(es) who observed the incident and may corroborate any piece of information obtained;
4. Review the appropriate pupil records, such as cumulative record, and, when applicable, Individual Education Plan (IEP);
5. Contact law enforcement, as applicable;
6. Maintain contact with law enforcement and proceed with the discipline process as appropriate.

**Student Suspension Prior to Expulsion**

Every effort will be made to hold an informal conference prior to suspension with the student. At this conference, the principal will:

1. Discuss with the student the details surrounding the charge(s);
2. Provide the student the opportunity to respond to the charge(s) and to present a defense;
3. Inform the student of the grounds upon which a suspension is based, if a suspension is warranted;
4. Encourage the student to write a statement concerning the alleged misconduct and to sign and date it.

The conference may be postponed if the Principal determines that an emergency situation
exists. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

**Pre-Expulsion Conference**

Expulsion cases will be processed within statutorily prescribed deadlines and in accordance with generally accepted principles of due process. A decision to recommend expulsion may not be made until after the principal has concluded the pre-expulsion conference with the parent. If at all possible, the student should also be present. At the conclusion of the conference, if the principal determines to not recommend expulsion, appropriate alternative intervention should be implemented.

The pre-expulsion conference will be conducted in accordance with the following procedures:

The principal or administrative designee shall make every effort to contact the family, including by phone and by mail, to schedule the pre-expulsion conference. The principal shall conduct the conference and arrange for a second school official to be present as a witness. At the conclusion of the conference, the principal shall:

a. Inform the student and the parent of each applicable charge;

b. Provide the student and the parent with the opportunity to discuss the allegation;

c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student the opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct;

d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent;

e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses;

f. Explain the expulsion procedure and the process of an interim placement should the principal recommend expulsion.

If the student and parent do not attend the pre-expulsion conference, the principal will:

a. Exercise all due diligence to reschedule the conference within a reasonable period of time and document the details of each attempt;

b. At the principal’s discretion, the suspension and pre-expulsion conferences may be combined and held as one;

c. For students with an IEP or a 504 Plan, the pre-expulsion IEP or 504 Plan review meeting must be held prior to the pre-expulsion conference.

**The Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. A hearing will be held within 30 days after the school Principal has made the determination that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The Board of Directors will designate a Board Discipline Taskforce consisting of at least three members, which includes one CNCA Board Member (excluding the Chairman and President of the Board) and one CNCA school administrator. The expelling principal or any other administrator and staff who was involved in the
disciplinary process cannot be a member of the CNCA Board Discipline Taskforce. Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. The Board Discipline Taskforce is delegated by the CNCA Board, the authority to make a final decision on expulsion. A decision will be made within 10 days.

This Notice will include:
- The date and place of the hearing;
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- A copy of Camino Nuevo Charter Academy disciplinary rules that relate to the alleged violation;
- Student and parent rights related to expulsion hearings including but not limited to, the right to have counsel or an advocate present, the right to be present, and the right to present evidence and call witnesses.

The Hearing Process:
- Presentation of the case: The school administrator will provide factual evidence upon which the expulsion recommendation is based;
- Evidence: The school administrator will provide credible evidence to support the recommendations for expulsion;
- Witnesses: The school administrator will present any witnesses who will testify on behalf of the school. If the witness is a student, the principal will obtain parental consent.

Post Hearing
Written notice to expel a student will be sent by the school Principal to the parent/guardian of any student who is expelled. This notice will include the following:
- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion;”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Camino Nuevo Charter Academy;
- The reinstatement eligibility review date;
- Copy of the rehabilitation plan;
- The type of educational placement options during the period of expulsion;
- Appeal procedures.

A Fact and Findings document will be prepared to summarize the evidence presented at the hearing, to substantiate the expulsion decision by the CEO or designee.

Appeal of Suspension
The suspension of a student will be at the discretion of the Principal of CNCA or the Principal’s designee. Parents and/or guardians will be notified in advance by the school via
phone and/or through written notification to enactment of the suspension and the right to appeal a student’s suspension. The appeal will be heard by the CNCA Chief Executive Officer and the Chairman of the Board or designee (The Appeal Taskforce). The appeal may only be submitted from the day of suspension to five (5) school days following the last day of the student’s suspension. The Appeal Taskforce will conduct the suspension appeal review within seven (7) school days of receiving the appeal packet and review the documents submitted by the school and the parent. The parent will be notified in writing of the Taskforce’s decision and the decision of the Appeal Taskforce will be final.

**Appeal of Expulsion**
Expulsion of a student will be recommended by the Principal and must be approved by the CNCA Board Discipline Taskforce. Parents and/or guardians will be notified in advance by the school via phone and/or through written notification to enactment of the expulsion and the right to appeal a student’s expulsion. The expulsion may be appealed within five working days of the date the student was expelled. The student will be considered suspended (out of school) until a meeting is convened to hear the appeal (within 10 working days) of the expulsion date at which time the student’s parent(s) must attend to present their appeal. An extension may be requested by the parent/guardian. The Appeal Taskforce, comprised of individuals who did not take part of prior action, will conduct the expulsion appeal review within seven (7) school days of receiving the appeal packet and review the documents submitted by the school and the parent. The parent will be notified in writing of the Taskforce’s decision within 10 days and the decision of the Appeal Taskforce will be final.

In the event of a decision to expel a student from CNCA, the school will work cooperatively with the district of residence, county, and/or charter schools to assist with the appropriate educational placement of the student who has been expelled. If a student is under an expulsion order from another school district (LEA), all information including the student’s rehabilitation plan, must be provided to the CNCA Board of Directors for review. The Board of Directors will determine if enrollment will be granted upon review of expulsion on a case by case basis.

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

Staff at Camino Nuevo Charter Academy has access to appropriate retirement plans as outlined below. CNCA accepts and understands obligations to comply with Ed. Code 47611 and 41365.

Retirement Rights and Systems
All full time certificated employees who are eligible participate in STRS and eligible classified employees participate in PERS and/or another retirement plan. Employees contribute the required percentage and Camino Nuevo Charter Academy contributes the employer’s required portion. All withholdings from employees and the charter school are forwarded to the STRS/PERS Fund and/or private retirement program as required. Contributions to federal social security are made on behalf of all employees who are not STRS eligible. Camino Nuevo Charter Academy submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS/PERS. The CNCA Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Staff Responsible for Ensuring Coverage
The CNCA Vice President of Human Resources and the CEO are responsible for ensuring that appropriate arrangements for coverage are made.

Employee Benefits
In addition to retirement benefits, employees of Camino Nuevo Charter Academy are eligible for Worker’s Compensation Insurance, Unemployment insurance, State Disability Insurance and Medicare as applicable with Camino Nuevo Charter Academy and the employee contributing appropriate amounts. Health and wellness benefits include health, dental, vision and life insurance. The CNCA Board of Directors determines these benefits.

Working Conditions
The CNCA employee handbook and the CNCA/CNTA collective bargaining agreement outline working conditions for all employees. Employment terms and conditions shall be agreed upon by both CNCA and the employee.

Compensation
Camino Nuevo Charter Academy negotiates teacher salaries with Camino Nuevo Teachers Association (CNTA). Camino Nuevo Charter Academy negotiates salaries with non-
teaching employees based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee on an individual contract basis. CNCA compensation strives to be as competitive as possible with the market in the specified field.

**Camino Nuevo Teachers Association (CNTA)**
The certificated teaching staff has elected representation by the Camino Nuevo Teachers’ Association - CTA/NEA. All other employees are individually contracted. Due Process for represented employees is outlined in the collective bargaining agreement.

**Employee Due Process**
Employees who have a complaint or wish to challenge disciplinary action taken by Camino Nuevo must use the following procedures:

The grievance procedure for CNTA bargaining unit employees is in the CNTA Agreement on pages 5 and 6. All other Employees who have a complaint or wish to challenge disciplinary action taken by Camino Nuevo must use the following procedures:

1. An Employee having a grievance shall present the grievance in writing to his or her Principal within 10 calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 calendar days of receipt, by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

2. If the employee is not satisfied with the response at Step 1, he/she shall notify the CEO that a grievance has been denied or unresolved by the site principal within five (5) work days of the Principals denial. The CEO will convene a meeting with the grievant within seven (7) work days of receipt. Any resolution shall be put in writing. If not resolved, the CEO shall provide a written response within seven (7) work days of the meeting.

3. The Employee shall notify the CNCA Board of Directors, within 10 calendar days of the CEO’s denial that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses and in the HR Office.

The CNCA Board or its designated subcommittee shall meet within 35 days of receipt of the Notification of Grievance Form. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Board. Failure to appear before the Board will be taken as a waiver of all rights under the grievance procedure. Alternatively, the Board may direct this matter to be heard and settled by an external arbitrator selected by the Board. If the Board chooses to hear and settle the matter without arbitration, the Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator’s decision is final.
A written decision made by the Board or Arbitrator will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical.

**Element 12 – Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Camino Nuevo Charter Academy
653 & 697 S. Burlington St.
Los Angeles, California, 90005
P: (213) 413-4245

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon
date of delivery to the address of the person to receive such notice if delivered by
5:00p.m., or otherwise on the business day following personal delivery; (b) if by
facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days
after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either
party may then request that the Dispute be resolved by mediation. Each party shall bear
its own attorneys’ fees, costs and expenses associated with the mediation. The
mediator's fees and the administrative fees of the mediation shall be shared equally
among the parties. Mediation proceedings shall commence within 120 days from the
date of either party’s request for mediation following the Issue Conference. The parties
shall mutually agree upon the selection of a mediator to resolve the Dispute. The
mediator may be selected from the approved list of mediators prepared by the American
Arbitration Association. Unless the parties mutually agree otherwise, mediation
proceedings shall be administered in accordance with the commercial mediation
procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by
binding arbitration conducted by a single arbitrator. Unless the parties mutually agree
otherwise, arbitration proceedings shall be administered in accordance with the
commercial arbitration rules of the American Arbitration Association. The arbitrator
must be an active member of the State Bar of California or a retired judge of the state or
federal judiciary of California. Each party shall bear its own attorney’s fees, costs and
expenses associated with the arbitration. The arbitrator’s fees and the administrative
fees of the arbitration shall be shared equally among the parties. However, any party
who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s
fees, costs and expenses incurred by such other party in compelling arbitration of any
controversy or claim.
**Element 15 – Exclusive Public School Employer**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.
**Closure Procedures**

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELP) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of
Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records,
immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted...
accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancelation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions
FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have
the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior
written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of
all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, canceled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmeless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).