Camino Nuevo Charter Academy #4
Charter Renewal Petition

August 20, 2015

Submitted by:
Camino Nuevo Charter Academy #4
1018 Mohawk Street
Los Angeles, CA  90026
P: (213) 353-5300

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, 2016 to June 30, 2021
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Assurances and Affirmations

Camino Nuevo Charter Academy #4 (also referred to herein as “[CNCA #4]” 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 charge tuition. (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 Education 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).)¹

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)²

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending 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 Charter School without graduating or completing the school year for any reason, 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 Education 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).)

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

• Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:

  o Charter School is a not for profit entity.

  o Charter School shall maintain a record of financial solvency and sustainability.

  o Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

  o In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

  o As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

  o Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the
capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.”

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.

- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.
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)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education 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 Education 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 Education 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 Education 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 Charter 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 Charter 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 Charter 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.

**Public School Choice Service Plan for Students with Disabilities**
In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

**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 Education Code section 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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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 Welligent, 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 in compliance with the requirements of the MCD and applicable timelines and 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.

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**GENERAL INFORMATION**

- The contact person for Camino Nuevo Charter Academy #4 is: Ana F. Ponce, CEO
- The contact address for Camino Nuevo Charter Academy #4 is: 1018 Mohawk St., Los Angeles, CA 90005
- The contact phone number for Camino Nuevo
<table>
<thead>
<tr>
<th>Charter Academy #4 is:</th>
<th>(213) 353-5300</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The proposed address or target community of Camino Nuevo Charter Academy #4 is:</td>
<td>1018 Mohawk St., Los Angeles, CA  90005</td>
</tr>
<tr>
<td>• This location is in LAUSD Board District:</td>
<td>5</td>
</tr>
<tr>
<td>• This location is in LAUSD Local District:</td>
<td>East</td>
</tr>
<tr>
<td>• The grade configuration of Camino Nuevo Charter Academy #4 is:</td>
<td>K-8</td>
</tr>
<tr>
<td>• The number of students in the coming year will be:</td>
<td>K-8: 651</td>
</tr>
<tr>
<td>• The grade level(s) of the students in the first year will be:</td>
<td>K-8</td>
</tr>
<tr>
<td>• Charter School’s scheduled first day of instruction in 2015-2016 is:</td>
<td>July 1, 2016</td>
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<tr>
<td>• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency).</td>
<td>K-8: 678</td>
</tr>
<tr>
<td>• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional, August to June</td>
</tr>
<tr>
<td>• The bell schedule for Charter School will be:</td>
<td>Elementary: 8:00-3:00 Middle School: 8:00-3:15</td>
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<tr>
<td>• The term of this charter shall be from:</td>
<td>July 1, 2016 to June 30, 2021</td>
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**Community Need for Camino Nuevo Charter Academy #4**

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. Currently, Pueblo Nuevo Development remains an essential partner to Camino Nuevo Charter Academy and supports the organization with securing excellent facilities.

Camino Nuevo Charter Academy opened in 2000, serving 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 (Camino Nuevo Charter Academy #4), 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’s Local District East.

Camino Nuevo Charter Academy #4 students would otherwise attend Esperanza, Charles White, Logan Street, Mayberry Street, and Rosemont Avenue Elementary Schools and Sal Castro and Liechty Middle Schools. The student population of this school mirrors the demographics of neighborhood schools.3

<table>
<thead>
<tr>
<th>School</th>
<th>Socioeconomically Disadvantaged</th>
<th>Special Education</th>
<th>English Learners</th>
<th>Latino</th>
<th>Filipino</th>
<th>African American</th>
</tr>
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<tbody>
<tr>
<td>Camino Nuevo Charter Academy #4</td>
<td>93%</td>
<td>11%</td>
<td>45%</td>
<td>90%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Charles White Elementary School</td>
<td>98%</td>
<td>10%</td>
<td>67%</td>
<td>93%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Esperanza Elementary School</td>
<td>96%</td>
<td>10%</td>
<td>79%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Liechty Middle School</td>
<td>96%</td>
<td>14%</td>
<td>32%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Logan Street Elementary</td>
<td>95%</td>
<td>14%</td>
<td>44%</td>
<td>91%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Mayberry Street Elementary School</td>
<td>82%</td>
<td>17%</td>
<td>33%</td>
<td>80%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Rosemont Avenue Elementary School</td>
<td>93%</td>
<td>14%</td>
<td>44%</td>
<td>85%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Sal Castro Middle School</td>
<td>93%</td>
<td>11%</td>
<td>45%</td>
<td>91%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>VISTA Charter Middle School</td>
<td>96%</td>
<td>4%</td>
<td>18%</td>
<td>95%</td>
<td>2%</td>
<td>1%</td>
</tr>
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</table>

**Academic Performance Data**

With a collaborative culture anchored in hard work and pride, Camino Nuevo Charter Academy #4 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 #4 is unique, but how the school continues to be successful.

AB 484 eliminated most mandatory STAR testing and suspended the calculation of new API scores. Furthermore, results from the Smarter Balanced assessments have not been publicly released. As such, CNCA has used State data, internal research-based assessments, including Legacy CST assessments,4 to demonstrate how it has cultivated high levels of student growth and achievement in English language development, literacy, and content-

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3 Data source: CDE’s DataQuest and LAUSD school report cards (special education rates come from LAUSD report cards).
4 In 2014, as part of Camino Nuevo’s commitment to data-driven instruction and to consistently monitor student achievement, Camino Nuevo Charter Academy #4 administered Legacy CST assessments. The CDE allowed districts to administer the Legacy CST under secure testing protocols. Camino Nuevo Charter Academy #4 administered Legacy assessments in ELA, math, and history in grades 2 – 8 and calculated proficiency levels and API scores based on the results of these assessments. Camino Nuevo’s schools’ testing process was independently monitored and validated by the California Charter Schools Association (CCSA).
area standards. CNCA #4’s strong academic performance is contextualized in the following charts.

**Smarter Balanced Assessment Results**

The official results of the first administration of the Smarter Balanced assessments demonstrate that Camino Nuevo Charter Academy #4 is achieving exceptional outcomes for its students. CNCA #4 understands that these scores represent a baseline and looks forward to improving its scores every year. However, the results unequivocally demonstrate that a higher percentage of students at CNCA #4 have mastered the Common Core than students in schools in the community, throughout the school district, and throughout the state of California. This is particularly impressive considering that has only been operating for one charter term and opened serving K-7 students (whereas many charters start with one or two grade levels and expand a grade level per year).

In both ELA and math, CNCA #4 achieved higher levels of Common Core mastery (as measured by the percentage of students performing at the “At Standard” or “Above Standard” achievement levels) than LAUSD as a whole. CNCA #4 tied the state in terms of ELA mastery (44%) and exceeded the state in math (37% vs 25%). Additionally, in both ELA and math, CNCA #4 outperformed nearly every school in the community where it is located. The following charts demonstrate the high levels of Common Core mastery achieved by CNCA #4 students, as measured by the Smarter Balanced Assessments.

![Students At or Above Standard - SBA ELA](image)

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5 CAASPP Results
The Smarter Balanced Assessment results also demonstrate that English language learners at CNCA #4 out-perform their peers at schools in the community, as well throughout LAUSD and the State of California. This data is particularly meaningful as CNCA #4 serves a large number of English language learners (45%)\(^6\) and is committed to providing an equitable educational program for students regardless of their English proficiency.

\(^6\) CDE’s DataQuest
Academic Performance Index and CST Proficiency
Older state data also demonstrate that CNCA #4’s academic outcomes are particularly impressive.

In 2013, Camino Nuevo Charter Academy #4 achieved an API of 775 in 2013\(^7\), outperforming most surrounding schools with similar demographics that our students would otherwise be attending.\(^8\)

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\(^7\) Neighborhood schools did not administer legacy CST assessments and as such do not have a 2014 API to compare to.

\(^8\) CDE’s DataQuest
The 2013 Similar Schools Rankings, which the state of California calculates based on API, correspondingly demonstrate that CNCA #4 is achieving strong academic outcomes for the students that it serves, particularly when compared with other neighborhood schools. As seen below, the State assigned CNCA #4 a ranking of 7 out of 10 for schools serving students of a similar demographic profile. This is significantly higher than the vast majority of schools located within a two-mile radius. The Similar Schools Ranking underscores the value of CNCA #4 in the Echo Park community.

The 2013 AYP Proficiency Levels demonstrate that CNCA #4 students are performing on par or better than LAUSD as a whole.
When compared to other Public School Choice Charters in LAUSD, CNCA #4 performs well. CNCA #4 achieved a higher 2013 growth API (775) than the median API for all PSC charters (756).

<table>
<thead>
<tr>
<th>PSC School</th>
<th>2013 Growth API</th>
<th>2013 Statewide Rank</th>
<th>2013 Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire Firestone Academy</td>
<td>860</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Aspire Gateway Academy</td>
<td>844</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Synergy Kinetic Academy</td>
<td>784</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Aspire Slauson Academy</td>
<td>783</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Aspire Inskeep Academy</td>
<td>776</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Camino Nuevo Charter Academy #4</td>
<td>775</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Camino Nuevo Elementary #3</td>
<td>764</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Magnolia Science Academy Bell</td>
<td>763</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Aspire Juanita Tate Academy</td>
<td>752</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Para Los Ninos (Gratts Primary Center)</td>
<td>746</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Synergy Quantum</td>
<td>731</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Animo Western Charter MS</td>
<td>694</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Alliance Tennenbaum Family Technology High School</td>
<td>694</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
CNCA #4’s performance is even more impressive when compared to other PSC 2.0 charter schools, which have been operating for the same amount of time under similar conditions. Only two of the other eight PSC 2.0 schools have achieved a higher 2013 API score while none of the other schools have achieved a higher 2013 Statewide Rank.

<table>
<thead>
<tr>
<th>PSC 2.0 Schools</th>
<th>2013 Growth API</th>
<th>2013 Statewide Rank</th>
<th>2013 Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire Slauson Academy</td>
<td>783</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Aspire Inskeep Academy</td>
<td>776</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Camino Nuevo Charter Academy #4</td>
<td>775</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Aspire Juanita Tate Academy</td>
<td>752</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Synergy Quantum</td>
<td>731</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Animo Western Charter MS</td>
<td>694</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Alliance Tennenbaum Family Technology High School</td>
<td>694</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Animo Phillis Wheatley Charter MS</td>
<td>629</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PUC eCALS</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Camino Nuevo Charter Academy #4 strives to provide a high-quality and inclusive instructional program for all students. The chart below demonstrates that based on the results of the internally administered Legacy CST assessments, all statistically significant subgroups have benefited from the high quality of instruction at CNCA #4.
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 special education subgroup at CNCA #4 achieved an internally calculated Legacy CST API of 634.

Likewise, CNCA #4 ensures that English Learners have access to both grade level content as well as leveled, systematic English Language Development in order to support language acquisition. This has enabled our prominent EL subgroup to achieve an internally calculated legacy API of 769, which demonstrates that the school is significantly increasing its capacity to serve English learners and close the achievement gap.

As a school committed to delivering a high quality, well-rounded academic program, Camino Nuevo Charter Academy #4 has achieved high levels of proficiency in ELA, math, science, and history after just four years, as demonstrated in the chart below. The 2014 proficiency rates (as measured by the legacy CSTs) of 54% for ELA, 58% for math (including 71% for the elementary grades), 67% for science, and 63% for history show that the school has established a strong foundation upon which to continue to build its academic program.
As discussed above, all statistically significant subgroups have benefited from the high quality of standards-based instruction at CNCA #4. The charts below demonstrate each subgroup’s ELA and math proficiency. CNCA #4 is particularly proud of the growth demonstrated by students with disabilities, which represents 11% of the school.
Camino Nuevo Charter Academy #4’s commitment to providing students with a well-rounded, high quality education across content areas is demonstrated by the increase in grade level science proficiency as measured by the CST.

Literacy
Camino Nuevo Charter Academy #4 views building students’ literacy as the access point for success in high school, college, and career, and thus has placed an emphasis on data-driven, authentic literacy instruction. Research-based literacy assessments administered when the school opened in September of 2011 indicated that only 22% of students

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9 The Teachers’ College Reading and Writing Project assessment (TCWRP) and the Evaluacion Del Desarrollo De La Lectura (EDL), which is the Spanish version of the DRA, or Developmental Reading Assessment
were reading on or above grade level in their primary language. Due to a strong focus on guided reading and research-based best practices in reading and writing instruction, the number of students reading on or above grade level has tripled over the course of 4 years, to 72% when the students were assessed in June of 2015.

CNCA #4’s focus on supporting students to read on or above grade level is especially important during the transition to the Common Core State Standards (CCSS), which requires students to consistently decode, comprehend, analyze, and write about increasingly complex texts.

CNCA #4 intentionally cultivates literacy in both English and Spanish, so it is important to note the high percentages of students reading on grade level in each language. The year by year literacy data in each language are referenced in the chart below. Significant growth has been achieved by all students and all statistically significant subgroups. Again, the English reading growth achieved by students with disabilities, as well English learners, is of particular note.

**Students Reading on Grade Level in English by Subgroup Over Time**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>41%</td>
<td>52%</td>
<td>59%</td>
<td>69%</td>
</tr>
<tr>
<td>English Learners</td>
<td>25%</td>
<td>25%</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>56%</td>
<td>42%</td>
<td>57%</td>
<td>69%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>53%</td>
<td>55%</td>
<td>55%</td>
<td>66%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>15%</td>
<td>5%</td>
<td>7%</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Students Reading on Grade Level in Spanish by Subgroup Over Time**

<table>
<thead>
<tr>
<th></th>
<th>2011-12 (Subgroups too small to track)</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53%  57%  58%  60%  65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>60%  59%  62%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>60%</td>
<td>60%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>65%  65%  65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14%</td>
<td>14%</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>
**Serving English Learners**
Camino Nuevo Charter Academy #4 serves 90% Latino/Hispanic families and 45% English Learners. 80% of the students enrolled during 2014-15 school year were either currently or formerly classified as English learners. As such Camino Nuevo Charter Academy #4 prioritizes English language development. Promising data, including data from SBA assessments, Legacy CST assessments, literacy assessments, and ELD assessments, show the school’s increasing capacity to serve ELLs. Indeed, CNCA #4 met all of its Annual Measureable Achievement Objectives (AMAOs) during the 2014-15 school year.

<table>
<thead>
<tr>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 1 - Percentage of ELLs making progress in learning English</td>
</tr>
<tr>
<td>AMAO 2 - Percentage of ELLs attaining the English Proficient level on the CELDT - Less than 5 Years Cohort</td>
</tr>
<tr>
<td>AMAO 2 - Percentage of ELLs attaining the English Proficient level on the CELDT - More than 5 Years Cohort</td>
</tr>
</tbody>
</table>

There is an upward trend in the percentage of students who have increased at least one level on the California English Language Development Test (CELDT) over two consecutive administrations. In 2014-15, 55% of students increased a level on the CELDT, compared to 43% in 2013-14, and 40% in 2012-13. Also in 2014-15, 55% of ELs increased a level on the internally created, research-based ELD benchmark\(^\text{10}\), compared with 18% in 2013-14. Additionally, the number of ELs reading on or above grade level increased from 25% in 2011-12 to 56% in 2014-15.\(^\text{11}\)

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\(^\text{10}\) The goal of the ELD benchmark is to ensure mastery of key language skills required to move up an ELD level. This assessment mirrors the reading, writing, listening, and speaking skills necessary for proficiency on the CELDT exam and support students towards reclassification.

\(^\text{11}\) CNCA #4 uses the The Teachers’ College Reading and Writing Project assessment (TCWRP)to measure reading proficiency in English.
**Students Increasing a CELDT Level**

- **School-wide**: 40% to 43%, 55% to 55%
- **Socioeconomically Disadvantaged**: 40% to 42%, 55% to 55%
- **Hispanic**: 40% to 43%, 54% to 55%
- **Special Education**: 35% to 28%, 61% to 61%

**Students Increasing an ELD Level (Internal ELD Benchmarks)**

- **2013-14**: 18%
- **2014-15**: 55%

Innovative Features of the Education Program

There are several unique features of the CNCA #4 instructional program which support the positive student outcomes above and will set students up for success on the Smarter Balanced assessments through Common Core alignment:

- Developmental Bilingual Program
- Balanced Literacy Approach (K-8)
  - Readers Workshop
  - Writers Workshop
  - Enchanted Learning (Engage NY)
- Conceptual Mathematics Approach K-8
- Dynamic Blended Inclusion K-8
  - Co-Teaching
- Systematic ELD Classes are provided to all students in grades K-5 (including FEP students) and all English language learners in grades 6-8.
- School Culture Programs
- Data-Driven Instructional Coaching Model

Camino Nuevo Charter Academy #4 employs a developmental bilingual program which currently operates in grades K – 3, but will expand to K – 5 over by the 2016-2017 school year. At each grade level in which the bilingual program is offered, parents are given the choice to select into an English Only class, per Camino Nuevo’s agreement with LAUSD during the Public School Choice 2.0 process. Currently, per parent choice, in each bilingual program grade there are two bilingual classes and one English Only class. The bilingual 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. Subsequently, these skills transfer to greater proficiency in English in the later grades. The end goal is for students to be completely bilingual and biliterate by the end of 5th grade. The cultivation of bilingualism prepares Camino Nuevo Charter Academy #4 students for success in the 21st century global workplace, in addition to the tremendous cultural and relational benefits.

Camino Nuevo Charter Academy #4 emphasizes an authentic and balanced literacy approach. Authentic literacy can be defined as opportunities for “close, purposeful reading, re-reading, writing, and speaking”\(^{12}\). 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 #4 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 #4’s instructional program.

Camino Nuevo Charter Academy #4 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 fully included 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.

Additionally, Camino Nuevo Charter Academy #4 makes an intentional effort to build positive student and staff culture to support a productive learning environment. This is accomplished through a myriad of ways. Students are all part of a “House”, or advisory block, which meets each day to build community and emphasize the school-wide values. Additionally, Restorative Justice practices are implemented to resolve behavioral challenges and restore peace and respect across all stakeholders. Teachers also engage in Restorative Justice circles which strengthens the rapport and collegiality necessary for powerful collaboration in pursuit of student achievement.

Finally, Camino Nuevo Charter Academy #4 has created a robust, data-driven coaching model to support teachers in increasing their ability to meet all students’ needs through whole class instruction, small group instruction, and individual interventions to serve struggling students. Instructional leaders (the Principal and two Assistant Principals) observe all teachers either every week, or every other week for 15-30 minutes.

\(^{12}\) Schmoker, Results Now (Page 18)
Subsequently, instructional coaches hold biweekly coaching meetings in which they debrief the lesson observations to collaboratively determine next steps in order to improve instruction based on best practices.

Formative student achievement data is measured and analyzed by teachers and coaches on an on-going basis via classwork, exit slips, reading level assessments, running records, and unit tests, in order to identify struggling students and plan and implement targeted interventions. Formal data analysis occurs quarterly; each teacher has a data analysis meeting with the Principal and instructional coach in which the teacher and leader(s) look at standards-based interim assessment data in ELA and Math, English development progress and reading data in order to identify trends in student achievement, monitor subgroup achievement and identify instructional next steps. These meetings also provide a time to plan tiered interventions, and schedule Student Success Team (SST) meetings for struggling students for whom more intensive interventions are needed. This data-driven coaching model has consistently led to accelerated improvement in teaching practices among teachers and, as a result, upward trending student achievement data among students, as explained in the previous pages.

Areas of Challenge in the Educational Program

While Camino Nuevo Charter Academy #4 has made significant progress in developing supports for English Learners, there is still much work to be done to improve the quality of English Language Development instruction and increase the reclassification rates across the school. Given that CNCA #4 serves a high number of ELs (45%), enhancing language instruction is the key lever for teaching the students we serve.

Reclassification data indicate that this is an area of growth for CNCA #4. For the 2014-15 school year, the CDE reports that only 12 ELs (4.5%) were reclassified. In actuality, CNCA #4 reclassified 32 students during the 2014-15 school year. However, this number is still not sufficient, given the fact that reclassification is indicative of students’ ability to truly engage with the core curriculum. That said, there are several promising data points that show that CNCA #4 is improving in this area.

As discussed above, the EL subgroup is making impressive gains in English reading, ELD benchmark scores, and CELDT scores. During CNCA #4’s most recent reclassification cycle in July of 2015, course grades were identified as a crucial measure that was preventing a large number of ELs from reclassifying. As a result, CNCA #4 leaders will work with teachers to develop their capacity in Integrated ELD as a means of providing English Learners with access to grade level material, thereby increasing their course performance. In addition, we will continue to increase teacher capacity in providing Designated ELD instruction by analyzing informal language assessment data (e.g., ELD unit assessments, writing samples, etc.) on a regular basis and collaborate to craft high-quality ELD lessons that address data-based needs. With these combined efforts, we will ensure that our ELs

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13 This difference is due to a discrepancy between the timelines that CDE uses to calculate the reclassification rate for a given school year and the reclassification timelines that CNCA #4 uses. CNCA #4 is in the process of investigating how we can better align our reclassification timeline with the CDE’s dates while staying true to our process of authentic and research-based English language learner reclassification.
continue to make progress in both their proficiency level needs and grade level learning, as defined by the Common Core State Standards.

Another area of focus for CNCA #4 is technology instruction, which is becoming increasingly important in our modernized society and under the Common Core. All students in grades 3-8 at CNCA #4 receive a technology elective. Additionally, during the 2014-15 school year, students in grades 3-8 were assessed in ELA and math using computer-based assessments at least three times a year in order to provide exposure to the technological demands of the Smarter Balanced assessment. Feedback from teachers indicate that students need increased exposure and explicit instruction in order to become technologically literate and proficient. During the 2015-16 school year, CNCA #4 will achieve a 1:1 student to computer ratio that will allow students greater access to technological resources and proficiency. As a professional learning community, teachers will be working together to build capacity around integrating technology into daily lessons so as to positively impact instruction and enhance technological literacy amongst students.

**Surrounding Schools Demographic and Performance Data**

As the chart below indicates, Camino Nuevo Charter Academy #4 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 CNCA #4 campus continue to perform higher than their surrounding peers. Even though in the community and throughout the district there is a lack of K-8 bilingual schools to compare to, CNCA#4 still performs well compared to surrounding schools. As noted above, the 2013 API and the similar schools rank is of particular note when in comparison to the neighborhood schools.

<table>
<thead>
<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 1018 Mohawk Street, Los Angeles, CA 90026</td>
</tr>
</tbody>
</table>

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14 Number of students enrolled, socioeconomically disadvantaged rates, English learners, major ethnicity, growth targets, API scores and school rankings come from CDE’s DataQuest; special education data come from LAUSD School Report cards SPF come from LAUSD.net
<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2014-15]</th>
<th>% Student Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students (2013-14)</th>
<th>% English Learner</th>
<th>% Major Ethnicity #1 (Hispanic)</th>
<th>% Major Ethnicity #2 (Filipino)</th>
<th>% Major Ethnicity #3 (African American)</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
<th><strong>Service &amp; Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles White Elementary School</td>
<td>365</td>
<td>98%</td>
<td>10%</td>
<td>67%</td>
<td>93%</td>
<td>2%</td>
<td>3%</td>
<td>769</td>
<td>N</td>
<td>N</td>
<td>795</td>
<td>3</td>
<td>7</td>
<td>Service &amp; Support</td>
<td></td>
</tr>
<tr>
<td>Esperanza Elementary</td>
<td>803</td>
<td>96%</td>
<td>10%</td>
<td>79%</td>
<td>96%</td>
<td>0%</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>
<td></td>
</tr>
<tr>
<td>Liechty Middle School</td>
<td>1148</td>
<td>96%</td>
<td>14%</td>
<td>32%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
<td>685</td>
<td>N</td>
<td>N</td>
<td>684</td>
<td>1</td>
<td>3</td>
<td>Service &amp; Support</td>
<td></td>
</tr>
<tr>
<td>Logan Street Elementary</td>
<td>486</td>
<td>95%</td>
<td>14%</td>
<td>91%</td>
<td>91%</td>
<td>1%</td>
<td>1%</td>
<td>746</td>
<td>Y</td>
<td>N</td>
<td>740</td>
<td>2</td>
<td>5</td>
<td>Service &amp; Support</td>
<td></td>
</tr>
<tr>
<td>Sal Castro Middle School</td>
<td>614</td>
<td>93%</td>
<td>11%</td>
<td>45%</td>
<td>91%</td>
<td>4%</td>
<td>2%</td>
<td>692</td>
<td>N</td>
<td>N</td>
<td>688</td>
<td>1</td>
<td>3</td>
<td>Service &amp; Support</td>
<td></td>
</tr>
<tr>
<td>Charter Schools</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VISTA Charter Middle School</td>
<td>408</td>
<td>96%</td>
<td>4%</td>
<td>18%</td>
<td>95%</td>
<td>2%</td>
<td>1%</td>
<td>752</td>
<td>N</td>
<td>N</td>
<td>672</td>
<td>3</td>
<td>5</td>
<td>Watch</td>
<td></td>
</tr>
<tr>
<td>Camino Nuevo Charter Academy #4</td>
<td>614</td>
<td>93%</td>
<td>11%</td>
<td>45%</td>
<td>90%</td>
<td>5%</td>
<td>1%</td>
<td>775</td>
<td>N</td>
<td>N</td>
<td>N/A</td>
<td>4</td>
<td>7</td>
<td>Service &amp; Support</td>
<td></td>
</tr>
</tbody>
</table>

**Student Population to be Served**

**Target School Population**

CNCA #4 offers grades K-8 serving 614 students. Over 90% of the prospective students live in close proximity to the school and form a microcosm of the surrounding communities. 93% of the students qualify for free or reduced meals. The ethnic composition of the 2014-2015 student body at CNCA #4 is 90% Hispanic and 5% Filipino. 45% of our students are classified as English learners. 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 (90026). This zip code is characterized by high levels of poverty, low levels of academic achievement, and a large population of non-English speaking immigrants. 23% of the residents in this area live below the poverty line, compared with 15% across the United States. The median income is only $44,327, which is $8,719 less than the median income of the United States. Only 71% of the residents are high school graduates; across the country the rate is 86%. 46% of the residents of 90026 are foreign born and 33% 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.15

As a tuition-free, non-sectarian public school of choice, we do not discriminate based upon race, religion, ethnicity, national origin, gender identity, gender expression, culture, disability, or sexual orientation. The underlying philosophy of Camino Nuevo Charter Academy #4 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 fifteen years, CNCA #4 has achieved the goal of enabling students to master rigorous content standards while addressing the needs of the community.

Enrollment Projections

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<td>84</td>
<td>67</td>
<td>76</td>
<td>76</td>
<td>72</td>
</tr>
</tbody>
</table>

15 2010 Census Data
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 Camino Nuevo Charter Academy #4 team vision is to develop a caring community of learners where students are empowered with the skills and habits necessary to succeed in college and contribute positively to the world.

Camino Nuevo Charter Academy #4 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 #4 seeks to develop authentic literacy opportunities through the Readers and Writers Workshop and expands students’ critical thinking skills through curricula such as Eureka Math, Cognitively Guided Instruction in 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 #4’s Continuum of Care
Each aspect of the Continuum of Care reflects a commitment to CNCA #4’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 #4, 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 #4 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. For more information about CNCA’s #4 research-based instructional frameworks, please see the Instructional Design section.

Cultivating Motivated Learners
Camino Nuevo Charter Academy #4 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 #4 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 #4 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 #4 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 #4 must truly understand and prosper the belief that all children can learn.

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 #4, 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 #4 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 #4 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 four intervention teachers, Coordinated Service Team, a full-time mental health therapist, and a Student & Family Services Coordinator work diligently to ensure students have the resources they need outside of school to be successful inside the classroom.

4. **Partnering with the Community**
Camino Nuevo Charter Academy #4 is dedicated to partnering with the community to provide more opportunities for an enriched education for our students. Through various partnerships, CNCA #4 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 #4 students participate with partners in the following areas:

- Arts Programs—P.S. ARTS, Everybody Dance!, In-house Music teacher, Get Lit
- The Los Angeles Child Development Center (LACDC), Didi Hirsch Community Mental Health Center
- Community/Business Development—Academy of Business Leadership,
- Parent Support Services—Latino Family Literacy Project, Centro del Pueblo
- Educational Enrichment—Youth Policy Institute (YPI), ARC Programs
- Mentoring—Big Brothers Big Sisters

5. **Focus on Technology and the Arts**
Camino Nuevo Charter Academy #4 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 #4 offers 3rd – 8th grade students a technology course where students learn how to type, navigate the internet, and use basic programs. The technology capacities they develop in this class are infused in core classes to enhance classroom projects and deepen students’ literacy skills. All K-8 students engage in art and music classes weekly. Physical education is provided 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 #4 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 the teaching and coaching of our shared school values: Respect, Responsibility, Empathy, Persistence, Integrity, and Excellence. Restorative practices including
community building circles are facilitated in order to build positive relationships amongst all constituents within the school community.

**Annual School Goals**
These goals align with the eight state goals of CNCA’s Local Control Accountability Plan submitted in 2014-2015.

<table>
<thead>
<tr>
<th>TEACHER ASSIGNMENTS AND CREDENTIALING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE PRIORITY #1: BASIC SERVICES</strong></td>
</tr>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
</tr>
<tr>
<td>- Annual review in May/June of Human resources criteria, systems and procedures for teacher hiring</td>
</tr>
<tr>
<td>Continue to employ fully credentialed and qualified teachers for all students.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>ACCESS TO INSTRUCTIONAL MATERIALS</th>
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</thead>
<tbody>
<tr>
<td><strong>STATE PRIORITY #1: BASIC SERVICES</strong></td>
</tr>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
</tr>
<tr>
<td>- Annual inventory of instructional materials, and corresponding purchase of materials as necessary</td>
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<tr>
<td></td>
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</tbody>
</table>
to ensure funds are available for instructional materials
Led by Site Principal

<table>
<thead>
<tr>
<th>FACILITIES MAINTENANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE Priority #1: Basic Services</strong></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>
</table>
| Continue to maintain the facility in good condition and track annual maintenance requirements. | - 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 | 2013-2014 current state:  
100% compliance in required building inspection  
2016-2017  
2017-2018  
2018-2019  
2019-2020  
2020-2021 |
| Led by Facilities & Maintenance Manager | Maintained  
100% compliance in required building inspection | Maintained  
100% compliance in required building inspection | Maintained  
100% compliance in required building inspection | Maintained  
100% compliance in required building inspection |

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

| **STATE Priority #2** |

<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>
| Ensure faithful implementation of the CCSS and CA ELD Standards through guaranteed and | - Teachers will revise yearlong pacing plans in ELA, Math, Science, History, and ELD to reflect CCSS  
- Professional Development for | 2015-2016 Transiton Year: Approx 80% Implementation  
2016-2017  
2017-2018  
2018-2019  
2019-2020  
2020-2021 |
| | 100% implementation  
100% imp  
100% imp  
100% imp  | 100% imp  | 100% imp  | 100% imp  |
viable curriculum, research based instructional practices, and assessments aligned to the Smarter Balanced test. 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

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
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<tbody>
<tr>
<td>STATE PRIORITY #3</td>
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</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>Increase the percentage by 10% of parents that attend school events other than conferences and graduation (workshops, celebrations, etc.) as measured by the parent satisfaction survey.</td>
<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. -Continue facilitating Site Based Council, English Learner Advisory Committee, and Parent Leadership Groups each month to support parental input in school-wide decision making Led by Site Principal and Student and Family Services Coordinator</td>
<td>Method for Measuring: <em>Parent Satisfaction Survey, Sign-In Sheets</em></td>
</tr>
<tr>
<td>2015-2016 current state is unknown</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>
## STATEWIDE ASSESSMENTS
### STATE Priority #4: Student Achievement

<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: CAASPP Performance Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase the number of students, including the English learners and Special Education subgroups, scoring proficient or above on SBA assessments.</strong></td>
<td>- Teachers will be compensated to 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 instructional materials.</td>
<td><strong>Baseline</strong> [2016-2017] [2017-2018] [2018-2019] [2019-2020] [2020-2021]</td>
</tr>
<tr>
<td>ELA: 44%</td>
<td>All: Baselin e + 5%</td>
<td>All: Baselin e + 10%</td>
</tr>
<tr>
<td>Math: 37%</td>
<td>ELs: Baselin e + 5%</td>
<td>ELs: B + 10%</td>
</tr>
<tr>
<td>ELs: ELA: 24%</td>
<td>SpEd: Baselin e + 5%</td>
<td>SpEd: B + 10%</td>
</tr>
<tr>
<td>Math: 26%</td>
<td>ELs: ELA: 7%</td>
<td>SpEd: B + 10%</td>
</tr>
<tr>
<td>SpEd: ELA: 8%</td>
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</tr>
</tbody>
</table>

Led by Site Principal and CNCA Chief Academic Officer

### ACADEMIC PERFORMANCE INDEX (API)
### STATE Priority #4: Student Achievement

<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: SBAC Assessment, SARC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>API performance will be higher than the median of similar schools.</strong></td>
<td>- Administer quarterly standards-based benchmarks to measure progress towards proficiency on state-adopted standardized assessments.</td>
<td><strong>Baseline</strong> [2016-2017] [2017-2018] [2018-2019] [2019-2020] [2020-2021]</td>
</tr>
<tr>
<td>The 2012-2013 API was 775.</td>
<td>All: Baselin e + 20</td>
<td>All: Baselin e + 40</td>
</tr>
<tr>
<td>Legacy API was EL</td>
<td>EL</td>
<td>EL</td>
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<tr>
<td>API: Baselin</td>
<td>API: Baselin</td>
<td>API: Baselin</td>
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</tbody>
</table>
assessment. 
- Utilize quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching.
- Provide supplemental intervention to students performing below grade level. More information may be found in the intervention and enrichment section of the charter on page 79.

Led by: Site Principal and Site Intervention Coordinator

<table>
<thead>
<tr>
<th>ENGLISH LEARNER ADEQUATE PROGRESS RATE</th>
<th>STATE PRIORITY #4: STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
</tr>
<tr>
<td>Decrease the number of Long Term English Learners.</td>
<td>- Provide daily Systematic ELD classes for all ELL students - Instructional Aides - ELD teachers - ELD curricular materials - PD for teachers to support ELLs - ELD assessment, analysis and response - Online program to support instruction</td>
</tr>
</tbody>
</table>

814. The API under SBAC is unknown
- Provide supplemental intervention to students performing below grade level. More information may be found in the intervention and enrichment section of the charter on page 79.

Led by: Site Principal and Site Intervention Coordinator

814. The API under SBAC is unknown
- Provide supplemental intervention to students performing below grade level. More information may be found in the intervention and enrichment section of the charter on page 79.

Led by: Site Principal and Site Intervention Coordinator
### ENGLISH LEARNER ELD LEVEL GROWTH
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<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: Internal ELD Benchmark and CELDT</th>
</tr>
</thead>
</table>
| **Effectively support English Language Learners to make adequate progress in acquiring English and increase the percentage of ELLs advancing at least 1 ELD class level per year.** | Provide daily Systematic English Language Development classes for all ELL students and students who require ongoing language support  
- ELD teachers  
- Systematic ELD curricular materials (kits)  
- Professional Development  
- Release time for ELD assessment, analysis and response  
Led by: Site Principal | Baseline  
2014-2015 current state  
All students 55% | 2016-2017  
2017-2018  
2018-2019  
2019-2020  
2020-2021 | All: 75%  
All: 85%  
All: 95%  
All: 100%  
All: 100% |

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### ENGLISH LEARNER RECLASSIFICATION RATE
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<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: AMAO1, AMAO2, and Reclassification</th>
</tr>
</thead>
</table>
| **Increase the percentage of English Learners who reclassify as fully English Proficient.** EL reclassification criteria may be  
- Provide daily Systematic ELD classes for all ELL students  
- Instructional Aides  
- ELD teachers  
- ELD curricular materials  
- PD for teachers to  
Led by: Site Principal | 2014-2015 current state: 5% RFEP rate | Baseline  
2016-2017  
2017-2018  
2018-2019  
2019-2020  
2020-2021 | 15%  
20%  
25%  
30%  
35% |
found on page 90.

<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: Monthly Attendance Report</th>
</tr>
</thead>
</table>
| Maintain or improve strong percentage of students attending 96%+ of the school year. | - Develop a comprehensive approach to proactive promotion of regular attendance through communication, incentives, etc.  
- A school-wide incentive attendance campaign  
- Daily, weekly, monthly review of attendance reports  
- Parent notification after 3 absences  
- SST meetings to support chronic absences  
- Referral to the CNCA Attendance Review Board  
- Led by: Site Principal and HSO Compliance Coordinator | Current State: 68%  
Baseline  
2016-2017  
2017-2018  
2018-2019  
2019-2020  
2020-2021  
80%  
83%  
87%  
90%  
93% |

DROPOUT RATE [Middle and High Schools Only]

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Graduation Rate, Transcripts</th>
</tr>
</thead>
<tbody>
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</tr>
<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, specifically for struggling and/or disengaged students who are at risk of dropping out of school. Led by Site Principal and HSO Academic Data Specialist</td>
<td>2014-2015: All students: 93%</td>
</tr>
</tbody>
</table>

### STUDENT SUSPENSION RATE

**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 Method for Measuring: <em>Student Suspension Report</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease the percentage of students suspended each year.</td>
<td>-Provide structures, such as Restorative Justice and Council circles, as well as supervision to prevent serious offenses that lead to suspension. -Partner students who have behavior challenges with a counselor or adult mentor to address social-emotional needs. Led by: Site Principal and Dean of Culture</td>
<td>2014-2015 Current State: All: 2.9%</td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE

**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: <em>Student Suspension Report</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priority #6: School Climate</strong></td>
<td><strong>Measurable Outcomes</strong></td>
<td><strong>Method for Measuring:</strong> Parent &amp; Student Surveys</td>
</tr>
<tr>
<td>-------------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>Specific Annual Actions</strong></td>
<td><strong>Baseline</strong> 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 **</td>
</tr>
<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 school culture (school spirit, community, fellowship, attendance, etc.) 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>2013-2014 Current State: 70%</td>
</tr>
</tbody>
</table>
### BROAD COURSE OF STUDY
**State Priority #7**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Class Rosters, Transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>- Revise master calendar to ensure all students have access to art, health, and technology classes</td>
<td>Baseline</td>
<td>2016-2017</td>
</tr>
<tr>
<td></td>
<td>- Purchase additional computers</td>
<td>- Ensure adequate staffing for elective courses</td>
<td>2014-2015 current state: 100%</td>
</tr>
<tr>
<td></td>
<td>Led by: Site Principal</td>
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</tr>
</tbody>
</table>

**[Other Student Outcomes]**

### State Priority #8: Literacy Development

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Reading Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Providing teachers with CCSS-aligned curricula such as Readers’ and Writers’ Workshop and Enchanted Learning (EngageNY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Providing teachers with site-based and external professional development on best practices related to CCSS literacy instruction</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2014-2015 current state</td>
<td>All: 70%</td>
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<td></td>
<td></td>
<td>All students: 59%</td>
<td>ELLs: 55%</td>
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<td></td>
<td></td>
<td>ELLs: 37%</td>
<td>SWDs: 18%</td>
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<tr>
<td><strong>Instructional Design</strong></td>
<td>Camino Nuevo Charter Academy #4 is committed to the successful</td>
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<tr>
<td></td>
<td>implementation of the Common Core State Standards (CCSS).</td>
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<td></td>
<td>We also believe that the teacher is the most critical key lever</td>
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<td></td>
<td>for student success and that no set curriculum meets the needs</td>
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<td></td>
<td>of all students in the classroom. Therefore, we hire staff that</td>
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<td></td>
<td>shares our commitment to the Common Core standards and our</td>
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<td>philosophy that teachers must “own their craft” by continuously</td>
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<td></td>
<td>reflecting on their effectiveness in the classroom and seeking</td>
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<td></td>
<td>out best practices in pedagogy.</td>
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<td></td>
<td>Action*, Robert Marzano identifies a “guaranteed and viable</td>
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<td>curriculum” as the school-level factor with the most significant</td>
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<td>impact on student achievement (2003). In our effort to yield</td>
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<td></td>
<td>the greatest student achievement gains, the leadership team of</td>
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<td></td>
<td>CNCA #4 maintains a strong commitment to ensuring a guaranteed</td>
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<td>and viable curriculum for all students. We ensure the quality</td>
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<td></td>
<td>of instruction for every student by guaranteeing what gets</td>
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<td></td>
<td>taught through teacher-created, Common Core aligned, standards-</td>
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<td></td>
<td>based pacing plans. The leadership team monitors how it gets</td>
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<td>taught through consistent professional development around pedag</td>
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<td>ogy that meets the needs of our learners. The content delivered</td>
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<td></td>
<td>and the effectiveness of the delivery is measured through</td>
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<td>student performance on the Smarter Balanced assessments.</td>
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<td></td>
<td>New CCSS aligned pacing plans are in progress and will be</td>
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<td></td>
<td>finalized in the 2015-2016 school year during weekly</td>
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<td></td>
<td>professional development. Teachers will use grade level</td>
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<td></td>
<td>collaboration time to study the standards and released sample</td>
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<td></td>
<td>questions from Smarter Balanced to create these standards-based</td>
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<td></td>
<td>plans. The development process is from the Understanding By</td>
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<tr>
<td></td>
<td>Teachers:</td>
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<tr>
<td></td>
<td>• Group Common Core standards into units around big ideas and</td>
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<td></td>
<td>essential understandings.</td>
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<tr>
<td></td>
<td>• Write measurable objectives to teach each standard.</td>
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</tbody>
</table>
- 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 by instructional coaches 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. At the end of the year, the principal and members of the Home Support Office Education Team review pacing plans to ensure alignment of instruction and assessment.

**Bilingual Program**

One of the most distinctive features of Camino Nuevo Charter Academy #4’s instructional approach is our research-based, Developmental Bilingual Program. This model, also known as a Heritage Maintenance Model, is designed to build academic fluency in both English and Spanish. The bilingual program plan aligns with the school’s 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 by providing a vehicle for bilingual and bi-literate students who are optimally prepared for college and career in a linguistically diverse world.

Ever since we opened the school in 2011, our bilingual program has been an option for families when they enroll children in kindergarten. Each spring and summer, we conduct workshops for families to introduce them to our instructional program, including the bilingual and non-bilingual options. Parents and guardians then choose an instructional track for their children. This has resulted in two bilingual classes and one English class, with both tracks having a mix of English Learner and English Only students. While the program began with kindergarten only, it has grown up with the students and now continues through fourth grade. Starting in the 2016-17 school year, the program will be fully implemented as a K-5 Developmental Bilingual Program.

When informing families of their two options, we share the research that supports the developmental bilingual 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):16

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.

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16 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.)
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.

In addition, we share with families the research that supports the bilingual approach for students who are non-Spanish speakers. For example, the California Department of Education’s website states that English Only students perform well in bilingual programs. The Department synthesizes fifteen years of research on bilingual programs, showing that English-speaking students who have been instructed up to 100 percent of their day in another language perform as well as or better on English tests than their English-speaking peers who have been instructed only in English.17 This, together with the research on English Learner performance in bilingual programs, supports the value of our program for all students.

The Camino Nuevo Developmental Bilingual Model includes the three key aspects from Thomas and Collier’s research, 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 #4 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
- Inclusion of comprehensive English Language Development Curriculum (Systematic ELD).
- 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).

Developmental Bilingual Program Matrix

<table>
<thead>
<tr>
<th>Grade/language</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Spanish</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. 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 regularly analyzes student work from their bilingual classrooms within the context of their professional learning community (PLC).

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 2014-2015 school year 98% of parents agreed with the statement (of 223 respondents 70% strongly agreed and 18% agreed). This survey data demonstrates how parents and families are supportive of and invested in the model.

**Curriculum**

**English Language Arts/Spanish Language Arts**
Camino Nuevo Charter Academy #4 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 word work to become truly bi-literate. Based on this philosophy, we implement a Balanced Literacy framework which emphasizes all components that help build students’ literate lives.

**Reading and Writing Workshop**

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19 The bilingual program will extend through 5th grade beginning in 2016-17.

Many of the tenets of our Balanced Literacy approach come from the work of Lucy Calkins and the Teachers College Reading and Writing Project at Columbia University, including Reading and Writing Workshop. Reading and Writing Workshop is an approach which provides both exposure to and practice with 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 instruction 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 or instructional 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. In these small groups, the teacher gradually scaffolds students toward accessing increasingly complex texts, as defined by the Lexile measures of text complexity in the Common Core State Standards. The teacher also 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 of grade-level texts.

There are essential guiding principles of Reading 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 Writing Workshop follows a similar routine and foundational concepts. Writing 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 ensure that their literacy lessons are aligned to Common Core State Standards, teachers use common ELA/SLA standards maps created by the CNCA’s Education Team. They then write teaching points and lessons that align to these standards maps, drawing from the Units of Study developed by Lucy Calkins and staff at Columbia’s Teachers College. These guides outline developmentally appropriate reading and writing lessons 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 Units of Study also include suggested texts and resources to use in lessons, and ideas for assessment. The faithful and consistent use of common standards maps, along with diligent objective writing and resource alignment, ensure a guaranteed and viable curriculum for English and Spanish Language Arts throughout the grades at Camino Nuevo Charter Academy #4.

**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. The descriptions below are guided by seminal texts from Kathy Collins (2004) and Lucy Calkins (2000).

- **Shared Reading** – In the primary grades, 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. In the upper grades, shared reading is an additional time for students to engage with complex, grade-level texts. Teachers provide students time for guided practice with fluent reading, comprehension, and discussion of texts to complement the work of Reading Workshop.

- **Interactive Read Aloud** – This is a 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 and students engage in rich discussions about the themes of the text.
• **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. The goal of both types of small groups is to accelerate students’ reading ability toward meaningful engagement with complex texts.

• **Word Study** – This is a 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 #4, the English Word Work curriculum is supported by Jolly Phonics and Words Their Way and Spanish word study is taught through the use of Estrellititas and Palabras a Su Paso resources. 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 elements of their own version on white boards.

The balanced literacy approach supports the work students are doing in both languages in the bilingual classes. In grades K-2, there is more reading and writing instruction in Spanish than in English, but teachers engage students in explicit lessons that support the transference of literacy skills from Spanish to English. In grade 3, teachers continue this work, while transitioning to more English than Spanish by the end of the year. In grades 4-5, teachers primarily teach Language Arts in English to ensure student mastery of grade level reading and writing skills, while extending student learning in Spanish to ensure that students continue to develop and maintain academic Spanish.

**Grades 5-8 Humanities**

Starting in 5th grade, 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 a hallmark of Camino Nuevo Charter Academy #4’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 the crucial life-long reading and writing competencies identified in the Common Core State 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.
Humanities is distinguished by signature best practices, including close, purposeful reading and annotation, structured student discourse and language development, writing, and systematic vocabulary development. Teachers’ instructional planning is guided by CNCA’s common standards maps, along with objectives, lessons, and resources from *Expeditionary Learning*, the ELA curriculum provided by the New York State Department of Education and found on their website, engageny.org. 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\(^2\):

<table>
<thead>
<tr>
<th>K</th>
<th>Students learn to:</th>
<th>Writing</th>
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<tbody>
<tr>
<td></td>
<td>“read” the pictures of emergent story books in order to think and talk about text</td>
<td>Students learn to:</td>
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<tr>
<td></td>
<td>apply phonics knowledge to text in order to decode</td>
<td>- craft petitions, letters, and signs that rally people to address problems in their class, school and world</td>
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<td></td>
<td>integrate sources of meaning (word, picture, and context)</td>
<td>- write to teach readers about topics they know well: their family and their playground</td>
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<td></td>
<td>continue a pattern across a pattern book in order to decode</td>
<td>- plan, revise, and edit informational texts that teach readers procedures for doing things</td>
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<tr>
<td></td>
<td>read nonfiction books in order to learn information</td>
<td>- tell stories from their lives by drawing, labeling, and writing</td>
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<td></td>
<td>apply multiple strategies (letter-sound knowledge, picture clues, and story context) when tackling tricky words</td>
<td>- edit their work by focusing on getting more letters and words onto every page and using increasingly conventional spelling</td>
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<td></td>
<td>study characters in fiction books by pretending and performing during and after reading</td>
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<tr>
<td></td>
<td>use books in order to make social connections with others</td>
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</tr>
<tr>
<td></td>
<td>read fluently and with expression</td>
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<tr>
<th>1st</th>
<th>Students learn to:</th>
<th>Students learn to:</th>
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<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</td>
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</tbody>
</table>

\(^2\) This list contains collaboratively determined learning goals and support backwards design. They are not a list of CCSS but are integral to our instructional program.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Students learn to:</th>
<th>Students learn to:</th>
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</thead>
</table>
| 2nd   | - read nonfiction in order to learn about the world, including the world of science  
- read across genres in order to study a topic | - to life  
- use all they know about writing narratives to create their own series of fictional chapter books |
|       | **2nd Students learn to:** | **2nd Students learn to:** |
|       | - independently apply reading strategies learned in kindergarten and first grade  
- integrate multiple sources of meaning and access multiple cuing systems in order to comprehend and decode increasingly difficult text  
- study characters’ obstacles within fiction texts  
- read nonfiction and discuss texts in book clubs in order to learn about the world  
- maintain and deepen comprehension while reading across books in a series  
- deepen knowledge about a topic by reading across genres  
- use the predictable structures of folktales and fairy tales in order to comprehend stories within the genres  
- read about science topics in order to become experts | - write letters and essays about their opinions about characters, scenes, or whole books, using examples from the text  
- write procedural texts, descriptions, and analyses about experiments, then use that to write science-based information books  
- study published texts to learn writing techniques to try in their own narratives |
| 3rd   | **3rd Students learn to:** | **3rd Students learn to:** |
|       | - practice the habits of an avid reader  
- envision, predict, synthesize, and infer in order to learn more from characters in stories  
- maintain and deepen comprehension across books in a series  
- comprehend expository texts  
- use the predictable structure of a mystery text in order to comprehend books in the genre  
- use the predictable structure of narrative nonfiction in order to comprehend biographies  
- 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 to persuade people about causes they believe in, using evidence, crafting techniques, and attention to audience  
- write chapter books about topics on which they are experts, employing a variety of structures and sub-structures  
- write personal narrative using the complete writing process, including drafts and revision  
- adapt and write their own fairy tales, learning to use cohesive details, point of view, and story structure |
| 4th   | **4th Students learn to:** | **4th Students learn to:** |
|       | - practice the habits of an avid reader  
- envision, predict, synthesize, infer, and interpret in order to learn more | - write claim-based, evidence-rich literary essays after close readings of complex texts |
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<tr>
<th>Grade</th>
<th>Students learn to:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>- practice the habits of an avid reader &lt;br&gt; - synthesize, infer, and interpret in order to learn more from characters in stories &lt;br&gt; - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres &lt;br&gt; - use critical analytical lenses to navigate complex nonfiction text sets &lt;br&gt; - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts &lt;br&gt; - read content-area texts in order to research and write about a topic &lt;br&gt; - study social issues (themes) within and across texts &lt;br&gt; - read and interact with texts and questions on standardized texts</td>
<td>- build arguments about topics they know well using logical structures and carefully arranged ideas and evidence &lt;br&gt; - write research reports in which they use research skills to learn about a central topic and then elaborate &lt;br&gt; - develop fictional characters with motivations and struggles and write these characters into carefully structured stories</td>
</tr>
<tr>
<td>6th</td>
<td>- practice the habits of an avid reader &lt;br&gt; - study characters across the texts in a series &lt;br&gt; - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres &lt;br&gt; - develop analytical lenses to engage in research with informational texts &lt;br&gt; - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts &lt;br&gt; - develop interpretation skills while reading</td>
<td>- 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 &lt;br&gt; - research and write informational essays, books, and digital presentations or websites to teach readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action</td>
</tr>
<tr>
<td>Grade</td>
<td>Students learn to:</td>
<td>Students learn to:</td>
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</tr>
<tr>
<td>7th</td>
<td>- practice the habits of an avid reader</td>
<td>- write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action</td>
</tr>
<tr>
<td></td>
<td>- study characters across the texts in a series</td>
<td>- write innovative, reflective companion books that explain, develop, and extend ideas about books they love</td>
</tr>
<tr>
<td></td>
<td>- use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres</td>
<td>- write engaging short fiction, creating action-filled plots and believable characters and crafting nuanced, memorable scenes</td>
</tr>
<tr>
<td></td>
<td>- develop analytical lenses to engage in research with informational texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- apply historical content knowledge and an understanding of setting to comprehend historical fiction texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- develop interpretation skills while reading, discussing, and writing about texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- study social issues (themes) within and across texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- study an author’s craft across multiple works by the same author</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- read and interact with texts and questions on standardized tests</td>
<td></td>
</tr>
<tr>
<td>8th</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 arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author’s craft</td>
</tr>
<tr>
<td></td>
<td>- study characters across the texts in a series</td>
<td>- write position papers that draw on evidence, contextualize their positions, and address multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>- use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres</td>
<td>- use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>- develop analytical lenses to engage in research with informational texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- apply historical content knowledge and an understanding of setting to comprehend historical fiction texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- develop interpretation skills while reading, discussing, and writing about texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- study social issues (themes) within and across texts</td>
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<td>- study an author’s craft across multiple works by the same author</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- read and interact with texts and questions on standardized tests</td>
<td></td>
</tr>
</tbody>
</table>
English Language Development

Under the Common Core State Standards, our English Language Learners 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. After doing extensive research into effective programs, Camino Nuevo Charter Academy #4 adopted a data-based methodology for teaching English Language Development, called Systematic ELD. Based on the work of Susana Dutro and EL Achieve, Systematic ELD is a framework in which:

- Students are grouped and taught at their assessed ELD proficiency level at least four times a week for 40-60 minutes;
- students are explicitly taught forms and functions of language, as well as high-utility vocabulary that they are unlikely to learn on their own or during other instructional blocks, but need for academic and social life; and
- students use oral and written language in meaningful contexts.

Systematic ELD lessons have clearly stated language objectives that are designed to accomplish what WestEd’s Robert Linquanti says Designated ELD should do, which is “build into and from content instruction in ELA and the literacy demands in other disciplines.” Each lesson utilizes a gradual release model to:

- explicitly teach students language patterns and vocabulary connected to a specific language function (or purpose)
- provide students with ample oral practice (i.e., 50% of the lesson) in the context of structured language practice routines
- help students connect oral language to its written form through guided, shared, and independent writing activities

Instructional Planning for ELD

Teachers plan ELD lessons by drawing from EL Achieve’s Systematic ELD instructional units and adapting them to meet the language and engagement needs of their students, as well as ensuring that their planning reaches the goals delineated in the organization-wide summative assessment. Teachers begin the year by previewing the summative assessment and analyzing students’ results on it from the previous year, ensuring that they know the end goals, as well as their students’ progress toward them. They then use this information to pare down, modify, or extend the language delineated in each lesson of the instructional units. They continue to tailor the lessons in the units to meet students’ needs by administering daily, weekly, and unit assessments and using this data to plan from the instructional units.

When building from Systematic ELD’s instructional units to plan lessons that meet their students’ needs, teachers ensure that they select the language to teach that students:

- “Are not likely to learn outside of school or efficiently pick up on their own;
- Will not be explicitly taught in other subject areas; and

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• Need to be able to use every day for effective academic learning and classroom participation.”

The rationale for these guiding principles is that Designated ELD “supports content-area success by strengthening language skills and teaching the language that native-English speakers already bring to their schooling.”

**Daily Instruction and Assessment within ELD**

Teachers’ planning sets them up to implement the following common practices during Designated ELD time:

**Gradual Release of Responsibility**

Designated ELD lessons are characterized by a gradual release of responsibility from teacher modeling to guided oral practice to independent written practice. Teachers move through each of these phases in every lesson in order to ensure that students get enough oral practice and that they have an opportunity to apply their new oral language to writing.

**Visual Supports**

ELD teachers at Camino Nuevo Charter Academy #4 provide ample visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support. Teachers model how students might use these visuals during oral and written practice, as well as support students toward independent language production without the use of a scaffold.

**Structured Language Practice**

During guided oral practice, students engage in Structured Language Practice (SLP) routines, which promote focused, accountable talk. Teachers are trained in the facilitation of these routines during their initial Systematic ELD professional development (PD) sessions which are facilitated annually by CNCA’s Education Team and site leaders. They range from routines for whole class choral language practice (e.g., Echo Repeat) to small group activities (e.g., Talking Stick) to partner routines (e.g., Lines of Communication).

**Written Application Tasks**

In order to ensure that students’ oral language production transfers to their writing, teachers embed daily written application tasks as early in elementary school as possible (i.e., by the middle of kindergarten at the latest). These tasks may be guided, as with a shared writing activity, or may be more independent, such as an exit ticket. The key feature of all written tasks in Designated ELD is that the teacher explicitly makes the connection between them and students’ oral language practice so that students begin to write the way they speak and speak the way they write.

**Assessment**


Once students are able to complete the writing tasks independently, they serve as daily assessments, providing the teacher with crucial data on students’ language progress. In addition to written tasks, teachers use an ongoing assessment checklist to keep track of students’ oral language production. They keep a clipboard with a checklist that has students’ names, the grammatical forms, and target vocabulary, which they use during Structured Language Practice.

In addition to these daily assessment measures, weekly assessments are administered in the form of an application task that students complete by synthesizing all of the language learned that week. This may be in the form of a dramatic role play, a short essay, or a board game. No matter the task, there is a clear connection between the language assessed and its real-life applications. By designing weekly application tasks in this way, teachers ensure that students are engaged in authentic language production while also gathering end-of-week assessment data to guide their instruction for the following week.

The more formal assessment measures used during Designated ELD are unit assessments and a summative leveled benchmark administered at the end of each school year. Together, these assessments help teachers and school leaders track students’ language progress over time, allow them to see whether students can apply the language learned in new contexts, and inform decisions about class placement and ELD leveling. At the end of each academic year, leaders and teachers determine students’ readiness to move to the next ELD level based on their scores on the unit assessments and summative benchmarks.

**Mathematics**

The goal of mathematics instruction at Camino Nuevo Charter Academy #4 is to produce students who are strategic and persistent mathematical thinkers with deep conceptual understanding, reasoning, and skill and procedural fluency. Our students engage in multiple meaningful, literacy-based problem solving opportunities where they are challenged to create, apply, reflect upon, communicate and evaluate mathematical thinking. Our ultimate goal is to prepare life-long, tenacious problem solvers who are prepared to excel in college and career, meet their full potential, and define their own success.

At Camino Nuevo #4, we recognize the importance of a pedagogical mindset and approach that empowers every student to engage in active problem solving, while exploring and understanding the beauty of thinking and communicating like a mathematician. “Problem solving includes being able to (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.”\(^{24}\) Therefore, in order for students to develop the ability to reason and apply problem-solving skills, there must be a balance between conceptual, skill and procedural knowledge of mathematics. This balanced approach is designed to support students as they discover why formulas and proofs work rather than

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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.

Our commitment to a conceptual math approach is unwavering and is driven by the Common Core State Standards and the data we collect through formative and summative assessments. We are critically evaluating our curriculum choices and making adjustments that will better prepare students for the rigor of the new standards and the technologically enhanced approach to assessment and evaluation.

In 2014-2015, teachers implemented 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 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, such as 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.

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. At Camino Nuevo Charter Academy #4, we value the many skills and talents our educators have cultivated and provide professional development opportunities that allow them to use the curriculum as one tool to support instruction and learning. The Standards for Mathematical Practice guide the pedagogical approach and are the lens through which teachers plan, teach, and assess student understanding, and open the curriculum for meaningful learning opportunities. Students are challenged with fluency exercises, application, concept development and debrief sections that push students to think deeply about how and why the math makes sense and is relevant across a variety of contexts.

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 the elementary portion of Eureka Math is named "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 #4 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 tell 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>• Work with addition and subtraction equations.</td>
<td>• Work with equal groups of objects to gain foundations for multiplication.</td>
<td>• Multiply and divide within 100.</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>• Extend the counting sequence.</td>
<td>• Understand place value.</td>
<td>• Solve problems involving the four operations, and identify and explain patterns in arithmetic.</td>
<td>• Use place value understanding for multi-digit whole numbers.</td>
<td>• Perform operations with multi-digit whole numbers and with decimals to hundredths.</td>
</tr>
<tr>
<td>• Work with numbers 11-19 to gain foundations for place value.</td>
<td>• Describe and compare measurable</td>
<td>• Use place value understanding</td>
<td>• Use place value understanding and properties of operations to perform multi-digit arithmetic.</td>
<td>• Use equivalent fractions as a strategy to add and subtract fractions.</td>
<td>• Use equivalent fractions as a strategy to add and subtract fractions.</td>
</tr>
<tr>
<td>• Describe and compare measurable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25 This list contains collaboratively determined learning goals and support backwards design. They are not a list of CCSS but are integral to our instructional program.
<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>and properties of operations to add and subtract.</td>
<td>Relate addition and subtraction to length.</td>
<td>Build fractions from unit fractions by applying and extending previous understanding of fractions as numbers.</td>
</tr>
<tr>
<td>Measure lengths indirectly and by iterating length units.</td>
<td>Work with time and money.</td>
<td>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</td>
</tr>
<tr>
<td>TEL and write time.</td>
<td>Represent and interpret data.</td>
<td>Represent and interpret data.</td>
</tr>
<tr>
<td></td>
<td>Develop understanding of fractions as numbers.</td>
<td>Develop understanding of fractions as numbers.</td>
</tr>
<tr>
<td></td>
<td>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</td>
<td>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</td>
</tr>
<tr>
<td></td>
<td>Represent and interpret data.</td>
<td>Represent and interpret data.</td>
</tr>
<tr>
<td></td>
<td>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</td>
<td>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</td>
</tr>
<tr>
<td></td>
<td>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</td>
<td>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</td>
</tr>
<tr>
<td></td>
<td>Reason with shapes and their attributes.</td>
<td>Reason with shapes and their attributes.</td>
</tr>
<tr>
<td></td>
<td>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</td>
<td>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</td>
</tr>
<tr>
<td></td>
<td>Classify two-dimensional figures into categories based on their properties.</td>
<td>Classify two-dimensional figures into categories based on their properties.</td>
</tr>
<tr>
<td></td>
<td>Graph points on the coordinate plane to solve real-world and mathematical problems.</td>
<td>Graph points on the coordinate plane to solve real-world and mathematical problems.</td>
</tr>
<tr>
<td></td>
<td>Convert like measurement units within a given measurement system.</td>
<td>Convert like measurement units within a given measurement system.</td>
</tr>
<tr>
<td></td>
<td>Represet and interpret data.</td>
<td>Represet and interpret data.</td>
</tr>
<tr>
<td></td>
<td>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</td>
<td>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</td>
</tr>
<tr>
<td></td>
<td>Graph points on the coordinate plane to solve real-world and mathematical problems.</td>
<td>Graph points on the coordinate plane to solve real-world and mathematical problems.</td>
</tr>
<tr>
<td></td>
<td>Classify two-dimensional figures into categories based on their properties.</td>
<td>Classify two-dimensional figures into categories based on their properties.</td>
</tr>
</tbody>
</table>
Mathematics assessments at all grades range from Eureka Math module assessments to teacher created exit slips and performance tasks. All students are also assessed on an ongoing basis through formative assessments, quizzes, “thumb checks,” choral response, white report response, and problem sets that are aligned to standards-based pacing plans to ensure essential standards are taught to mastery. Teachers use assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need.

**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.

Whenever possible, Social Studies is infused into Reading and Writing Workshop to develop content area literacy even in the early grades. Elementary teachers use high interest non-fiction picture books and trade books 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. 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 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 the primary grades, students alternate between Social Studies and Science units.

In fifth through eighth grades, students are in humanities blocks to provide them with opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking, and writing. The upper grades (5-8) 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 #4 is not simply a content area, but a means of developing students’ critical literacies.

As of 2014-2015, Camino Nuevo Charter Academy #4 continues to implement the California State Standards for Social Studies. Outlined below are the essential understandings for each grade level at CNCA #4.26

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>• Temporal order in relation to events, places, and people</td>
</tr>
</tbody>
</table>

26 This list contains collaboratively determined learning goals and support backwards design. They are not a list of CCSS but are integral to our instructional program.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1st   | - 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. |
| 2nd   | - 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.” |
| 3rd   | - 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. |
| 4th   | - 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. |
| 5th   | - 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. |
| 6th   | - 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. |
| 7th   | - 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 effort. |
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 life during the garment industry 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 #4 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 #4 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 Disciplinary Core Ideas and Performance Expectations 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 2016-2017 after learning more about the NGSS summative 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.

<table>
<thead>
<tr>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Various immigrant groups who make up the United States.</td>
</tr>
<tr>
<td>• Impact of economy, social class, and race is explored through an analysis of the events leading up to the Civil War and its aftermath.</td>
</tr>
<tr>
<td>• Debate and re-enact the various events that led up to the American Revolution and Civil War</td>
</tr>
</tbody>
</table>

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27 Next Generation Science Standards, CDE website, accessed Fall 2014.
Students in grades K-5 utilize a variety of standards-based resources, such as Delta Science Modules which 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. We are implementing an integrated approach to science learning and instruction across grades 6, 7, and 8, as recommended by the State of California and research on best practices. 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 investigations. CNCA #4’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 2016-2017²⁸.

<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  
|      | - Investigation and experimentation – recording observations, drawing detailed pictures, describing using two reference points, making new observations when discrepancies exist |
| 2nd   | - Motion of objects |

²⁸ This list contains collaboratively determined learning goals and support backwards design. They are not a list of CCSS but are integral to our instructional program.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 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   | Life Science  
|       | - Structure and Function  
|       | - Information Processing  
|       | - Growth and Development of Organisms  
|       | - Inheritance of Traits  
|       | - Variance of Traits  
|       | Earth Science |
|  | The Roles of Water in Earth’s Surface Processes  
|  | Weather and Climate  
|  | Global Climate Change  
| **Physical Science** |  
|  | Definitions of Energy  
|  | Conservation of Energy and Energy Transfer  
|  | Defining and Delimiting an Engineering Problem  
|  | Developing Possible Solutions  
| **Earth and Human Activity** |  
|  | Human Impacts on Earth Systems  

| 7th | **Life Science**  
|  | Organization of Matter and Energy Flow in Organisms  
|  | Independent Relationships in Ecosystems  
|  | Cycle of Matter and Energy Transfer in Ecosystems  
|  | Ecosystem Dynamics, Functioning, and Resilience  
|  | Biodiversity and Humans  
|  | Developing Possible Solutions  
|  | Energy in Chemical Processes and Everyday life  
| **Earth Science** |  
|  | Earth’s Materials and Systems  
|  | The Roles of Water in Earth’s Surface Processes  
|  | The History of Planet Earth  
|  | Plate tectonics and Large-scale System Interactions  
| **Physical Science** |  
|  | Structure and Properties of Matter  
|  | Chemical Reactions  
|  | Definitions of Energy  
| **Earth and Human Activity** |  
|  | Natural Resources  
|  | Natural Hazards  
| **Engineering and Design** |  
|  | Developing Possible Solutions  
|  | Organizing the Design Solution  
|  | Defining and Delimiting Engineering Problems  

| 8th | **Life Science**  
|  | Inheritance of Traits  
|  | Variation of Traits  
|  | Natural Selection  
|  | Evidence of Common Ancestry and Diversity  
|  | Adaptation  
| **Space Science** |  
|  | The Universe and Its Stars  
|  | Earth and the Solar System  
| **Earth Science** |  
|  | The History of Planet Earth  
| **Physical Science** |  

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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.

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.
Science instruction is also supported by rich enrichment and experimental learning opportunities. Each grade level will participate in at least one experiential learning opportunity to enhance a particular unit of instruction. Students have the opportunity to hear guest speakers and visit mobile labs, in addition to the upper grades participating 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 #4 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 course as CNCA #4, 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 #4 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 #4 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, and mural creation. 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 Camino Nuevo Charter Academy #4 has partnered with PS Arts, a community partner, to provide high-quality arts instruction to all students. CNCA #4 maintains an in-house art teacher and offers art once per week to all students in grades K-8.

**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-2 once per week for one hour in grades
one and two and for 45 minutes in kindergarten. Kindergarteners and first graders begin
with creative movement and understanding how their bodies move. Second graders study
multicultural dance.

Music class is also now offered to all students K – 8, with a focus on teaching students a
comprehensive instrumentation curriculum, starting with rhythm instruments in K – 1,
recorder in 2nd grade, ukulele in grade four, string instruments in grades 4 and 6 – 8, and
brass instruments in grades 5 and 6 – 8.

Lastly, theater and drama are frequently offered as daily electives at the middle school level.
These electives also provide essential practice in public speaking and articulation, skills vital for English Language Leaners. 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 #4 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 at least one semester 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 #4 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 through Nutrition Week and parent workshops on nutrition. To support our policy, CNCA #4 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 #4 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 #4 has prioritized technology classes across all grades. In the elementary school, there is a dedicated computer lab and students in grades 3-8 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 #4 hopes to continue the Spanish Literature elective to promote the values of bilingualism and bi-literacy from K-8.

**Innovative Curricular Components**

**Community Building**
The students and families at Camino Nuevo Charter Academy #4 remain resilient in the face of poverty, limited language, and a host of other challenges. To maintain students’ perseverance and love of learning, CNCA #4 sets a special focus on building positive school culture through community building. This time each day may take on different forms, including Restorative Justice circles, team builders, goal setting, or reflections around our school-wide values. 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 “House”. House is what we call our advisory time at Camino Nuevo Charter Academy-Cisneros Campus. The objectives of this time in the classroom include:

- Building community & positive relationships amongst students & staff
- Non-cognitive, social, and life skill building
- Goal setting
- Exploration of school themes
- College & Career Knowledge
- Reinforcement of school values
- Restorative Justice topics
- Cultural awareness and appreciation
The House Cadre (development team) is made up by one teacher leader from each grade span along with the Dean of Culture. The Cadre plans and organizes the units and resources that teachers use to facilitate lessons and explore with students each month at CNCA #4. K-8 house is held 4-5 times a week in each classroom. At the beginning of each week, a video called the Cisneros Student Bulletin is posted online for students and staff to watch. In the bulletin are messages, updates, and features that connect to the theme and school value for the month. Two days are spent implementing lessons and discussions revolving around the week’s objectives. Finally students engage in Community Building Circles in which they discuss a variety of topics and engage in activities that promote positive relationships and culture building.

Similarly, CNCA #4 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 the principles of Restorative Justice, infused with community building circles, has strengthened CNCA #4’s approach to school-wide management, discipline, and culture building. Consequently, these practices have enabled CNCA #4 to process very few suspensions and zero expulsions each year. In 2014-2015, the suspension rate was 2.9%.

Positive school culture is also cultivated through monthly school-wide events. Each month, grades K-2, 3-5, and 6-8 hold Community Meetings to celebrate and reward scholars who have earned our “Student of the Month” award for demonstrating our school-wide values. Along the same vein, CNCA #4 celebrates English Language Learner students who reclassify, or RFEP, and parents who are active supporters of the school. Additionally, there are school-wide “Spirit Weeks” to build community and love of learning. Some sample themes for Spirit Week include: Colleges, SCLA Pride, Reading, and Heritages.

**Intervention and Enrichment Programs**

Camino Nuevo Charter Academy #4 offers a robust and comprehensive approach to intervention for students performing below grade level. There are a combination of pull-out, push-in, differentiated classes, before/after school programs, and technology-based supports depending on students’ needs. Intervention programs and curricula are described below and more detailed information about CNCA #4’s Response to Intervention model can be found in Element 2.

Based on CNCA #4’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 work with groups of students throughout the day to supplement, re-teach, or pre-teach the grade level content. Additionally, starting in 2015-2016, CNCA #4 has re-designed the master schedule to include an intervention/enrichment block for one hour per day for each grade level 2-8.

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four days per week. During this time, four intervention teachers and 2-3 intervention assistants join the gen-ed teachers at the grade level to provide a student to teacher ratio of less than 10:1. This embedded class period ensures that all students receive data-based, targeted instruction to meet their individual needs. Based on on-going formative assessments, students are flexibly grouped into classes that focus on specific skills in language, literacy, ELA/SLA standards, or math standards. CNCA #4 has developed a robust support team, including four intervention teachers, four RSP teachers, and additional teacher assistants to help supplement core instruction in small group and individual settings.

In these intervention classes, 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. Two example programs are DreamBox Learning and ST Math, targeted and differentiated programs which provide students extensive practice with standards-based math games. 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.

**Enrichment**

Camino Nuevo Charter Academy #4 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 #4 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. SEM, along with targeted differentiation provides data-driven enrichment and extension for elementary students.

High-achieving students at the middle school level are encouraged to participate in advanced electives which prepare them for high school and college. Advanced elementary school students also have opportunities for enrichment during their intervention block, such as engaging in a project-based learning class and music instrumentation. Enrichment takes place through Student Government, which leads school-wide service activities and community service projects. Also, CNCA #4 partners with the YPI and Arc after school programs, which offer daily afterschool academic support, enrichment through the arts and
athletics, and experiential learning activities on the weekend. These after school partners which offer enrichment are significantly subsidized by our ASES funding. Finally, high achieving middle school students are encouraged to take our Ethnic Studies and Critical Media Literacy course, which examines the role of race, culture, ethnicity, religion, and sexual orientation in our society. Students are challenged to think critically and consider sensitive topics through complex texts and analytical writing. This year, students will also have the opportunity to take an Architectural Design course, in which they will learn to design structures and build models. This course will have a strong STEM focus. CNCA #4 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 Common Core State Standards 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, such as struggling readers, students with Special Needs, or disengaged 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  
*Jolly Phonics*, Fountas & Pinnell Phonics Kits, and Words Their Way programs  
Class Novels  
Engage NY/Expeditionary Learning Units |
| Spanish Language Arts | Lucy Calkins Units of Study in Reading  
Lucy Calkins Units of Study in Writing  
*Estrellitas* Spanish Phonics program  
*Cancionero* word study program |
| Mathematics      | Engage NY and Eureka Math Modules  
Singapore Math units to supplement |
<table>
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<tr>
<th></th>
<th>Cognitively Guided Instruction resources to supplement/extend Manipulatives Math Links</th>
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<tbody>
<tr>
<td>Science</td>
<td>FOSS Kits Delta Science Models</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History Alive! Historical fiction novels A Young People’s History of the United States of America</td>
</tr>
<tr>
<td>English Language</td>
<td>Systematic ELD resource binder Thematic Units by level</td>
</tr>
</tbody>
</table>

**Instructional Methods and Strategies**

The following structures make up the essence of the instructional design at Camino Nuevo Charter Academy #4. 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.
- Monthly or tri-weekly assessments in English Language Arts and Mathematics to formatively assess student progress in incremental chunks. Data from formative assessments is analyzed in grade level teams and teachers collaborate about best practices for re-teaching.
- *Kagan Cooperative Learning Strategies*: Role-based group learning activities that promote effective student talk, engagement, and high levels of accountability.
- Regular Informal Assessment & Feedback: Frequent checking for understanding, or “dipsticking,” through the use of “fist to five”, thumbs up/down, whiteboards, and exit slips.
- *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.
- 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).
Mastery of the Common Core State Standards
The existing academic program at Camino Nuevo Charter Academy #4 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 #4 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 activities, 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. Beginning in the 2015-16 school year, CNCA #4 will administer the Smarter Balanced Comprehensive Interim Assessments midway through the school year in order to expose students to a full-length practice assessment and assess readiness for the SBAC summative test. Using the results of this assessment, teachers will be able to track student progress and identify claims that need re-teaching. As CNCA continues to learn more about the Common Core standards and how they are assessed, teachers will continue to develop and vet internal, standards-based formative assessments which reflect the content, style and rigor of the Smarter Balanced assessments to provide more regular opportunities for practice.

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 #4 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, not only are all teachers equipped with a laptop computer, during the 2015-16 school year, the school will achieve a 1:1 student to computer ratio. Additionally, CNCA #4 employs a dedicated Technology Specialist and offers technology classes outlined below.

Camino Nuevo Charter Academy #4 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 CNCA #4 students in grades 3-8 participate in a weekly Computers elective class to acquire technological capacity from an early age. Students in grades 3-8 receive technology instruction once per week for one hour. During this time, they learn computer basics such as keyboarding, browsing the internet, and using basic Microsoft Office programs. In the middle school grades, students extend their technology literacies to include creating presentations, conducting online research, learning to type fluently and basic coding. Camino Nuevo Charter Academy #4 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, students in the upper grades conduct research online to support their lessons in history and science. Students create presentations and power-points as a new means of sharing their understanding. Some students also utilize technology based interventions, such as Rosetta Stone, to support the development of foundation skills.

Transitional Kindergarten
Camino Nuevo Charter Academy #4 enrolls approximately 15 students in the Transitional Kindergarten program. 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 #4 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.
There is a balanced approach of teacher-guided and child-initiated learning experiences, facilitated by credentialed teachers. CNCA #4’s TK program emphasizes opportunities for language development, play-driven exploratory learning and social-emotional growth. Camino Nuevo Charter Academy #4 has allocated resources to ensure additional teacher assistant support in the TK classroom.

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. See the overview below for more details about differentiation.

<table>
<thead>
<tr>
<th>Goal</th>
<th>The goal of CNCA-Cisneros’s transitional kindergarten program is to provide rigorous, grade-level instruction to all students with varied supports and interventions in tiers I-III to provide each child an education that allows them to realize their full academic potential.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>Pursuant to California education code section 48000, CNCA-Cisneros offers a transitional kindergarten program to all students who turn 5 years old between October 2 and December 2. For the 2014-15 school year, 15 of our 72 kindergarten students qualified for transitional kindergarten.</td>
</tr>
<tr>
<td>Overview</td>
<td>In the spirit of providing an inclusive and differentiated education for all, CNCA-Cisneros enrolls transitional kindergarten students in traditional kindergarten classes. These classes are instructed in Spanish for 80% of the day (reading, writing, word work, mathematics, science, social studies), and English for 20% of the day (word work, English language development) in our two bilingual kindergarten classes, and in English for 100% of the day on our one English only class. Students also receive electives including art, physical education, music, and dance.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>CNCA-Cisneros works to differentiate for all students. In reader’s and writer’s workshop, students work on reading and writing skills at their level with ongoing support from the teacher in the form of individual conferences and strategy groups. English language development classes are grouped by ELD level to ensure strategic instruction. Differentiation occurs through math and other subject areas in center time and small group instruction.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>To ensure ongoing support for our kindergarten students who are not meeting grade-level benchmarks, each kindergarten teacher has a full-day teaching assistant. Students are identified for this class based on their performance on grade-level skills. Students receive</td>
</tr>
</tbody>
</table>
remediation around skills including:

- Concept of print
- Letter names and sounds in Spanish and English
- Counting and cardinality

On-going, weekly data analysis through formative and summative assessments dictate to whom intervention assistants and teachers provide additional, targeted instructional support.

### Academic Benchmarks

At the end of kindergarten, students are expected to reach the following benchmarks of academic achievement:

- Master all Spanish letter names and sounds by quarter 3
- Master all English letter names and sounds by quarter 4
- Pass level 3 on the Evaluación del desarrollo de la lectura (Spanish DRA) for students in the bilingual class.
- Read independently at a 1.0 grade level in English based on Teachers College reading assessment for students in the English only program, and at a 0.4 level in English for students who are bilingual program.
- Write simple sentences.
- Recognize numbers 1-30 and count up to 50
- Add to 10 with objects and number line

At every quarter, kindergarten teachers meet with the principal and assistant principal to analyze student performance data. Focus students are identified for interventions in Tiers I-III.

At the end of the school year, all students are measured against these benchmarks and those who have not met benchmarks are identified for summer school, retention, or other remediation. For transitional kindergarten students, both their academic achievement and social development are considered to identify the best placement for each child.

### Social-Emotional Benchmarks

Transitional kindergarten students social maturity will be measured against the key indicators that are outlined on the kindergarten report card, including:

- Making good use of time
- Working independently
- Organizing materials
- Presenting neat, careful, and timely homework
- Following directions & procedures
- Cooperating well in group situations
- Taking responsibility for actions & exercising self-control
- Demonstrating fair play and resolving conflicts appropriately
- Respecting authority, peers, and school and personal property
All students are assessed on these measures each quarter. Our goal is that all transitional kindergarten students achieve an average score of “3” or above on a 1-4 scale on these measures, with no scores of “1”. At each quarter, children who demonstrate ongoing challenges in these areas will be the focus of coaching meetings between kindergarten teachers and the Dean of Culture.

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 #4 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 2015-2016 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 #4 includes Balanced Literacy (Readers Workshop, Writers Workshop, Word Study, Shared Reading, Shared Writing), Math, Science, Social Studies, and English Language Development. All grades also provide a 30 minute advisory period, called “House”, focused on community building and socio-emotional learning. Students also have a variety of enrichment classes, including music, art, PE, dance, or technology throughout the week. Finally, for grades 2 – 5 there is an intervention/enrichment hour in which students are flexibly and dynamically grouped, according to targeted needs based on on-going formative and summative assessments, and four intervention teachers, an RSP teacher, and 2 – 3 teaching assistants join the grade’s general education teachers to meet students’ needs in individual, small group, and whole group settings. Students in grades K-1 receive similar targeted support throughout the day with a dedicated teacher’s assistant. See the description of the Intervention Model for more information.

Below is an example of a sample day for an elementary school student at CNCA #4.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30</td>
<td>House</td>
</tr>
<tr>
<td>8:30 - 9:15</td>
<td>English Language Development</td>
</tr>
<tr>
<td>9:15 - 10:15</td>
<td>Balanced literacy / social studies</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15 - 11:15</td>
<td>Enrichment (art, dance, music, technology, PE)</td>
</tr>
<tr>
<td>11:15 - 12:20</td>
<td>Balanced literacy / science</td>
</tr>
<tr>
<td>12:20 - 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 - 2:00</td>
<td>Math</td>
</tr>
<tr>
<td>2:00 - 3:00</td>
<td>Intervention/enrichment hour</td>
</tr>
</tbody>
</table>

Similarly, the Camino Nuevo Charter Academy #4 middle school day begins with a 30 minute advisory period, called “House”, that is also focused on community building and socio-emotional learning. Students then participate in four hours of core academic content instruction (balanced literacy, math, social studies, and science), organized into two blocks for grade levels that have two homeroom classes (in the 2015-16 school year this is the case for 7th and 8th grade) and organized into three periods for grade levels that have enough students for three homeroom classes (in the 2015-16 school year that is the case for 6th grade). All middle school students have four enrichment classes per week (art, music, technology, and PE). During the final hour of the day, there is an intervention/enrichment hour, in which students receive targeted intervention or enrichment based on their needs, according to ongoing formative and summative assessments. In the 2015-16 school year, intervention classes include ELD, reading intervention, math intervention, and “learning center”, where students with IEPs can receive extra, targeted support from RSP teachers. Enrichment classes include Ethnic Studies, Critical Media Literacy, and Robotics.

The chart below is a sample day in the life of a middle school student at CNCA #4.
Daily Schedules
Below are the daily schedules for K – 8. Thursdays are a shortened day to provide time for teacher professional development. On these days, school ends at 1:00PM. 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.

| Regular Day Schedule  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>(Monday, Tuesday, Wednesday, Friday)</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 8th Grade</td>
<td>8:00am</td>
</tr>
<tr>
<td>Breakfast</td>
<td>7:20am – 7:50am</td>
</tr>
<tr>
<td>Recess</td>
<td>9:30am – 9:45am</td>
</tr>
<tr>
<td>1st and 2nd Grade</td>
<td>9:45am – 10:00am</td>
</tr>
<tr>
<td>3rd and 4th Grade</td>
<td>10:00am – 10:15am</td>
</tr>
<tr>
<td>6th – 8th Grade</td>
<td>10:15am – 10:30am</td>
</tr>
<tr>
<td>5th Grade</td>
<td>10:30am – 10:45am</td>
</tr>
<tr>
<td>Lunch Recess</td>
<td></td>
</tr>
<tr>
<td>Kinder</td>
<td>11:00am – 11:40am</td>
</tr>
<tr>
<td>1st and 2nd Grade</td>
<td>11:40am – 12:20am</td>
</tr>
<tr>
<td>3rd and 4th Grade</td>
<td>12:00pm – 12:40pm</td>
</tr>
<tr>
<td>5th Grade</td>
<td>12:40pm – 1:20pm</td>
</tr>
<tr>
<td>6th – 8th Grade</td>
<td>12:20pm – 1:00pm</td>
</tr>
<tr>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>K – 5th Grade</td>
<td>3:00pm</td>
</tr>
<tr>
<td>6th – 8th Grade</td>
<td>3:15pm</td>
</tr>
</tbody>
</table>

| Shortened Day Schedule  
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Thursday Dismissal at 1:00pm)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 8th Grade</td>
<td>8:00am</td>
</tr>
</tbody>
</table>
**Breakfast**

| K – 8th Grade          | 7:20am – 7:50am |

**Recess**

| Kinder                  | 9:30am – 9:45am |

| 1st and 2nd Grade       | 9:45am – 10:00am |
| 3rd and 4th Grade       | 10:00am – 10:15am |
| 6th – 8th Grade         | 10:15am – 10:30am |
| 5th Grade               | 10:30am – 10:45am |

**Lunch**

| Kinder                  | 11:00am – 11:40am |

| 1st and 2nd Grade       | 11:40am – 12:20pm |
| 3rd, 4th, 5th Grade     | 12:00pm – 12:40pm |
| 6th – 8th Grade         | 12:20pm – 1:00pm  |

**Dismissal**

| K – 5th Grade           | 1:00pm          |
| 6th – 8th Grade         | 1:00pm          |

### Instructional Minutes

A typical day at Camino Nuevo Charter Academy #4 runs from 8:00am to 3:15. Camino Nuevo Charter Academy #4 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 #4 provides 64,415 instructional minutes per year during its 193 days of school. 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>Grad. Offered</th>
<th>Number of Regular Days</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Early Dismissal Minutes Per Regular Day</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Num. of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Y</td>
<td>142</td>
<td>365</td>
<td>40</td>
<td>250</td>
<td>11</td>
<td>235</td>
<td>193</td>
<td>36000</td>
</tr>
<tr>
<td>1</td>
<td>Y</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>
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<tr>
<td>2</td>
<td>Y</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>
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<tr>
<td>3</td>
<td>Y</td>
<td>142</td>
<td>365</td>
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<td>250</td>
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<td>4</td>
<td>Y</td>
<td>142</td>
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<td>142</td>
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<td>7</td>
<td>Y</td>
<td>142</td>
<td>365</td>
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<td>250</td>
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<td>193</td>
<td>50400</td>
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<td>8</td>
<td>Y</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>
</tr>
</tbody>
</table>

### Professional Development

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**Staff Recruitment and Selection Process**
Camino Nuevo Charter Academy #4 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 undergo 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 #4 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 #4 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”\(^{30}\). Camino Nuevo Charter Academy #4 firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment.

\(^{30}\) Schmoker, *Results Now*, 106.
Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. “Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools” (DuFour and Eaker, 2004). Therefore our vision for support and development at CNCA #4 defines our professional culture and ensures a powerful adult learning community focused on academic excellence:

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

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

1) What do we expect our students to learn?
2) How will we know if they have learned?
3) How will we respond when they don’t learn?
4) How will we respond when they do learn?

To hold high expectations for each other, all members of Camino Nuevo Charter Academy #4 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 #4’s core professional development foci. In 2015-2016, the organizational-wide focus areas for professional development are: Common Core through Authentic Literacy, Conceptual Math, Effectively Serving English Learners, Whole Child, Restorative Justice, 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 #4. 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 #4’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 #4’s professional learning community (PLC) is defined by five key structures:

1. Grade Level/Content Area Teams

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2. **Classroom Walk-Throughs**
3. **Instructional Coaching**
4. **In-House Professional Development**
5. **Teacher Leadership**
6. **External workshops and opportunities**

1. **Grade Level/Content Area Teams:** Research from Richard DuFour underscores the importance of providing time for teachers to collaborate, plan together, analyze data, and share best practices. Therefore, significant time is allocated in our early-release professional development calendar for grade level teams, or content area departments, to meet together two to three times per month to reflect upon and share their teaching practice with like-minded colleagues. In alignment with the four guiding questions of effective PLCs, this collaborative time is spent developing common standards-based pacing plans, creating common assessments, analyzing the results from common assessments, or planning for re-teaching/extension based on assessment data. This structure encourages a continuous cycle of inquiry, reflectiveness, and the responsibility of “owning one’s craft”.

2. **Classroom Walk-Throughs (CWT):** The UCLA School Management Program developed this process to provide teachers and leaders 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 #4 leaders conduct classroom walk throughs monthly to collect data around school-wide instructional trends. Teachers are included in CWTs on a quarterly basis to promote shared accountability and transparency of practice across all grades. The observational data gathered in CWTs is used to develop next steps for professional development and coaching.

3. **Coaching Model:** At Camino Nuevo Charter Academy #4, administrators are required to be true instructional leaders who are present and involved in teachers’ instructional practice. At Camino Nuevo Charter Academy #4, 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 Principal and three Assistant Principals act as instructional coaches for all classroom teachers. The Dean of Culture coaches teacher assistants and elective teachers. Coaches typically oversee 8-10 teachers each. Instructional coaches observe in classrooms once a week for new or struggling teachers, or every other week for experienced teachers for 15-20 minutes. The Dean observes bimonthly as well. Subsequently, coaches and teachers meet once a week or every other week for one hour to debrief, analyze student work, and plan together.

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.31

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4. **In-House Professional Development**: Camino Nuevo Charter Academy #4 provides extensive professional development opportunities to our teachers, administrators, and staff. Seven full professional development days are calendared each year, during which instructional leaders guide teachers in learning and applying new approaches to curriculum planning, instructional strategies, and assessment. Professional development is also embedded into the work week through weekly early-release Thursday sessions dedicated to ongoing adult learning. All teachers participate in these two-hour sessions.

The early-release Thursday time may take several forms. A significant portion of professional development sessions are dedicated to content area collaboration as outlined above. The remaining meetings are commonly “new learning” sessions 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, ELD curricula, and Readers Workshop structures.

Other activities facilitated during our onsite professional development program may include the following topics: developing positive classroom culture, fostering our parents as partners philosophy, utilizing effective bilingual pedagogy, crafting high-quality lesson

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31 Schmoker, Mike. Results Now. 2006.
plans, discussing strategies to increase student achievement, and engaging in regular data analysis and reflection.

The Home Support Office of Camino Nuevo Charter Academy has developed an extensive professional learning community for administrative leaders as well. 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, Principals, Assistant Principals, Deans, and Operation Coordinators are part of role-alike teams which meet monthly to collaborate around issues specific to their position. Each member of the instructional leadership team also receives leadership coaching from the Vice President of Leadership development and HSO content specialists. Furthermore, Camino Nuevo Charter Academy provides all leaders with workshops focused on topics like: teacher evaluation, documenting personnel performance, data driven dialogue, and stakeholder communication.

5. Teacher Leadership: Camino Nuevo Charter Academy #4 established Instructional Cadres, which are comprised of teachers and leaders and are focused on initiatives related to teaching and learning, as well as initiatives focused on the socio-emotional support needed to maximize learning. Sample Cadre projects include the school’s Technology Initiative, Bilingual Program, and Restorative Justice practices. Teachers in the Teacher Leadership Cadre meets once or twice a month to collaborate and plan for capacity building opportunities. These are essential school-wide practices that support the teaching and learning process. The Cadre experience provides teachers with ongoing leadership development which strengthens their craft, and a valuable sense of ownership of school programs.

Teacher Orientation and Induction
Teachers new to CNCA #4 participate in a mandatory 4-day new teacher orientation in August before all teachers return for school-wide professional development. During the orientation, new teachers learn the essentials of CNCA’s approach, as well as Cisneros-specific information such as the 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.

Following New Teacher Induction, both new and existing faculty come together for four 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 well as the instructional program.

Meeting the Needs of All Students
English Learners
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)\textsuperscript{32}. In 2006-2007, 25\% of all California public school students (1,568,661 students) were classified as English Learners\textsuperscript{33}. 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 #4 serves approximately 45\% classified English Learners and an addition 23\% of students who were once classified as an English Learner, totaling over 60\% of the school community. CNCA provides 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 #4, 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....” However, we acknowledge that English Learners require special attention in order to ensure that they can realize this vision. As such, we have an additional vision to communicate our commitment to serving ELs as well as our philosophy in doing so. Our Vision for Language Learning is:

Camino Nuevo Charter Academy #4 offers a rigorous, data-driven, and research based program to all language learners in order to foster equitable participation in society. We systematically ensure that our students achieve expressive and receptive language proficiency and are equipped to engage with the core curriculum. Our ultimate goal is to prepare all language learners to excel in college and career, to realize their full potential, and to define their own success.

\textsuperscript{32} Freeman, Y. & Freeman, D. English Learners: The Essential Guide. Scholastic, 2007
\textsuperscript{34} Lau v. Nichols (Supreme Court decision) as cited in Biegel, S. Education and the Law. Thomson/West, 2006
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 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 ELs meet objective reclassification criteria (EC 313). As such, CNCA #4 will implement its own EL master plan. This means that EL students must be provided with ELD classes and SDAIE strategies in all core content classes, as needed, until they are Redesignated 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. Multiple measures are analyzed to ensure EL and RFEP students are successfully accessing the core curriculum, including students’ performance on standardized benchmark assessments (e.g., the SBAC interim assessment), written performance tasks, 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 #4 view the need to serve English Learners as an opportunity and never a liability. Therefore, the CNCA #4 learning community promotes a climate of inclusion. Given the political and cultural climate we live in, 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 #4 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 #4 school. This data is used to identify students who may not be proficient in English.

**Step 2. Preliminary Evaluation: Academic History**
Site administration thoroughly assesses and monitors a student’s academic history, upon the student’s entry into CNCA #4, as well as during the academic year, through multiple measures, 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 Evaluación 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 the student is formally screened.

If the student’s academic performance 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 ELs, 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, ELD unit and summative assessments, CELDT scores, classroom level assessments, teacher observations, and conversations with the students as well as parental input.

**Step 5. Required Notification**

CNCA’s 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 unit assessments throughout the year until they meet the re-
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 #4 is devoted to providing English Language Development (ELD) instruction for all 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 many of our 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. 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 as follows. “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 #4 has developed internal English Language Development benchmarks to measure student progress in language. These assessments are leveled in accordance with the expectations for each ELD level. Students take these benchmarks annually, in addition to completing ELD unit assessments every 6-8 weeks. Teachers analyze the data from the assessments to drive ELD instruction and the results are used at the end of the year to help make decisions about ELD class placement. 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 #4 works relentlessly to support EL students who do not demonstrate progress.

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Implementing these systematic, focused and targeted approaches to meeting the needs of English Learners at Camino Nuevo Charter Academy #4 is an important indicator of our commitment to effectively serving EL’s. Camino Nuevo Charter Academy #4 is highly committed to serving all of the students and families that make up our small school community. We place a high importance on 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.

**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 2016-2017 school year, or when technologically feasible.36 As of 2015-16, our RFEP criteria are:

- CELDT overall score is a 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
- ELD Level of Early Advanced or Advanced, based on ELD benchmarks and unit assessments
- 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 reclassification37. Given the intimate connection between language acquisition and literacy development, Camino Nuevo Charter Academy #4 has decided to use students’ reading level and writing performance as two measures to assess readiness for reclassification. Students must read within one and a half years of grade level and they must score a 2 out of 4 on a cold write, based on a common, SBAC-aligned writing rubric to complete the RFEP criteria beginning in June 2015. This aligns with our instructional foci on literacy and language.

Camino Nuevo Charter Academy #4 administrators and records personnel identify two important checkpoints during the school-year (June and February) to determine which students are eligible to meet the reclassification criteria. If a student meets some, but not

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36 CSBA Governance Brief, April 2014
37 CA Department of Education, 2014
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.

**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 #4, 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 #4 supports all students towards higher levels of academic proficiency, including students performing above grade level. As with all subgroups, CNCA #4 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 *Teachers College Reading & Writing Project* 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. High achieving students benefit from extension in their differentiated afternoon block, which might include architectural design, ethnic studies, critical media literacy, and student government.

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. While CNCA #4 utilizes an ongoing approach to formative data collection and analysis, teachers and leaders ultimately ensure that gifted students are achieving at high levels through significantly advanced reading levels (2 years or above) and Exceeding Standards performance on the Smarter Balanced assessment.

Accelerated students at CNCA #4 are served both inside and outside of the classroom. Enrichment opportunities outside of the core instructional program include exposure to arts, music, dance, physical education, and technology. For example, advanced students are pushed to express themselves creatively through lessons with our in-house music instrumentation teacher.

Accelerated students at the middle school level are provided opportunities for challenge and real world experiences. For example, Student Government is an elective which provides students a chance to engage in shared decision making, project oversight and overall school improvement. Additionally, CNCA #4 offers a unique course in Ethnic Studies which exposes students to cross-cultural perspectives and social justice issues. This course fosters students’ critical thinking skills and provides them a balanced foundation to better understand the world around them.

**Students Achieving Below Grade Level**

The framework for how we approach students at Camino Nuevo Charter Academy #4 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 adaptations 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 adaptations 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.) Support classes are offered during students’ afternoon intervention/enrichment block. 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
- Jolly Phonics, Fountas and Pinnell, and Words Their Way word study programs
- 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 #4 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 #4 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.

**Socio-Economically Disadvantaged/Low Income Students**
Given that 93% of CNCA #4’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 #4’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 community health centers, CNCA #4 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 13% of students are served in on-site counseling free of charge. Camino Nuevo Charter Academy #4 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 #4 has a myriad of support opportunities available. First, the staff at Camino Nuevo Charter Academy #4 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 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 extra individualized support to students with IEPs and learning needs.

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 #4 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 instruction in accordance with their IEP goals as well as support with their core class assignments. As previously referenced, within the Dynamic Blended Inclusion model, the RSP teacher also co-plans and co-teaches 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 #4 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

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38 Schmoker, Focus.
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 #4 is our Reclassified Fluent English Proficient (RFEP) students. 23% of the CNCA #4 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 #4 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 #4 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, there is a considerable amount of homeless families at Camino Nuevo Charter Academy #4, or families who live in the nearby Dream Center shelter. These families benefit from the myriad of wrap around services listed above. Longstanding partnerships with on and off site mental health providers are readily available to assist with the mental health needs frequently associated with students that are homeless or in foster care. These families are identified by self-reporting, address monitoring, and self-identifying as living in transitional housing, shelters, etc. Teachers and instructional coaches are made aware of these students and monitor their progress through regular data analysis and parent/guardian conferences. In addition, students are provided access to medical care through a partnerships with community health centers. Equally important to the physical and mental well-being of foster youth is their socio-emotional growth. CNCA #4 has a robust and varied network of partnerships and opportunities including Everybody Dance, PS Arts, YPI, Arc, and athletic teams to offer its students as well to spark a passion in each and every child.

**A Typical Day at Camino Nuevo Charter Academy #4**

When visiting Camino Nuevo Charter Academy #4, a typical day begins at 8:00 with breakfast. Primary grades begin the day with “House”, which provides time for classroom culture building, processing of calendar items, mindfulness, lessons on the theme of the month, which covers topics such as diversity, college, friendship, physical health, and healthy heating. Following House, most grades teach English Language Development
classes in the morning. Students switch teachers for these leveled classes. After ELD class, students in grades k-1 experience a self-contained class. K-1 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 such as music, dance, PE, and art.

Students in grades 2-8 operate in a departmentalized structure, in which they rotate between Reading, Writing, and Math. In Reading class, students engage in Readers Workshop and History in the primary language of instruction. In Writing, students participate in Writing Workshop and Word Work, also in the primary language of instruction. Math class combines both math and science to activate students’ scientific reasoning. At the end of the day, all students are in an intervention or enrichment block, depending on their needs. In these classes, a visitor would observe small groups of students working on varied skills. This usually takes place in a “three-ring circus” format, in which one group works with the teacher, one group uses a web-based program differentiated for their level, and one group practices independently. An observer would notice that these groups are short-term and change frequently depending on students’ area of need. All decisions related to grouping are data-based, according to the outcomes of regular formative assessments in math and reading.

Throughout the day, observers would see all students engaging in student-centered Common Core lessons focuses on higher order thinking, close reading, and mathematical reasoning. Teachers provide targeted small group and/or individualized support wherever possible (e.g. leveled guided reading groups in Reader’s Workshop and one-on-one conferences in Writer’s Workshop). 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 “reading nook”, practicing grade level content or students may be sitting in a circle on the rug engaging in an interactive read aloud or text-based conversation. 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 and PD time, 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 House. Following this advisory block, students engage in either integrated Humanities (Reading + History), Writing, or Math/Science for the bulk of the morning time. In the morning ELA block, students continue their literacy trajectory by engaging in balanced literacy focused on close reading of fiction and non-fiction grade level texts in thematic units and writing about their reading in multiple formats and genres. In math and science, students can typically be found working collaboratively to solve challenging multi-step mathematical problems. During school week, all middle school students have four enrichment electives: art, music, technology, and PE. For an hour at the end of every school day, students participate in intervention or enrichment, depending on students’ data-based needs. Intervention periods include ELD, reading, learning center, and math. Enrichment classes include ethnic studies, critical media literacy, architectural design, and student government.

Beyond unique schedules, observers will notice a distinct difference in the academic and social culture of Camino Nuevo Charter Academy #4. In classrooms, students access
complex texts across all content areas, and using evidence to justify conclusions. Students would be using powerful, academic vocabulary to describe their learning. Additionally, 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. Finally, teachers would frequently be seen working in collaborative groups, analyzing student work, and co-planning thoughtful, data-driven instruction designed to support all of the learners in their classroom.

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. Parents would also be observed on campus, engaging in a workshop or volunteering in the parent center. 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 subparagraph (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, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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.

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.
Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

**Measurable Goals of the Educational Program**

Camino Nuevo Charter Academy #4 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 #4, we utilize state standardized assessments and accountability measures across the Charter Management Organization. Camino Nuevo Charter Academy #4 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 #4 has adopted site-specific performance goals aligned with the organization’s dashboard to meet the specific needs of Camino Nuevo Charter Academy #4.

The goals for CNCA listed below are aligned to the Camino Nuevo Charter Academy #4 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, describes CNCA #4’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 measurable goals and objectives of CNCA #4 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 #4 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 reading levels, ELD growth, proficiency rates, recategorization 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.

**Standardized Testing**

Camino Nuevo Charter Academy administers state adopted, locally developed, and college readiness exams to monitor student improvement and progress. The tables 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>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>Standards-Based Benchmark Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grades 3-8</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Math</td>
<td>Grades 3-8</td>
<td>Ongoing</td>
</tr>
<tr>
<td>English Language Development</td>
<td>K-8 English Learners</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Standards-Based Performance Tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Grades K-8</td>
<td>Mid-year</td>
</tr>
<tr>
<td>Math</td>
<td>Grades K-8</td>
<td>Semiannual</td>
</tr>
<tr>
<td>Reading Assessments</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>Ongoing</td>
</tr>
<tr>
<td>Evaluation del Desarrollo de la Lectura (EDL) for Spanish literacy</td>
<td>Grades K-5</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Early Literacy Checklist (letters names and sounds)</td>
<td>Grades K-1</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Phonics and Word Work assessments</td>
<td>Grades K-3</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Mathematics Assessments</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 #4 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 #4 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 #4 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.39

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Experiential Learning</td>
<td>By 2015-2016, 80% of eligible students will participate in 4+ Experiential Learning opportunities.</td>
<td>100% 614/614</td>
<td>100% 619/619</td>
<td>Annual student survey</td>
</tr>
<tr>
<td>Access to the Arts</td>
<td>By 2015-2016, 85% of eligible students receive 1+ semester of visual or performing arts.</td>
<td>83% 510/614</td>
<td>78% 483/619</td>
<td>Annual audit of courses and student rosters</td>
</tr>
<tr>
<td>Successful access to social</td>
<td>By 2015-2016, 75% of identified students and families successfully access social services and mental health resources.</td>
<td>90% 75/83</td>
<td>45% 102/226</td>
<td>PowerSchool</td>
</tr>
<tr>
<td>services (mental health, physical health, dental, etc)</td>
<td></td>
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</table>

Measuring Pupil Progress Towards Outcomes: Formative Assessment
The purpose of assessment at Camino Nuevo Charter Academy #4 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 #4 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, review curriculum, and revise instruction for whole group and 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. Camino Nuevo Charter Academy #4 designed our approach assessment based on our triangle for academic success, the tenants of which are detailed in the data analysis and reporting section of the charter. As such, our approach to assessment heavily and equally prioritizes English language development, literacy, and content area standards assessments.

39 Goals, baseline, and progress indicators reflect all Camino Nuevo Charter Academy schools.
Beginning of Year Baseline Assessments
Baseline assessments are administered at the beginning of the year in order to determine what strengths and gaps students are entering with and to inform pacing plans. Early literacy skills and informal literacy assessments in English and Spanish are administered at the beginning of the year to determine students’ incoming literacy proficiency. A standardized cold write is administered to students to gather authentic baseline data about students’ writing ability. Additionally, a math performance task is administered at the beginning of the year in order to assess the students’ conceptual understanding and procedural knowledge. These beginning of year assessments, in conjunction with other data points (prior year SBAC scores, reading levels, areas of need, ELD assessments, etc.), provide valuable context as teachers get to know the unique instructional needs of their incoming class of students.

Ongoing Formative Assessments in Core Content Areas
As a part of Camino Nuevo’s commitment to increasing student achievement, CNCA #4 emphasizes ongoing, standards-aligned formative assessments in all core content areas, including ELD and literacy. Camino Nuevo Charter Academy #4 teachers are constantly assessing in order to determine whether students are learning what is being taught. These assessments are implemented at least biweekly, meeting or exceeding the District standards. Contrary to the snapshot data that summative tests provide, formative assessments allow for a close monitoring and guiding of student performance over time (Boston, 2002)40.

Teachers utilize the data management system, Illuminate Education, to create computer-based exams in core content areas using Smarter Balanced-aligned item banks. They also use unit assessments from different resources, including Eureka, Engage New York, and culminating tasks from Readers and Writers Workshop. 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. Additionally, these assessments provide precise indicators of future achievement on state adopted standardized assessments. All assessments are standards-aligned, valid, reliable, and cover core content.

The illustration below depicts a general protocol for creating the formative 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.

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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, collaborative 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.

Teachers also administer ongoing English language development and literacy assessments. At the close of each Systematic ELD unit, the unit assessment is administered in order to ensure mastery of skills taught during the unit, check progress toward summative skills to ensure level movement at the end of the year, and to determine re-teaching needs. Informal literacy assessments in English and Spanish (running record & comprehension questions) are administered on an ongoing basis during daily instruction (small reading groups and conferences) in order to inform immediate instructional decisions in small and whole-group reading instruction.

41 TCRWP in English and EDL in Spanish
Comprehensive and Summative Assessments
In addition to ongoing formative assessments, CNCA #4 administers formal, common assessments at certain key intervals. Common assessments are administered in English language development, reading, ELA, and math.

Beginning in the 2015-16 school year, CNCA #4 will administer the Smarter Balanced Comprehensive Interim Assessments midway through the school year in order to expose students to a full-length practice assessment and assess readiness for the SBAC summative test. Using the results of this assessment, teachers will be able to track student progress and identify claims that need re-teaching. Additionally, data which compares the four CNCA k-8 campuses allows for meaningful opportunities for cross-site collaboration and sharing of promising practices.

Additionally, Camino Nuevo Charter Academy #4 administers 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. Two performance tasks are administered in math; one at the beginning of the year and one later in the year as part of the Comprehensive Interim Assessment. One performance task is administered in ELA as part of the Comprehensive Interim. A cold write is administered at the beginning of the year in lieu of a second ELA performance task.

Twice a year, students in grades K-5 are administered a CGI math assessment in order to determine children’s intuitive knowledge of mathematics. This informs and guides formal mathematics instruction. Three times a year, middle school students are administered a computational fluency assessment. This assessment helps determine students’ computational fluency (efficiency, accuracy, and flexibility) with prerequisite skills from previous grade levels. The MDTP Algebra Readiness assessment is also administered to 8th graders matriculating to a Camino Nuevo High School at the end of the year in order to identify topics and skills that are areas of strength and those that will need more targeted focus in 9th grade. The results of this assessment are forwarded to the student’s high school.

In addition to standards-based assessments in core subjects, Camino Nuevo Charter Academy #4 emphasizes the importance of monitoring student progress in literacy and language development. As noted above, ELD and literacy progress is assessed on an ongoing basis, but formal assessments are administered at common checkpoints as well. At the end of the year, all students in grades K-5 and all students that receive ELD in grades 6-8 take a summative ELD benchmark (internally created). The goal of this assessment is to ensure mastery of key language skills required to move up an ELD level. These assessments mirror the reading, writing, listening and speaking skills necessary for proficiency on the CELDT exam and support students towards reclassification. Formal literacy assessments are administered twice a year in English and Spanish to ensure accuracy of ongoing, informal data collection and inform immediate instructional decisions in small and whole-group 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 counsel students regularly about their performance. Teachers at Camino Nuevo Charter Academy #4 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 is undoubtedly the most essential component of the formative assessment 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 #4 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 #4 does not rely solely on standards-based assessments 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 #4’s commitment to deeply understanding each students’ academic and personal story.
CNCA #4, under the direction of the central office Education Team, engages in a robust quarterly data analysis process to identify strengths of the academic program, areas for growth, struggling students, opportunities for re-teaching, and necessary program adjustments. Focus students are identified so that teachers may strategically target differentiated supports to meet their individual needs. The assessments that are analyzed in this fashion include, but are not limited to: CELDT; internal ELD benchmark; English and Spanish reading assessments; benchmarks; formative assessments; Smarter Balanced summative and interim assessments; CSTs; etc. 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 #4 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 #4 progress. Additionally, results are processed with students, as they reflect on their performance, correct misunderstandings, and set goals for future assessments.
Progress is communicated to parents through grade reports and also processed in quarterly parent workshops.

Step eight of the formative assessment process, revision, is also a critical step in the process because as teachers assess, 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.” Assessment 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 #4 carefully assesses classroom instruction and student learning at the school. To evaluate these aspects of charter implementation, CNCA #4 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 #4 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 #4.

**Measurement of Parent/Guardian Involvement**

Increasing parent awareness and involving parents in their child’s education are important aspects of Camino Nuevo Charter Academy #4’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 #4. Most CNCA #4 students will be 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 #4 measures parent/guardian involvement, which include:

- Participation at parent workshops and school events
- Participation at Back-to-School Nights and Open Houses
- Parent satisfaction surveys
- The percentage of parents who attend Site Based Council, English Learner Advisory Committee, and/or Parent Leadership groups

**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 #4 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 #4 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>
<tr>
<td>Basic</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>Below Basic</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td>No Data</td>
<td>0</td>
<td>No Grade</td>
</tr>
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</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 #4 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 #4 continuously strives to promote high educational standards and advance the academic achievement of its students. In order to ensure all CNCA #4 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 #4 school. Camino Nuevo Charter Academy #4 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 #4 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 individualized instruction during core academic classes.
• Guaranteed, targeted, supplemental small group and/or individualized support during a daily intervention block. Grouping is flexible and dynamic based on ongoing literacy, language, and math assessments.
• 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 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 Charter School’s website will satisfy this requirement.

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

**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 Education Code section 47604.33.

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

**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 but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**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 Charter School, Charter 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 inquiry and/or 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 (CSD) 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. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. 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 Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**Camino Nuevo Charter Academy Board of Directors**

Camino Nuevo Charter Academy #4 is a school that operated by Camino Nuevo Charter Academy. Camino Nuevo Charter Academy #4 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 #4. Camino Nuevo Charter Academy will review our bylaws to ensure alignment with Brown Act. The affairs of
Camino Nuevo Charter Academy #4 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 #4. 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 engaging in the process for developing long-range goals and annual objectives, monitors general policies such as health and safety, use and maintenance of facilities, fundraising, and oversees 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 minimum of 8 members and a maximum of 18 members who are committed to serving the Camino Nuevo Charter Academy student population and aligned to the mission and vision of the organization. The composition of the Board will include a diverse skillset, based on the needs of the organization. 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 manages the day to day operations of the school, 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.

- **Chief Academic Officer**: Under the direction of the CEO, the CAO oversees all academic functions of the organization. The CAO is responsible for the planning, development, implementation, assessment, and improvement of the instructional programs across the organization.

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 #4 and LAUSD.

Committees of the Board will be formed and meet on an as needed basis. Committee meetings will be noticed and conducted in accordance with the Brown Act.

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 agendas include meeting location and time of meeting.
  - Board meeting dates will be scheduled by the last Board meeting of the school year prior.

Camino Nuevo Charter Academy #4 and 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 #4, 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. Per the Bylaws, Board members are elected at a regular meeting of the Board from nominations presented by the Nominating Committee 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 recently retired. His previous position was as 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 Ph.D. 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. Philips 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 #4’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**

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<table>
<thead>
<tr>
<th>CNCA Board of Directors</th>
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<tbody>
<tr>
<td>Camino Nuevo Charter Academy</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Home Support Office</td>
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<tr>
<td>School Principal</td>
</tr>
<tr>
<td>Site Leadership Team</td>
</tr>
<tr>
<td>Site Based Council, including ELAC &amp; MCD committees</td>
</tr>
</tbody>
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Quorum: A majority of directors with voting authority then in office constitutes a quorum of the Board for the transaction of business,
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
At Camino Nuevo Charter Academy #4, our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, CNCA #4 offer a variety of opportunities for parents to be engaged in the academic life of their children at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program and health case management for families in need.

CNCA #4 offers coordinated support services for students and families as well as meaningful ways for parents to get engaged in the school community. Workshops and training sessions are offered to build on the capacity of our families. Parents involved in a leadership position through their active participation in the Site Based Council receive targeted trainings to empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their children.

In the new era of Local Control Funding Formula, each Camino Nuevo Charter Academy (CNCA) school provided numerous forums in which parents, teachers, and community members had opportunities to meaningfully engage in our Local Control Accountability Plan (LCAP) development process. Some examples are below:

Site-Based Council Meetings (Sept 2014-June 2015)
This monthly forums provide a forum for parents and teachers to offer input about the school’s strengths and areas for growth and for site leaders to communicate regularly about school-wide programs. Stakeholders have been kept up to date on changes to the budget and initiatives to support student achievement.

Annual Parent and Teacher Survey (January & May 2015)
Parents and teachers complete anonymous surveys bi-annually which evaluate all elements of the school, including leadership, teachers, instructional program, student support services, and more. These surveys are processed and analyzed with the site leadership and Home Support Office Education Team. Based on these surveys, action plans are generated to make necessary changes in the school community.

LCFF Information and Input Meetings for all Stakeholders (May 2015)
Each Camino Nuevo school site conducted a LCFF workshop and gathered input from parents, teachers, and community members to include in the LCAP. To frame the present state of student achievement, various data points including assessment performance, college readiness rates, attendance reports, and discipline rates.

**LCAP Feedback Meetings for all Stakeholders (June 2015)**

The draft LCAP will be available for parents, teachers, and community members in June, 2015. All Camino Nuevo Charter Academy schools will hold a feedback meeting to gather final input in early June before the plan is submitted to the CNCA Board of Directors.

Throughout the 2015-2016 school year, CNCA #4 will continue these structures to collect continuous feedback and recommendations for our next annual update.

**Site-Based Council**

CNCA #4 has Site Based Council which serves as an advisory council to the Principal. Election of parent representatives and other community members are held each school year by the third week in September. Nomination forms for parent and community members are distributed at each school site and sent home to parents. New members and alternates are installed by the October meeting. The Site-Based Council provides suggestions and recommendations to the site Principal on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Camino Nuevo Charter Academy #4. Other special program/project committees are established for specific purposes such as fundraising activities, special events, etc. In the past, SBC members have been involved in the planning and promotion of the following school wide annual events: La Caminata, the Success Conference, and the Ronus Cup Soccer Tournament.

**Composition of the SBC**

This council is composed of up to 25 members. The principal serves as a member of the council and it has equal representation of parents and teachers with maximum of 1 parent representative and 1 teacher representative per grade level and a minimum of 2 parent representatives and 2 teacher representatives. One (1) member is elected from the classified staff, the Student Body President counts as one (1) member, and other members are comprised of community representatives.

If a member cannot serve out his/her entire one (1) year term, an elected alternate will be appointed as a replacement. The alternate will be appointed when a member misses three (3) consecutive meetings unless otherwise determined by a vote of the site based council.

**Selection of SBC Members**

Nominations are collected during interest meetings. Parents can self-nominated themselves or suggest other parents. All nominees are asked to answer the following
question: “Why I want to be on the Camino Nuevo Site-Based Council?”. A promotional campaign begins among the school community. The election is held by secret ballots. Parents vote only for a representative for their children’s grade level. After elections, SBC members are connected to their respective grade level teachers.

Operating Procedures

SBS meetings are held at least once a month on a designated day to be set at the beginning of each school year unless otherwise decided on by the council. A simple majority of the council (more than half) shall constitute a quorum. A quorum is necessary to conduct any vote. All meetings of the council are opened to any interested stakeholder. Decisions are made by consensus. Should a need for a vote arise, a super majority (2/3) vote will be required to pass a motion. All members of the council have 1 vote with the exception of the Principal and the student body president. The student body president votes on items that the council has determined to be immediately relevant to students.

Minutes are taken at every meeting and review and approve on the next one. An agenda is created for each meeting and public comments are taken at the end of each monthly meeting.

Business and Operations Management
Camino Nuevo Charter Academy #4 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 #4 includes: budgeting, fiscal planning, vendor management, accounts payable, attendance tracking systems, completion and submission of compliance reports, supports with the monitoring of applicable laws, and serve as a liaison with the District as appropriate. 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 meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Personnel

Camino Nuevo Charter Academy #4 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 #4 actively helps to promote the mission, instructional program, and the organizational core values.

Hiring/Selection Process

Camino Nuevo Charter Academy #4 reviews the qualifications of candidates wishing to apply for employment at the school. 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 complete a Camino Nuevo Charter Academy employment application. Qualifications for each staff member are outlined on the following page. The Principal at Camino Nuevo Charter Academy #4
review all submissions and determine which candidates are best suited for open positions at the school based on their qualifications. The Principal or administrative designee at Camino Nuevo Charter Academy #4 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 #4. Camino Nuevo Charter Academy #4 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 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 will be generated by the Human Resources Department and 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;
• Act as 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 #4 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 be committed to the mission and vision of CNCA #4. 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 #4 seeks instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. Camino Nuevo Charter Academy #4, 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 #4 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 #4 looks 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 seek 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:

- Develop and implement clerical and administrative procedures to ensure smooth daily school operations;
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and perform other clerical and administrative duties as assigned;
- Assist with bilingual translation and communication with parents and community;
- Order and purchase office and classroom supplies and assist with 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 #4 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 fingerprints 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/CNTA (Camino Nuevo Teachers Association) 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. Teachers will receive two evaluations per year; a mid-year evaluation and an end-of-year comprehensive evaluation. 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 a 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, at school sites and the 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 Vice President of Leadership Development 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 their 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.
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.).)

PUBLIC SCHOOL CHOICE

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

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 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. 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 Education Code section 49060 et seq. at all times.
Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. 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 all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education 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 every year.
The Vice President of Human Resources and HR designee serve in the capacity of Custodian(s) of Records per the DOJ.

As included in Element 1, CNCA #4 is committed to providing students with a quality college preparatory education, Camino Nuevo Charter Academy #4 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 at least one semester 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 #4 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 through Nutrition Week and parent workshops on nutrition. To support our policy, CNCA #4 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.

**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, qualifications and 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, if and when 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.

CNCA #4 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 CNCA #4. 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 #4.

CNCA #4 provides outreach materials to prospective parents and students in English, Spanish, as appropriate. CNCA #4 maintains a web site that allows parents and students to learn about the school. CNCA #4 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 #4 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).)

PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS

Charter School shall maintain complete and accurate records of its annual enrollment process, including but not limited to documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

HOMELESS AND FOSTER YOUTH

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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.
**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.

**Enrollment and Public Random Drawing**

To maintain the original intent of PSC of relieving overcrowding in the area, Camino Nuevo Charter Academy #4 will serve resident student in grades K-8 per the LAUSD attendance boundary. Pursuant to the PSC program, 454 resident student count, is the designated number of K-8 students that need to be served from the corresponding LAUSD attendance area.

In adherence to the Public School Choice Resolution (“Resolution”) and the State of California waiver to Education Code section 47605(d)(1) and (d)(2)(A), CNCA #4 will enroll K-8 students from the designated LAUSD attendance area.

In the event of any remaining enrollment capacity, CNCA #4 may enroll any student who wishes to attend the charter school. In the event there are more students interested in enrollment than there are available seats, CNCA #4 shall implement a fair, transparent and neutral lottery procedure for selecting students for enrollment providing preference to any student residing within LAUSD’s jurisdiction.

CNCA #4 shall maintain records of its enrollment procedures documenting that students from the designated attendance areas have been offered enrollment in the charter school prior to any other students being accepted. These records shall be made available to the District upon request.

If a public random lottery is necessary in grades K-8, preference will be given in the following order:

- Preference shall be extended to students who reside in the Los Angeles Unified School District first;
- Preference shall then be extended to siblings of students currently attending CNCA #4 school;
- CNCA Students;
• Preference shall then be extended to children of current employees of CNCA #4 not to exceed 10% of the school population;
• Preference shall then be extended to students living in California.

The school will designate a lottery participation deadline and include it on the banner outside the campus in addition to clearly marking it on the Interest Form and other means like parent newsletter and the front office bulletin board. 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. Public notices for the lottery will be made in the school’s communication to families as well as with a banner posted outside the school site. All families and other interested parties are welcomed to attend the lottery. In order to encourage this, the lottery will take place after school or evening. Lottery procedures are both posted in writing for the public to review and are explained to the audience prior to the lottery commencing in order to ensure common understanding. A waiting list will be developed from the applications that do not receive admission and will be considered should a vacancy occur during the year. If necessary, CNCA #4 public random lottery is held on the third Friday in February every year at the school site. 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 #4 are notified of the lottery date on the enrollment interest form. The lottery is held at the school site. Students do not need to be in attendance to have their name drawn. All names in the lottery will be issued a lottery number. All families will be notified of their lottery number by mail using the address provided by the family on the interest form.

Selected Wait List Students
If a lottery is necessary, all available seats are offered to students based on the order of the lottery. Families who have been offered a seat, based on enrollment vacancies, will be notified in writing and are given two weeks from the date of the letter to accept admissions to the school by bringing all appropriate enrollment materials. Phone calls are made to families who have not responded to the written notification prior to offering that seat to the next student on the waiting list. The Principal and front office staff of CNCA #4 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 form 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 #4. 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.

**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 Education 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 Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- 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 #4 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, made up of members of the Board of Directors, 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 #4 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 CEO will ensure the required agencies receive copies of the completed audit by the statutory deadline.

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 establish and implement policies and procedures to ensure full 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 Education 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, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun-Free Schools Act**

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

**Definitions**

**Suspension:**
A suspension is a restriction from attending school or a portion of a student’s school program for a stated period of time.

**Expulsion:**
An expulsion is a restriction from attending school or any portion of a student’s school program for an indefinite period of time.

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

Student discipline at CNCA #4 is based on positive support and involve multiple parties including school staff, teachers, parents, and students. CNCA #4 has developed a comprehensive student discipline policy that is included in the student handbook, which is posted on the school’s website and made available to parents in writing upon request. School staff reviews the discipline policy with students and parents prior to admission to CNCA #4. 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 three or more repeated violations of CNCA #4’s behavioral expectations is required to attend a meeting with the Principal, Assistant Principal, and/or Dean of Students 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 #4 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 #4 provides all students with an opportunity for due process and have been developed to conform to applicable federal and state laws regarding students with exceptional needs.

CNCA #4 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 #4 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 at the beginning of 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. The CEO makes the determination whether to proceed with the recommendation to expel.

**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. The CEO makes the determination whether to proceed with the recommendation to expel.

**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;
• 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 or 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 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 personnel. 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 cumulative 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 Committee 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 who was involved in the disciplinary process cannot be a member of the CNCA Board Discipline Committee. 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 Committee is delegated by the CNCA Board, the authority to make a final decision on expulsion. A decision, along with a record of expulsion, 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 #4 disciplinary rules that relate to the alleged violation;
- Student and parent rights related to expulsion hearings including the right to counsel or the presence of an advocate.

**The Hearing Process:**
- Presentation of the case: The school administrator will provide factual evidence upon which the expulsion recommendation is based. The student or parent/representative will also have the right to present on the case and provide relevant context;
- Evidence: The school administrator will provide evidence to support the recommendations for expulsion. The student or parent/representative will have the right to provide credible evidence to support the case;
- 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. The student or parent/representative will have the right to call upon any witnesses to testify on his/her behalf.

**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 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 Academy #4;
- The reinstatement eligibility review date;
- Copy of the rehabilitation plan;
e. The type of educational placement options during the period of expulsion;
f. 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. The student’s parents/guardians will receive a copy.

**Appeal of Suspension**
The suspension of a student will be at the discretion of the Principal of CNCA #4 or the Principal’s (e.g. Assistant Principal or Dean of Culture). 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 from the CNCA Board (The Appeal Committee). 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 Committee 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 Committee’s decision and the decision of the Appeal Committee 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 Committee. Parents and/or guardians will be notified in advance by the school through written notification of enactment of the expulsion order and the right to appeal a student’s expulsion. The appeal will be heard by the Expulsion Appeal Committee. 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 hearing is convened to hear the appeal within 10 working days from the expulsion date, at which time the student’s parent(s) or designated representative must attend to present their appeal; a maximum of 30 minutes will be afforded to present the appeal. 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. An extension may be requested by the parent/guardian or representative. The Expulsion Appeal Committee, comprised of individuals who did not take part of any previous expulsion committees related to this particular 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 appeal will be limited to the record of expulsion and documentary evidence. The Expulsion Appeal Committee will make their decision based upon on a preponderance of evidence. The parent will be notified in writing of the Committee’s decision within 10 days and the decision of the Expulsion Appeal Committee will be final.

The review by the Expulsion Appeal Committee of the decision of the Board Discipline Committee shall be limited to the following questions:

- Whether the Board Discipline Committee acted without or in excess of its jurisdiction;
- Whether there was a fair hearing before the Board Discipline Committee;
• Whether there was a prejudicial abuse of discretion in the hearing;
• Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Expulsion Appeal Committee.

In the event of a decision to expel a student from CNCA #4, 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. In the event that the appeal is granted, the Principal will work with the appropriate staff to ensure the student provided the appropriate resources to support the seamless transition back to their classes (e.g. behavior plans, tutoring, extended time to complete assignments, etc.) 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 #4 Board of Directors for review.

Any incident of violent and/or unlawful 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).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets consistent with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

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 #4 are eligible for Worker’s Compensation Insurance, Unemployment insurance, State Disability Insurance and Medicare as applicable with Camino Nuevo Charter Academy #4 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 appropriate employees (with regard to the collective bargaining agreement). 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). CaminoNuevo 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.

If current parents chose to leave, we will provide them with a printout of their LAUSD resident school.
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”). TheWritten 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
Charter School
[See Element 14]

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.
Charter School is deemed the exclusive public school employer of all employees of 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).)

Public School Choice Closure
In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

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 Education 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 Education 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 (subject to the provisions of Education Code section 47607(i)) 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 Education 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
Prior to or at the time of 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 designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise 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). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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 (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates 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 Charter 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 Charter 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 closure of Charter School

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 closure of Charter School
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 the closure of Charter School, 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.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District 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 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 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, Charter 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities 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 Charter 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 Charter School.

This audit may serve as Charter 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations,
of any net assets remaining after all liabilities of 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 Charter 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 Charter 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, cancellation 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 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.

In the event that the school closes, the CEO will serve as the school’s closure agent.

**Additional Provisions**

**FACILITIES**

**Public School Choice Campus**
As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a Public School Choice campus.

**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. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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 execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that 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 Education Code section 47612 and 5 CCR section 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 a 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 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 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, Education 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, cancelled, 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 Charter 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 Harmless/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.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**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 Education 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).)

ADDENDUM
District Required Language for Public School Choice Independent Charter School Renewal Petitions and Material Revisions

Assurances and Affirmations

[Camino Nuevo Charter Academy #4] (also referred to herein as “[CNCA #4]” 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 charge tuition. (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 Education 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).)  

  42 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
• Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).) \(^{43}\)

• Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending 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 Charter School without graduating or completing the school year for any reason, 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 Education 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 Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

• Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:
  
  o Charter School is a not for profit entity.

  o Charter School shall maintain a record of financial solvency and sustainability.

  o Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

  o In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant

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\(^{43}\) This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

- As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

- Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.

- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first
choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.

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)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education 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 Education 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 Education 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 Education 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 Charter 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 Charter 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 Charter 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.

**Public School Choice Service Plan for Students with Disabilities**
In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith Modified Consent Decree*. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

**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 Education Code section 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.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**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 Welligent, 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 in compliance with the requirements of the MCD and applicable timelines and 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.

**Element 2 – Measurable Pupil Outcomes and 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 subparagraph (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, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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.

**Public School Choice Performance**

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.
Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

**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 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 Charter School’s website will satisfy this requirement.

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

**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 Education Code section 47604.33.

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 Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.
**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 but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**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 Charter School, Charter 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 inquiry and/or 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 (CSD) 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. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. 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 Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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 meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**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.).)

**PUBLIC SCHOOL CHOICE**

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

**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 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. 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 Education Code section 49060 et seq. at all times.
CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. 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 all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

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).)
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, qualifications and 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, if and when 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.

Element 8 – Admission Requirements

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

PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS

Charter School shall maintain complete and accurate records of its annual enrollment process, including but not limited to documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside
within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

**HOMELESS AND FOSTER YOUTH**

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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**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.

**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 Education 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:

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to Charter School’s Calendar
r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:
- P1, first week of January
- P2, first week of April

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

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 establish and implement policies and procedures to ensure full 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:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. 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:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. 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 Education 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, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets consistent with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

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:

5) 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  
Charter School  
[See Element 14]

6) 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 5:00 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.
7) 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.

8) 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 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).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

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 Education 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 Education 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 (subject to the provisions of Education Code section 47607(i)) 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 Education 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**

Prior to or at the time of 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 designate a person or persons responsible for conducting and overseeing all closure-related procedures and
activities, and allocate sufficient funding for, or otherwise 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:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. 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.

11. 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.

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

13. The retirement systems in which Charter 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.

14. 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.

15. 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.

16. All Charter 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:

5. The effective date of the closure of Charter School

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

7. The students’ school districts of residence

8. 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:

3. A description of the circumstances of the closure

4. 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:

4. Information on how to enroll or transfer the student to an appropriate school

5. 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

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

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School

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

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, 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.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District 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.

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

11. 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.

12. 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 student records.

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

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter 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.

15. 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.

16. 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities 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 Charter School that includes:

4. 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.

5. 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.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. 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.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. 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 Charter 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 Charter 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:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

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

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

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

This Element 16 shall survive the revocation, expiration, termination, cancellation 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**

**Public School Choice Campus**
As an independent charter school approved to operate a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a PSC campus.

**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. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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 execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that 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 Education Code section 47612 and 5 CCR section 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:**
  (iii) **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
  (iv) **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.
  (iii) **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.
  (iv) **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 a 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 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 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, Education 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:

5. 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.

6. 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.

7. 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.

8. 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.

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

10. 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.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
12. 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, cancelled, 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 Charter 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 Harmless/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.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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 Education 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).)