Camino Nuevo Charter High School
Charter Renewal Petition

January 23, 2014

Submitted by:
Camino Nuevo Charter High School
1215 West Miramar St
Los Angeles, CA 90026
Telephone (213) 417-3400

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, 2014 to June 30, 2019
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Assurances and Affirmations

Camino Nuevo Charter High School (hereinafter “CNCHS” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 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. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all applicable statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2).

“NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum with the DRL in effect on the date the charter is approved. 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 should exist between the DRL provisions (as of the date of charter approval) contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.”
Name of Organization Applying for Charter: Camino Nuevo Charter Academy

Name of Charter School: Camino Nuevo Charter High School

Projected Grades Served: 9-12

Projected Enrollment: 500

Location Address: 1215 West Miramar Street, Los Angeles, CA 90026

Does the Location Meet Board Policy? Yes: The community that Camino Nuevo Charter High School will serve is extremely impoverished. Based on internal data, over 70% of the prospective students live in close proximity to the school and form a microcosm of the surrounding communities. 96% of the students qualify for free or reduced meals. The majority of CNCA students reside in and around the Greater MacArthur Park community. The census tract for the community maintains the highest percentage of severe overcrowding in the city, the greatest concentration of single parent households (50-88%, over twice the city average), highest non-fluency in English (40-66% speak English “not well” or “not at all”), and the lowest availability of automobiles (housing units with no vehicle available ranges from 46-90%-- over three times the city average) in the city of Los Angeles.

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

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

Robert O. Kaplan
Attorney at Law

Shiho Ito - Secretary
Community activist and yoga teacher

Philip Lance – President
CEO, Pueblo Nuevo Development

Alicia Maldonado
President, Mockingbird Communications

Patti Phillips
Senior Vice President, Wells Fargo
Elliot Ponchick
President, William C. Bannerman Foundation

L. Michael Russell
Attorney at Law

William E. B. Siart
Board Chairman, Excellent Education Development (ExEd)

Cindy Lee Smet
Board Member of Vistamar School and Hermosa Beach Education Foundation

Beth Michelson
Former CEO of Wonder of Reading

Patricia Artigas
Senior Vice President, Capital International Research Incorporated

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

**Description of Philosophy:**
Camino Nuevo Charter High School (CNCHS) aims to prepare low-income, disadvantaged, inner-city youth for success through a rigorous, college-preparatory curriculum that will integrate a STEM approach, real-world projects, community values, and personalization methods. Camino Nuevo Charter High School graduates will go on to become productive members of society.

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

**Charter Development Team:**
- Ana F. Ponce – Chief Executive Officer
- Atyani Howard – Chief Academic Officer
- Sherre Vernon – Principal, CNCHS

**Has your charter applied to any other jurisdiction for approval? No**
Are there any other sister charters? Yes
1. Camino Nuevo Charter Academy (K-8)
2. Camino Nuevo Charter Academy #2 (K-8)
3. Camino Nuevo Charter Academy #3 (K-8)
4. Camino Nuevo Charter Academy #4 (K-8)
5. Camino Nuevo High School #2 (9-12)
What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Camino Nuevo Charter High School, is distinguished by its combined focus on academic excellence and social justice. CNCHS has a strong track record of graduating at least 92% of its senior class each year; and has also set a high bar for the 4-year college acceptance rate of our students. The following table provides data on high school graduation, college acceptance and college attendance from 2008-2012.

<table>
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<tr>
<th>Camino Nuevo Charter High School Alumni Profile</th>
<th>Class of 2012</th>
<th>Class of 2011</th>
<th>Class of 2010</th>
<th>Class of 2009</th>
<th>Class of 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Total # of Graduates</td>
<td>117</td>
<td>92</td>
<td>95</td>
<td>8488</td>
<td>98</td>
</tr>
<tr>
<td>% Attending:</td>
<td>88%</td>
<td>78%</td>
<td>73%</td>
<td>76%</td>
<td>68%</td>
</tr>
<tr>
<td>**4-year College/University</td>
<td>63%</td>
<td>51%</td>
<td>40%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>**Community College</td>
<td>25%</td>
<td>27%</td>
<td>33%</td>
<td>44%</td>
<td>45%</td>
</tr>
</tbody>
</table>

*CDE, Data Quest  
**Percentages are based on internally tracked data.

Camino Nuevo Charter High School aims to meet or exceed CNCA’s current student performance outcomes. In order to do so, the instructional program will be a cohesive reflection of a collection of best practices that have been proven and refined from across all CNCA schools and frontline educational research. A brief description of key signature practices critical to student success at Camino Nuevo Charter High School that could be replicated follow:

**College Counseling, College Awareness Education and iGraduate Classes**

Several barriers to college access for underserved minorities have been identified in the literature.¹ These include: student aspirations and expectations, college knowledge, academic readiness, and financial aid.

Camino Nuevo Charter High School will employ a comprehensive college counseling model to help our students overcome the identified barriers to postsecondary education. The College Counselor will advise students on college admissions test preparations, financial aid, scholarships and essay writing. The College Counselor will also meet with the families of each individual student during the tenth grade to devise an individualized post-secondary education and scholarship plan. In addition, the ongoing relationship between student and counselor will focus on making sure that the student is meeting the milestones needed in order to achieve the agreed upon academic and career goals.

The College Counselor will also oversee the implementation of a strategically planned series of teachings, field trips, guest speakers, and student activities that nurture a college-going school culture and individual mindset and technical knowledge and take students through the entire college application process from exploration through financial aid. As part of the iGraduate program, Camino Nuevo Charter High School will take all students on visits to colleges in Southern and Northern California.

In addition, all students at Camino Nuevo Charter High School will take a five semester college readiness course called iGraduate. Students will take one semester of iGraduate in 9th grade, one in 10th, two semesters in 11th grade, and a final semester their senior year. In the 9th grade, students will gain executive functioning skills including typing and researching in order to create a personal college profile and wish list. In 10th grade, students will begin to formulate a vision of themselves as college graduates, and the impact college education will have on their families and neighborhoods. As 11th graders, students will finalize their college application portfolio. Their portfolio will include completed sample applications to private, Cal State and UC schools as well as financial aid documentation, a personal statement, scholarship applications and letters of recommendation. The final semester of iGraduate will be spent on the actual college applications process.

**Partnering with Parents**

CNCA parents are vital components of the academic success of the students regardless of their own education level, economic status, or dominant language. We firmly believe that “when parents are respected as partners in the education of their children, and when they are provided with organizational support which enables them to channel their interest to the benefit of the school, the entire culture of the organization can be transformed. Parents have knowledge of children's lives outside of school, which teachers typically do not have, and that knowledge can prove helpful in developing effective pedagogical strategies”² Their participation, involvement and support will be crucial to the accomplishment of their children’s academic goals. Consequently, we will develop a strong Parent Program that constantly strives to develop creative and innovative strategies to encourage and/or support families to advocate for their child’s academic success and extend the learning process at home.

We will work to define and explain complicated educational terminology in accessible terms to provide all parents with access to the curriculum and goals for their students. One example of this effort will be annual parent workshops on Thinking Maps. The workshop will encourage the understanding and use of this school-wide tool among parents to support and extend students’ learning at home. Numerous interactive workshops on different subject areas like this will provide parents hand-on experiences and opportunities on how to use, apply and practice a simplified academic language.

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CNCA parent programs are developed around three primary strands: student academic support, health and wellness, and social services. The annual development of the parent program is very much aligned with the process used to develop the professional development plan for staff. Several data points are critical to informing the parent program plan: ongoing parent workshop evaluations, student test data, and end of year parent survey. The development strategy is to identify targeted areas to support parents in supporting their children to meet/exceed grade level standards and be college ready and college bound at every grade level. The student and family services coordinator will serve as the parent liaison and be responsible for the development, implementation and evaluation of the parent program.

As a school community, we are also committed to promoting literacy in English and Spanish for students, staff and parents. This school-wide effort goes hand in hand with our instructional program intended to build fluency in both languages. We will seek to include the following activities in our Parent Program:

- Literacy workshops emphasizing the importance of creating a literacy rich environment at home, develop reading techniques, homework strategies, etc.;
- Wellness classes led by student, staff and parents;
- College Knowledge workshops to help families with the logistical details and emotional trials of sending students to college;
- Parent-Teen Communication classes.

**Student Services Case Management**

Camino Nuevo Charter High School will practice a comprehensive approach to education. We believe that in order for students from historically underserved communities to achieve academic success, their home environment and their physical and mental health need to be as balanced as possible. However, gaining access to primary health care, optometry services, dental care, and, mental health counseling, can often become an insurmountable obstacle for many families. Many families struggle to advocate for their child’s health and well-being. They feel threatened and ineffective in front of a healthcare system full of bureaucracy and restrictions. In these cases, Camino Nuevo Charter High School will support parents to advocate for their children. We will create a support system to guide families through the public health system in order to achieve a physical or mental health diagnosis that can support an appropriate educational plan.

**Introduction**
Camino Nuevo Charter High School (herein referred to as CNCHS) is a high performing charter school with the capacity to serve 500 students in the downtown Los Angeles area. The school serves a student population largely from the Greater MacArthur Park and downtown communities and the demographics mirror the surrounding area schools. Poverty, primary language, and parent education levels are similar for Camino Nuevo Charter Academy (CNCA) schools and the closest neighborhood schools: Belmont Senior High and Miguel Contreras Learning Center. CNCHS has proven successful in serving these student populations since 2004.

Despite the social and economic challenges faced by residents of this community, CNCHS students are defying the odds by demonstrating exceptional academic achievement. CNCHS achieved an impressive Academic Performance Index (API) of 802 in 2012 and 792 in 2013³. Furthermore, 100% of students met the UC A-G requirements and more than 79% were accepted into four-year colleges and universities across the country⁴. In addition to CNCA High School, #1 Camino Nuevo Charter Academy also operates four high performing K-8 programs throughout the Greater McArthur and Echo Park communities. Based on the remarkable academic growth of our schools since 2000, CNCA has earned distinctions on both a state and national level, “meeting two indicators of the minimum criteria for renewal set forth in Education Code 47605 and 47607(b)” The CNCA Burlington and Harvard, K-8 campuses are California Distinguished Schools and received the Title I Academic Achievement Award two years consecutively. Three of five CNCA schools (Burlington, Harvard, and CNCHS) have received six year WASC accreditation terms. CNCHS has also been granted the U.S. News and World Report Bronze, Gold, and, most recently Silver Medal Awards. Moreover, CNCHS ranks a 10 out of 10 compared to similar schools and a 7 out of 10 statewide⁵.

The students who attend Camino Nuevo Charter High School receive an academically rigorous, college preparatory program that prepares them to compete for admission to four-year colleges. The ultimate aim of the program is to produce students that are well educated, engaged citizens who are fully prepared for an increasingly technological society. All students are held to the highest standards of achievement and supported by a dedicated community of teachers and administrators. Building upon the success of the elementary and middle school programs of its sister schools, Camino Nuevo Charter High School provides a high quality college preparatory high school option for its students. When new students enter into CNCHS, they are acclimated to our program with academic advising though iConnect and graduation path planning with site leaders. The high school program also utilizes many of the same programmatic components that have made the Elementary and Middle schools a success, including a college-going culture of high expectations, high quality core instruction, a relevant curriculum that employs best practices for English language learners, and innovative programs to foster genuine partnerships with parents at the high school level. Our instructional program focus on increasing rigor and full implementation

⁴ Internal calculation by College Counselor
of the Common Core State Standards, while infusing the importance of social justice, character education, and a college going culture to meet the needs of the whole child.

Furthermore, Camino Nuevo Charter High School maintains a small school environment with the capacity to serve 500 students. In comparison to larger schools, small schools have been shown to produce more favorable student attitudes, positive social behavior, better attendance, lower dropout rates, and positive interpersonal relationships that support academic success\(^6\). We firmly believe that students have a much greater chance of academic and social success in this type of academic setting. All CNCA schools strive to create a culture of care for each individual student. We believe in teaching the whole child and using differentiated small group instruction to inspire students to self-define what motivates them to learn. We maintain an unwavering commitment to providing high-quality educational opportunities to the students of this community and continue to work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

The CNCHS campus is distinguished by a number of exceptional offerings, including a college-preparatory instructional program that ensures access to A-G coursework, a number of Advanced Placement classes, and curricula designed to support students’ social and emotional needs. Teachers design rigorous Common Core standards-based curriculum with authentic reading and writing at its core across the content areas. Conceptual math, science and technology coursework provides students the 21st century skills they need to succeed. In addition, project-based learning is used strategically to prepare students with the academic skills needed for college and career. All of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the K-12 continuum.

In an effort to ensure the physical and mental well-being of the students, CNCHS provides a whole child experience for our high school students. A four-year curriculum, called iConnect, provides courses on mental health, physical wellness, general character education, and college readiness skills. iConnect classes also provide a structured forum for teachers and students to connect outside of academics and develop genuine partnerships that provide ongoing support.

In addition to offering a high quality, innovative college-preparatory instructional program, CNCA strongly believe that parents must be genuine partners in the educational process through high school graduation and beyond. CNCHS offers high-quality family services, including a comprehensive parent outreach program and social service referrals for families in need. To ensure the development of authentic and productive relationships with parents, a variety of opportunities are provided for them to become involved in the academic lives of their children at the classroom level. Camino Nuevo Charter High School strongly believes that students find greater levels of academic success when their home and school share similar values about learning and forge a genuine partnership.

\(^6\) www.nea.org
Under the oversight of the Los Angeles Unified School District (LAUSD), Camino Nuevo Charter High School is a public institution open to any interested student, free of charge. The school is governed by the Camino Nuevo Board of Directors and is led by a highly qualified Principal and leadership team. The Site Based Council advises the principal with issues specific to Camino Nuevo Charter High School. The school’s performance is measured using traditional standardized state assessments, including the Smarter Balanced assessments, California High School Exit Exam, and California English Development Proficiency Test. Additionally, Advanced Placement examinations, internally developed Common Core Standards-based benchmark assessments, and mastery rubrics all contribute to measuring student achievement.

The facility offers the space and technology necessary for hands-on learning and collaboration— for students, teachers, and the community alike. Strong fiscal planning and a highly qualified management team maintain a fiscally sound school. Not only does the school meet all of its obligations, like all other CNCA schools, Camino Nuevo Charter High School are building a reserve fund to be financially prepared for most unforeseen circumstances.

Finally, as previously outlined, all Camino Nuevo Charter High School students take a college preparatory course of study. Our aim is for all students to be prepared to earn a Bachelor’s degree at a competitive four-year college and to be invested in ensuring social justice in their local and broader communities. These ideals are captured in the Camino Nuevo Charter High School motto, “College Ready, College Bound, Agents of Social Change!”

Ultimately, CNCHS has created an educational environment where educators experience teaching as a craft and students own their learning. We strive to provide students with the academic and social skills they need to feel inspired and achieve their hearts’ desire. We aim to prepare students from low-income, historically underserved, inner-city communities for success through a rigorous, college-preparatory curriculum that integrates a focus on character and provides a continuum of care for all students. Each member of our learning community is valued and expected to succeed.
Element 1. 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, lifelong learners. Ed. Code 47605(b)(5)(A).

- The contact person for the Charter School is Ana F. Ponce.
- The contact address of the Charter School is 1215 W. Miramar St. Los Angeles, CA 90026.
- The contact phone number of the Charter School is 213-417-3400.
- The proposed address or target community of [Charter School] is 1215 W. Miramar St. Los Angeles, CA 90026, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center East.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration is 9-12.
- The number of students in the first year is projected to be 300. By year four, the projected enrollment will be 500. This figure is not a maximum cap, but a target for recruitment and enrollment. The grade level(s) of the students the first year is 9-12.
- The scheduled opening date of Charter School is September 1, 2004.
- The admission requirements include: Completing an interest/lottery form, if above capacity.
- The operational capacity is 500.
- The type of instructional calendar is August to June.
- The bell schedule for the Charter School is from 8:00 to 3:15.
- If space is available, traveling students have the option to attend.

Local Control and Accountability Plan
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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

“ACADEMIC CALENDAR AND SCHEDULES
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.”
Community Need for Camino Nuevo Charter High School

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.

The underlying philosophy of Camino Nuevo Charter High School 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. During the past nine years, our high school has achieved the goal of enabling students to meet content standards while addressing the needs of the community.

History of Camino Nuevo Charter Academy

Camino Nuevo Charter Academy (CNCA) opened in 2000 to serve children in grades K-5 at 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. CNCA expanded in 2001 as a response to the parents’ call for increased educational choice in this area by adding two middle school campuses serving grades 6-8 at 653 S. Burlington Avenue and 635 S. Harvard Boulevard. In 2004, an early childhood education program, serving two classes of 15 students each, opened on the Burlington and Harvard Campuses. The early childhood program has since expanded to serve 120 students. That same year, the Commonwealth Avenue site merged with the Harvard site to form a second stand-alone K-8 campus.

To provide continuity in the instructional program and increase the number of academic opportunities for its middle school student body, CNCA opened this first high school campus in 2004, graduating its first senior class in 2008. CNCHS serves 470 students in the 9th – 11th grades. Beginning in 2010, CNCA participated in two rounds of the Public School Choice process sponsored by the Los Angeles Unified School District. In 2010, CNCA was awarded the Jose A. Castellanos K-5 elementary campus. In 2011, the school’s charter was amended to serve students through 8th grade. During the second round of the Public School Choice resolution CNCA was awarded the Sandra Cisneros Learning Academy, a K-8 elementary school in the Echo Park neighborhood of Los Angeles. To date, CNCA serves 3,165 students in the Greater McArthur and Echo Park communities of Los Angeles.

Goals of the Program

To accomplish this mission we implement a comprehensive, Common Core standards-based college-preparatory curriculum that integrates authentic literacy, conceptual math, real-world experiences, character and wellness education, and extensive parent and community outreach. Camino Nuevo Charter High School has two aims:

- To prepare graduates to attend the four-year college of their choice.
- To become self-motivated, competent, life-long learners.

The educational program equips students with the skills and knowledge required to successfully attend a four-year college and positively contribute to society. Our students leave CNCHS aware of the needs of their community and equipped with the necessary skills and values to engage with those needs.
directly. Ultimately, the educational program provides the necessary social and academic background necessary to apply to four-year colleges and succeed in the field their choice.

**Student Population to be Served**

Camino Nuevo Charter High School is located at 1215 W. Miramar St. Los Angeles, CA 90026 and serves grades 9-12. Over 70% of the prospective students live in close proximity to the school and form a microcosm of the surrounding communities. 96% of the students qualify for free or reduced meals. The ethnic composition of the 2013-14 student body at CNCHS is 97% Hispanic, 1.7% Filipino, 0.8% Korean, and 0.2% multiracial or belonging to other ethnic groups. Our students and their families face substantial social and economic challenges typically associated with poverty and minority status.

The majority of CNCA students reside in and around the Greater MacArthur Park community. The census tract for the community maintains the highest percentage of severe overcrowding in the city, the greatest concentration of single parent households (50-88%, over twice the city average), highest non-fluency in English (40-66% speak English “not well” or “not at all”), and the lowest availability of automobiles (housing units with no vehicle available ranges from 46-90%-- over three times the city average) in the city of Los Angeles. Foreign born residents represent 61% of the community, compared with 11% in the United States. Annual income within this district is the lowest in Los Angeles: the median income is $11,475. The poverty rate in the area is 35%, compared with a citywide rate of 18%. Rentals represent 82% of housing units in the neighborhood versus 34% nationally. As a tuition-free, non-sectarian public school of choice, we do not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation.

Data on the achievement of minority racial students in California, in particular Latino and African American students, indicate that many have performed below the achievement levels of other students. Dropout rates of African American and Hispanic students are substantially higher than those of Asian and White students. Similarly, graduation rates of African American and Hispanic students are substantially lower than those of Asian and White students, as reflected in the table below:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cohort Dropout Rate</th>
<th>Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5.5%</td>
<td>91.1%</td>
</tr>
<tr>
<td>White</td>
<td>8.2%</td>
<td>86.6%</td>
</tr>
<tr>
<td>African American</td>
<td>22.1%</td>
<td>66%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>16.1%</td>
<td>73.7%</td>
</tr>
</tbody>
</table>

*Source: California Department of Education*

Furthermore, dropout rates for English learners and socioeconomically disadvantaged students are both higher than the cohort dropout rate of all students. Spanish-speaking students comprise 85% of all English

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8 Demographic data from LA County Children's Planning Council, based on US Bureau of Census, 2000
learners in California and Hispanic and African American students are socioeconomically disadvantaged at far higher rates than their Asian and White peers. In addition, these students face difficult social issues, such as gang violence, drugs, peer pressure, and other societal obstacles.

The preceding student achievement data provides evidence that CNCHS has been able to overcome many of the barriers to high achievement that plague historically underserved communities. Camino Nuevo Charter High School is committed to reducing and eventually eliminating these 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, CNCHS maintains a shared commitment to do “Whatever it takes” to ensure that our students successfully navigate the social obstacles that hinder academic achievement by involving families and working relentlessly to create success for all.

**Enrollment Breakdown:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>125</td>
</tr>
<tr>
<td>10</td>
<td>125</td>
</tr>
<tr>
<td>11</td>
<td>125</td>
</tr>
<tr>
<td>12</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

**Academic Performance**

To contextualize the significant success of Camino Nuevo Charter High School over the last nine years, a comparison chart between CNCHS and Belmont Senior High School has been provided below. The 2013 API score for Belmont HS was 668 with a statewide rank of 1 out of 10. In comparison, CNCHS’s API was 792 and was ranked 7 out of 10 statewide. The following chart further characterizes the demographics of CNCHS and Belmont during that year.

<table>
<thead>
<tr>
<th>School</th>
<th>Total Enrollment</th>
<th>Enrollment Free and Reduced meals</th>
<th>% Hispanic</th>
<th>English Language Learners</th>
<th>2013 API</th>
<th>I/RFEP Students</th>
<th>Special Education</th>
<th>2012 Cohort Graduation Rate</th>
<th>% of graduates who were CSU/UC eligible (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont Senior High</td>
<td>1,020</td>
<td>85%</td>
<td>88%</td>
<td>31%</td>
<td>61%</td>
<td>12%</td>
<td>72%</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

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As the table above shows, students in the Greater MacArthur Park neighborhood are dropping out at alarming rates. CNCHS is changing this trend by graduating 94% of our seniors in 2012, all of whom met the A-G requirements for admission to UC/CSU. Additional comparison data demonstrating the high academic achievement of CNCHS students is in the next section of the petition.

| SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LAUSD Schools** | **# of Students 2012-13** | **% Students Eligible for Free/Reduced Lunch** | **% of Special Ed. Students** | **% of English Learners** | **% Hispanics** | **% African Americans** | **% White** | **2013 Growth API** | **2012 API Statewide Rank** | **2012 API Similar Schools Rank** | **Met Schoolwide Growth Target?** | **Met Subgroup Growth Targets?** |
| Roybal Learning Center | 1,446 | 83% | 12% | 26% | 86% | 2% | 0.7% | 664 | 1 | 2 | Yes | Yes |
| LA High School for the Arts | 412 | 90% | 8% | 26% | 88% | 1.5% | 0.7% | 705 | 4 | 8 | No | No |
| Belmont Senior High School | 1,020 | 85% | 12% | 31% | 88% | 1.5% | 0.5% | 668 | 1 | 3 | Yes | Yes |
| Miguel Contreras Learning Complex | 950 | 99% | 9% | 26% | 96% | 1% | 0.3% | 677 | 2 | 2 | Yes | Yes |
| Hollywood Senior High School | 1,634 | 63% | 8% | 12% | 69% | 11% | 12% | 762 | 5 | 8 | Yes | No |
| Downtown Business High | 1,047 | 89% | 3% | 7% | 58% | 6% | 2% | 826 | 8 | 9 | Yes | Yes |

---

<table>
<thead>
<tr>
<th>Charter Schools</th>
<th>LA Leadership Academy</th>
<th>Early College Academy for Leaders</th>
<th>Alliance Dr. Olga Mohan</th>
<th>Camino Nuevo Charter High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>539</td>
<td>311</td>
<td>458</td>
<td>483</td>
</tr>
<tr>
<td>ELA Proficiency</td>
<td>95%</td>
<td>85%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Algebra II Proficiency</td>
<td>23%</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>API Score</td>
<td>95%</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>CEC</td>
<td>0.4%</td>
<td>1%</td>
<td>1.5%</td>
<td>0%</td>
</tr>
<tr>
<td>CAT</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CAHSEE</td>
<td>699</td>
<td>724</td>
<td>895</td>
<td>792</td>
</tr>
<tr>
<td>Early College Indicators</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Leadership Indicators</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Early College Academy Indicators</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Performance Data Indicates Camino Nuevo Students’ Record of Excellence**

With a collaborative culture anchored in hard work and pride, CNCA’s existing schools have 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 CNCHS is unique, but how the school continues to be successful. The following data charts have been provided to contextualize student outcomes. The first chart compares the academic performance of CNCA’s current high school students with the local charter and LAUSD high school counterparts. The second chart shows the historical API scores for CNCHS and Belmont High School. The rationale for narrowing the comparison to CNCHS and Belmont high school is that Belmont is the school of residence for many current CNCHS students. The third chart narrows the scope of the school comparisons to the percentage of students scoring proficient or advanced on the ELA and Algebra II portions of the 2013 CST for Camino Nuevo Charter High School and Belmont High School. Lastly, the fourth chart compares performance outcomes on the CAHSEE for CNCHS and Belmont HS against state averages.
Chart # 1 shows that the 2013 API Score for CNCAHS #1’s exceeds all but three local charter or district high schools.\(^\text{13}\)

Chart # 2 shows historic API scores for CNCA HS #1 and Belmont SH.\(^\text{14}\)

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\(^{14}\) California Department of Education’s 2013 Accountability Progress Report
Charts #3 and #4 compares Belmont and Camino Nuevo student performance on the 2013 CST ELA and ELA Math.\textsuperscript{14}

Chart #4 provides California high school exit exams outcomes for ELA and mathematics for CNCHS, Belmont High School, as well as the State average.\textsuperscript{15}


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.

The vision of Camino Nuevo Charter High School is to become a community of scholars engaged in transformative work. We educate because education is the vehicle for hope. We aim for excellence in all things. We see every obstacle as an opportunity for reflection and growth. We seek joy. We work hard. We live well.

What It Means to be an “Education 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.

How Learning Best Occurs

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

The preceding student achievement data provides evidence that CNCHS has been able to overcome many of the barriers to high achievement that plague historically underserved communities. Camino Nuevo Charter High School is committed to reducing and eventually eliminating these 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, CNCHS maintains a shared commitment to do “Whatever it takes” to ensure that our students successfully navigate the social obstacles that hinder academic achievement. Through family involvement, a student-centered approach, and rigorous, differentiated instruction, CNCHS commits to developing self-motivated, competent, and lifelong learners.
Annual School Goals

Above all else, Camino Nuevo Charter High School is committed to providing the basic services necessary for a high-quality public education: credentialed teachers, services for diverse learners, and well-operated facilities. Below is a description of Camino Nuevo Charter High School’s approaches to achieve our annual goals.

State Priority #1: Basic Services

A. Creating Excellent Educators

The research of Robert Marzano and others has shown that the number one factor in student success is the quality of their teachers. CNCA and Camino Nuevo Charter High School are dedicated to selecting and developing the best possible teachers for our students. Camino Nuevo Charter High School educators receive professional development to share best practices and develop their craft.

At Camino Nuevo Charter High School, we create and maintain teacher excellence by providing:

- 10 days of professional development each year.
- Professional development in key areas of instruction including, but not limited to: differentiation, special education needs, cooperative learning, gradual release of responsibility, standards based instruction, effective instruction for English language learners, the Common Core Standards, data-based instruction and mastery grading.
- Professional development on our social-emotional curriculum and programs, including but not limited to: iConnect, iGrad, Council.
  - Critical Friends Groups (CFGs) which challenge teachers to engage in group problem solving and collaborative learning.
- Assignment of new teachers with experienced mentors on campus to help new teachers acclimate and grow into the profession.
- A teacher-leadership structure, called the Extended Leadership Team, which utilizes teachers’ expertise and builds their leadership capacity to contribute to school-wide decision making and initiatives.

Moreover, Camino Nuevo Charter High School works diligently to foster a positive culture for all stakeholders. School culture is defined as the unwritten, shared set of norms and values that guide the thinking, behavior, and relationships that typify the customs of an organization (Crane, 2009). A positive culture must exist in order to effectively implement the strategy and structures required to transform the academic achievement of historically underserved students. We place a special emphasis on maintaining a positive culture for our faculty and staff because of the impact a single teacher can have on student achievement outcomes. Camino Nuevo Charter High School firmly believes that a positive school culture shape and focus our collective energy to better serve our students and families.

To that end, we invest a significant amount of time creating a team atmosphere among faculty and staff. CNCHS intentionally provides time for team-building exercises, Critical Friends Groups, group

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decision making, and positive relationship building activities. This focus has resulted in positive staff satisfaction. For example, the results of the most recent staff survey (June 2011) at one of Camino Nuevo’s K-8 schools indicate that 100% of teachers agree that “administrators effectively foster a team environment among school staff”. Ultimately, Camino Nuevo Charter High School seeks to create an educational environment where educators experience teaching as a craft and children own their learning. Our school strives to provide students with the academic and social skills they need to feel inspired and achieve their hearts’ desire.

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each year of the charter term, all Camino Nuevo Charter High School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.</td>
<td>• Annual review in May/June of Human resources criteria, systems and procedures for teacher hiring&lt;br&gt;• Annual review every August of master schedule/teacher assignments to ensure compliance</td>
<td>• CEO, with report to Governing Board&lt;br&gt;• Principal</td>
</tr>
<tr>
<td>For each year of the charter term, each and every Camino Nuevo Charter High School’s students will have the access to all instructional materials necessary to participate fully in the programs and services described in the charter.</td>
<td>• Annual inventory of instructional materials, and corresponding purchase of materials as necessary&lt;br&gt;• Annual budget review and planning to ensure funds are available for instructional materials&lt;br&gt;• Annual review of ELD and special education programs to identify and obtain all instructional materials needed</td>
<td>• Principal&lt;br&gt;• CEO &amp; Financial Manager&lt;br&gt;• Principal &amp; CEO</td>
</tr>
</tbody>
</table>
participate fully in the program set forth in the IEP

| For each year of the charter term, Camino Nuevo Charter High School will provide well-maintained school facilities in good repair. | • Annual review/inventory of physical plant conditions and need for repair (Director of Operations)  
• Continuous update of maintenance and repair priority execution plan  
• Ongoing maintenance and repair log, with monthly review by school administrator | • Director of Operations  
• Director of Operations  
• Custodian; Principal |

CNCHS assures that the school fully implements the Common Core State Standards beginning in 2014-2015.

State Priority #2: Implementation of the Common Core State Standards (CCSS)

Implementation of Common Core: Focus on Technology

The Common Core State Standards call for increased demand of technology and computer literacy to prepare students to compete in the global society. Technology is not simply a powerful tool for learning, but also an essential requirement for college and career readiness. Camino Nuevo Charter High School strives to improve the literacy skills of its student population by providing technological exposure and access. In working towards our mission and vision, students have equal access to information, to other communities, and to resources through greater access to technology. As part of students’ advisory curriculum, students earn keyboarding and office software programs. Contemporary technology, including the use of tablets, ensures students are prepared to achieve high levels of proficiency on the Common Core Smarter Balanced Assessment.

Students and educators use technology for a variety of learning tasks. CNCHS recognizes that a well-designed technological infrastructure help 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. At Camino Nuevo Charter High School all teachers are equipped with a laptop computer. Additionally, most classrooms have a workstation of desktop computers for student use. Mobile carts and a computer lab are also available for student use. Students continue learning about technology by using computers to engage in learning activities related to their current units of study as well. For example, the use of Achieve3000, a web-based reading intervention tool aligned to Common Core, strategically support student interface with social media, online expository texts and polls. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from kindergarten to college, and in Spanish.

As previously stated, Camino Nuevo Charter High School 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 secondary school, Camino Nuevo Charter High School goes above and beyond these standards, ensuring that our students have become adept at, “analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of formats and media.”

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| 100% of students, including English Language Learners and students with IEPs, will have access to Common Core aligned curriculum beginning in 2014-2015. | • Teachers will revise yearlong pacing plans to include CCSS in ELA and Math, AP History topics, and Next Generation Science Standards beginning in 2013-2014.  
• General Education teachers and Special Education team continue to work together to provide Dynamic Blended Inclusion model.  
• Implementation of the EL Master Plan to support long term English learners | • Principal & Director of Academic Services  
• Special Education team |
| 100% of eligible students will take the Smarter Balanced assessments beginning in May 2015. | • Teachers will administer SBAC interim assessments to replace quarterly benchmarks  
• Additional laptops will be purchased to provide a 2:1 student to computer ratio for the computerized assessment. | • Principal & teachers  
• Principal & IT team |
| All teachers and leaders will have the necessary tools and resources to deliver CCSS-aligned instruction. | • Monthly professional development sessions for teachers to develop fluency with the standards and the necessary instructional strategies inherit in Common Core  
• Bi-monthly Common Core Institute “Black Belt” trainings for leaders in the necessary shifts in instructional practice and assessments | • Principal & Director of Academic Services  
• Director of Academic Services  
• Principal |
• New materials will be researched and purchased to align to CCSS, AP, and Next Generation Science Standards

The chart below highlights the annual school-wide goals to promote parental involvement.

<table>
<thead>
<tr>
<th>State Priority #3: Parent Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research suggests that parents who actively engage in their child’s classrooms display increased, consistent commitment to their child’s education (Stern, 2003). 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. Rather than approaching parent participation as a one-shot volunteer opportunity or various disconnected activities, Camino Nuevo Charter High School sees parents as a child’s first and most important teacher. Camino Nuevo Charter High School commits to authentic partnerships with parents, including seeking parent input in decision making and striving for increased parent participation in school wide events. There is a dedicated administrator who collaborates with the central office Director of Whole Child to ensure a true “Parents As Partners” approach.</td>
</tr>
<tr>
<td>As volunteers, learners, advocates, and leaders, parents are a constant presence at our school. Through volunteer service, parents help ensure adherence to attendance and uniform policies and provide a supportive environment outside of school for their children to read and complete homework. Our school leadership team facilitates partnerships with families and provides parent education workshops, institutes, assemblies, special events, and other activities throughout the year. For those parents who work during school hours, communication is maintained through regular family newsletters, robo calls, and website updates. The newsletter communicates academically themed messages from the leadership team, important calendar items, resources, and special announcements.</td>
</tr>
<tr>
<td>Camino Nuevo Charter High School fosters an environment of social and cultural inclusion for all families. To accomplish this, all administrators make daily efforts to communicate with parents or guardians. These efforts include an open-door policy for all leadership team members, monthly assemblies or community meetings with the principal, workshops facilitated by the leadership team, weekly newsletters, and relevant classes. Translation is consistently provided into the predominant dominant native languages of the parent population. Camino Nuevo Charter High School realizes that many parents must work full time and cannot be at the school during instructional hours. A concerted effort is made to ensure evening events are scheduled so that we can include all families in their child’s education.</td>
</tr>
<tr>
<td>CNCA parents are vital components of the academic success of the students regardless of their own education level, economic status, or dominant language. We firmly believe that “when parents are respected as partners in the education of their children, and when they are provided with organizational support which enables them to channel their interest to the benefit of the school, the entire culture of the organization can be transformed. Parents have knowledge of children’s lives outside of school, which teachers typically do not have, and that knowledge can prove helpful in developing effective pedagogical strategies”. Their participation, involvement and support are crucial</td>
</tr>
</tbody>
</table>
to the accomplishment of their children’s academic goals. Consequently, we develop a strong Parent Program that constantly strives to develop creative and innovative strategies to encourage and/or support families to advocate for their child’s academic success and extend the learning process at home.

We work to define and explain complicated educational terminology in accessible terms to provide all parents with access to the curriculum and goals for their students. One example of this effort is annual parent workshops on Thinking Maps. The workshop encourages the understanding and use of this school-wide tool among parents to support and extend students’ learning at home. Numerous interactive workshops on different subject areas like this provide parents hand-on experiences and opportunities on how to use, apply and practice a simplified academic language.

CNCA parent programs are developed around three primary strands: student academic support, health and wellness, and social services. The annual development of the parent program is very much aligned with the process used to develop the professional development plan for staff. Several data points are critical to informing the parent program plan: ongoing parent workshop evaluations, student test data, and end of year parent survey. The development strategy is to identify targeted areas to support parents in supporting their children to meet/exceed grade level standards and be college ready and college bound at every grade level. The student and family services coordinator serves as the parent liaison and be responsible for the development, implementation and evaluation of the parent program.

As a school community, we are also committed to promoting literacy in English and Spanish for students, staff and parents. This school-wide effort goes hand in hand with our instructional program intended to build fluency in both languages. We seek to include the following activities in our Parent Program:

- Literacy workshops emphasizing the importance of creating a literacy rich environment at home, develop reading techniques, homework strategies, etc.;
- Wellness classes led by student, staff and parents;
- College Knowledge workshops to help families with the logistical details and emotional trials of sending students to college;
- Parent-Teen Communication classes.

Our Parents as Partners program also engage the parents in the school community by maintaining a School Site Council where parent representatives play an integral role in providing recommendations to the principal on key issues such as budgeting, curriculum, school policies, and the general direction of the school.

Camino Nuevo Charter High School also maintains an open-door classroom policy. Throughout the school year, parents have access to classroom visits and may observe firsthand how their child performs in class. Furthermore, they are encouraged to stay in constant communication with their child’s teacher far beyond the traditional parent-teacher conferences. Camino Nuevo Charter High School whole-heartedly welcomes families into the school community and encourages family members to be part of the learning process by volunteering their time on and off site.

Parents play a vital role at CNCA schools, and are provided with the opportunity to give ongoing, informal feedback to School Administrators via an end of the year survey. This feedback helps administrators identify areas of improvement for Camino Nuevo Charter High School.
### Annual Goals

- Seek 20% more parental input in decisions on school-wide programs.
  - Monthly “Coffees with the Principal” to learn about new initiatives and give feedback
  - Monthly Site Based Council (SBC) meetings for parent-led decision making and fundraising
  - Continue to administer, collect, and analyze biannual parent satisfaction surveys
  - Principal
  - Parent Coordinator

- At least 75% of parents will complete the 15-hour volunteer requirement to support school functioning.
  - Offer volunteer opportunities in classrooms, around the school, at school events, and projects that can be completed at home
  - Offer incentives for the parents with the most volunteer hours.
  - Parent Coordinator, with help from the Director of Whole Child

- At least 85% of parents will participate in key school events (conferences, back to school night, presentations of learning, etc.)
  - Variety of communication tools to promote events (robo call, newsletter, website, Facebook, fliers, etc.)
  - Volunteer hours awarded for participation at school events.
  - Parent Coordinator & Principal

Camino Nuevo Charter High School is proud of its academic achievement thus far, but recognizes that we can and must be even more effective in preparing students for rigorous standardized achievement tests. The chart below outlines CNCHS’s goals for increasing student achievement.

### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| Seek 20% more parental input in decisions on school-wide programs. | • Monthly “Coffees with the Principal” to learn about new initiatives and give feedback  
• Monthly Site Based Council (SBC) meetings for parent-led decision making and fundraising  
• Continue to administer, collect, and analyze biannual parent satisfaction surveys | • Principal  
• Parent Coordinator |
| At least 75% of parents will complete the 15-hour volunteer requirement to support school functioning. | • Offer volunteer opportunities in classrooms, around the school, at school events, and projects that can be completed at home  
• Offer incentives for the parents with the most volunteer hours. | • Parent Coordinator, with help from the Director of Whole Child |
| At least 85% of parents will participate in key school events (conferences, back to school night, presentations of learning, etc.) | • Variety of communication tools to promote events (robo call, newsletter, website, Facebook, fliers, etc.)  
• Volunteer hours awarded for participation at school events. | • Parent Coordinator & Principal |
| The percentage of CNCHS students scoring Advanced & Proficient in ELA and Math on the state-adopted standardized assessments will be greater than the median percentage for comparison schools. | • Comprehensive standards-based approach to yearlong planning, lesson design, and assessment  
• Annual inventory and purchasing of high quality, standards-aligned instructional materials  
• Quarterly standards-based benchmarks to measure progress towards proficiency on state-adopted standardized assessment | • CAO and Principal  
• Principal  
• Principal and Teachers |
| --- | --- | --- |
| Camino Nuevo High School’s comprehensive measure of student achievement at the time of renewal will be greater than the median state measure for comparison schools, with a minimum score of 825. | Same actions as above, and:  
• Targeted intervention classes during the school day for low performing students  
• Quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching | • Assistant Principal  
• Principal & Home Support Office |
| 100% of students will graduate and have met A-G requirements | • Intentional design of the master calendar to prioritize A-G coursework and opportunities for credit recovery, as needed  
• iGraduate classes and advisory sessions with the College Counselor focus on graduation requirements | • Assistant Principal  
• Director of Student Life & College Counselor |
| The percentage of ELL students re-designated to English proficiency will be greater than the median for comparison schools, with a minimum 25% reclassification rate. | • The Systematic English Language Development framework is provided for all ELL students in leveled classes  
• Language scaffolds and supports for ELL students embedded in core content through the use of the Constructing Meaning framework | • Literacy & Language Specialist and Principal  
• Literacy & Language Specialist and Principal |
| 100% of students will take at least 1 AP course. 75% of students will pass an AP exam with a score of 3 or better. | • Academic Enrichment and/or intervention courses offered to supplement AP class instruction  
• Modified scheduling in the Spring semester to provide additional preparation for AP exams | • Principal  
• Assistant Principal  
• Principal & AP Teachers |
| The percentage of students determined prepared for college by the Early Assessment Program (EAP) will be greater than the median for comparison schools, with a minimum of 50% of students. | ELA and Math units focused on EAP practice and preparation in 11th grade | Teachers  
Assistant Principal  
Principal & 11th grade Teachers |
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<tr>
<td>Ongoing professional development and formative data analysis for teachers of AP classes</td>
<td>Targeted intervention class during the school day to support students at risk of not passing</td>
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<tr>
<td>Optional CAHSEE preparation course offered in 9th and 10th grade</td>
<td>Ongoing professional development and formative data analysis for 11th grade teachers to support EAP preparation</td>
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| 95% of 10th grade students will pass the state-adopted high school exit exam on the first attempt. | Targeted intervention class during the school day to support students at risk of not passing | Principal  
Assistant Principal  
Principal & 10th grade Teachers |
| Ongoing professional development and formative data analysis for 10th grade teachers to CAHSEE preparation |

**State Priority #5: Student Engagement**

**Student Engagement: Vision for Excellence & Community**

Camino Nuevo Charter High School maintains high expectations for student engagement and school culture. We hold all members of our community to high expectations to ensure high levels of pupil engagement, as defined by strong attendance, low absenteeism and dropout rates, and high graduation rates. We work to ensure that we are prepared and ready to partner with parents and students to meet these high expectations. As a school, CNCHS constantly sets goals for our achievement outcomes, strategically plans to meet our goals, and then reflects on our outcomes.

In order to create a positive school climate and community of excellence, Camino Nuevo Charter High School adopts an instructional vision that is used regularly with the entire school community to reflect upon our culture, instructional approach, and results. Below is an example of a common instructional vision at a Camino Nuevo school:

“The Camino Nuevo community (students, teachers, staff, administrators and parents) work relentlessly to close the achievement gap. We produce students who have the ability to
Camino Nuevo Charter High School has also developed a set of shared commitments that all faculty members subscribe to when they become part of the school community. The commitments are used to ensure ongoing alignment between our mindsets, behavior, and outcomes for students and our team. The commitments are regularly reflected upon at the opening or closing of faculty meetings to ensure they remain alive in the minds of the faculty and leadership team. Below is an example of common shared commitments at Camino Nuevo schools:

- All children can learn, therefore all of our students grow this year; *We do whatever it takes.*
- Every minute counts; *We maximize instructional time.*
- We are accountable to one another for quality instruction; *We support one another toward being successful and maintaining high expectations.*

We hold our entire school community to six core character pillars:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

Our common structures, such as iConnect classes, the Ojai Council structure, and monthly school-wide community meetings are implemented to explicitly address student character. Each month, one student from each classroom is selected by their peers and teacher because they most exemplify the highlighted pillar. This student is publicly honored with a certificate and a few words of recognition during the monthly school community meetings.

To maintain a school-wide commitment to fostering strong character and positive behaviors, regular school-wide and grade-level community meetings are held. These sessions allow the school community to gather as a unified body to discuss school-wide issues, to disseminate information, and to plan for upcoming commitments. In some instances students, plan and facilitate these meetings themselves. School-wide “Community Dialogues” are crucial in the process of creating a positive school culture. They explore how the school community can build awareness and wellness and maintain a college-bound culture.

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| CNCHS will maintain a minimum of 97% attendance rate | • Continue ongoing monitoring of attendance procedures, including incentives, phone calls home when absent, regular communication with parents, and tardy procedures | • Principal & Office Manager  
• Principal & Teachers  
• Home Support Office |
| CNCHS will maintain a dropout rate of less than 2% | • Use the Comprehensive Student Success Team (SST) to support high-risk students, including students at risk for drugs, gang activity, pregnancy, failing grades, etc.  
• Implementation of iConnect classes which regularly promote wellness, good character, and positive choices  
• Provide wrap around physical and mental health services for struggling students  
• Ongoing communication with parents about low grades and at-risk behaviors | • Principal & Dean  
• Assistant Principal & Teachers  
• Dean & Director of Whole Child |
|---|---|---|
| CNCHS will maintain a high graduation rate, of at least 95% | • Implementation of iGraduate classes to monitor students’ completion of A-G coursework, craft graduation plans and build college awareness  
• Utilize advisory and mentoring services to support high-risk students and promote graduation  
• Continue college-bound activities, such as field trips, guest speakers, support with application writing, etc.  
• Meet bi-monthly with professional mentors to set college and career goals. | • Assistant Principal & Teachers  
• College Counselor |
Target academic advising to high-need students based on multiple academic measures.

Below is a description of Camino Nuevo Charter High School’s approaches to achieve our annual goals related to school climate and culture.

**State Priority #6: School Climate**

**School Culture: Wellness & Character Education**

As previously stated, Camino Nuevo Charter High School provides a whole child education for our high school students. This education goes beyond the traditional suspension and expulsion prevention. Rather, it includes an exposure to healthy lifestyles, the dangers of drug usage and the importance of reproductive health care that is often the scope of wellness education in underserved communities. We take a three-pronged approach to wellness education that includes an advisory structure, comprehensive mental health services, and the Council structure to bridge the “wellness divide” that plagues historically underserved communities.

iConnect is a daily advisory class that provides every student at Camino Nuevo Charter High School with a small group environment to connect with adult and other students in a more authentic setting than the general education classroom. Students develop personal character and receive information regarding health and wellness and study skills. They also engage in a variety of fun, interactive activities designed to build our community. A crucial part of these classes involves character education where students learn about the six character pillars (trustworthiness, fairness, responsibility, respect, caring and citizenship). iConnect classes also include sex education and drug resistance awareness education. Permission slips for these classes are included in student enrollment packets.

Another unique component of iConnect classes is the focus on community involvement. Camino Nuevo Charter High School has created a service-learning program where students actively learn while providing a service to an organization. Twice a year, the entire Camino Nuevo Charter High School student body completes a day of service with the members of their iConnect (Advisory) classes as a part of their service learning commitment. CNCHS has cultivated partnerships with businesses, non-profit organizations, and government offices to provide internships and practical workplace educational experiences. Students are also encouraged to participate in community service projects in their local communities and community colleges. During summer internships, many Camino students have the opportunity to make connections between what they study and what is needed to solve workplace challenges problems successfully. Our service-learning program enables our students to make valuable contributions to the community while simultaneously acquiring valuable knowledge and workplace skills necessary for a successful future.

In order to further provide personalized mental health counseling for emotional, social, and family issues, Camino Nuevo Charter High School provides on-site counseling through a partnership with the Los Angeles Child Development Center (LACDC). LACDC provides a trained staff to address challenging issues students face, including self-esteem, communication, healthy relationships, teen dating, violence, and sexual abuse. On average, there is one therapist or intern to every 50 students. LACDC
therapists also provide ongoing counseling groups for small groups of students dealing with challenges such as domestic abuse, anger management, and immigration. Students who need individual counseling beyond the school’s services are referred to an outside mental health agencies, such as Didi Hirsch Mental Health Services for additional support.

CNCHS is committed to nurturing a deep connection to the community. To develop a community-based school, CNCHS uses research-based curricula including Character Counts, MAPS 4 College, and the Ojai Foundation Council Framework. Students in grades 9-12 are provided opportunities to explore these ideas and to develop both as individuals and as members of our school community. Council is a regular part of our staff meetings and our iConnect (Advisory) classes. Therefore, our entire certificated staff has been trained to facilitate Council. As described by the Ojai Foundation, Council is a practice of speaking and listening from the heart. Through compassionate, heartfelt expression and empathic listening, Council inspires a non-hierarchical form of deep communication that reveals a group’s vision and purpose.

“Council offers effective means of working with conflicts and for discovering the deeper, often unexpressed needs of individuals and organizations. Council provides a comprehensive means for co-visioning and making decisions in a group context. Council is about our personal and collective story.”

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| Student suspension rates will be no more than 4% of the school wide population per year. | • Comprehensive use of the school-wide Student Positive Behavior Support Plan by all stakeholders.  
• Character Counts curriculum utilized in iConnect classes will promote strong character and good choices, as evidenced by decreased number of office referrals. | • Principal & teachers  
• Principal & teachers |
| Student expulsion rates will be no more than 2% each year.                     | • Comprehensive use of the school-wide Student Positive Behavior Support Plan by all stakeholders.  
• CNCA Discipline Code utilized to systematize approach to discipline and consequences as evidenced by decreased number of office referrals. | • Principal & teachers  
• Principal & Home Support Office |
| Staff, student and parent surveys will indicate 95%+ satisfaction with school culture. | • Bi-annual surveys administered to students and staff. Track responses to three questions:  
1. “Administrators effectively foster a team environment among school staff”.  
2. “My teachers and administrators make school a safe place for me to learn.” | • Principal |
3. “My child’s school celebrates its students’ good behavior and academic performance.”

100% of students with special needs will be included in the general education curriculum

- A robust co-teaching model will be employed between the general education and special education teacher
- Targeted intervention classes during the school day for low performing students
- Additional advisory and oversight of goals for students with IEPs

- Assistant Principal
- Sr. Director of Special Education
- Teachers

The chart below outlines CNCHS’s goals to ensure all students have access to core coursework.

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<tr>
<th>State Priority #7: Access to Courses</th>
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<tr>
<td><strong>Access to Courses: College Preparatory Coursework (A-G Preparation, Universal Intervention and AP Classes)</strong></td>
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<tr>
<td>The academic program at Camino Nuevo Charter High School is designed to prepare students to complete a 4-year college education. All students have equal access to rigorous curriculum and a broad course of study. Students develop literacy, mathematical and technological competence to be competitive in the career of their choice. Students are expected to take and pass A-G classes as a minimum graduation requirement. Students’ literacy skills are emphasized across the grades with rigorous reading and writing coursework. Students are encouraged to maximize their math and science education by enrolling in math and science courses each of their four years. Camino Nuevo Charter High School offers a challenging A-G curriculum based upon the course requirements for admission to the California State University System and to the University of California.</td>
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<td>Teachers and administrators use mastery-based grading to assess students’ understanding in each class. In addition, quarterly CCSS benchmark assessments provide students and teachers with formative data on progress towards their mastery of the standards. Our commitment to high achievement instills in students a desire to use their acquired knowledge to pursue higher education and compete in the careers of their choice.</td>
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<td>All students have equal opportunity to achieve maximum learning in all subject areas and are not placed in “tracks” based upon perceived learning ability. We believe that every student who enters our campus, regardless of learning challenges or personal background, is capable of completing a rigorous college preparatory program that includes AP classes. Camino Nuevo High School offers several AP classes at most grade levels and provides targeted support to those students in need to ensure success in those classes. Completion of the ACT exam is also a Camino Nuevo High School graduation requirement.</td>
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<td>Camino Nuevo Charter High School strives towards a comprehensive student support program that includes the parents, school and larger community, with the goal of creating healthy literate students</td>
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who are poised to achieve their full academic and social potential. To this end, Camino Nuevo Charter High School organizes human resources to support student needs. As a part of their yearly curriculum, all students at Camino Nuevo Charter High School receive a support class crafted to their individual needs. Some examples of these support offerings include: the learning center, reading instruction, math support, social skills instruction, research skills, extension coursework, and executive functioning skills. At Camino Nuevo Charter High School, a belief that all students – even gifted students – benefit from small group of instruction is pervasive and courses to target their area of need are made available. In some cases, this instruction is also an extension of the core coursework.

The Principal collaborates with teachers to identify students in need of individualized academic intervention through a quarterly structured data analysis process. Once students are identified through the analysis process, the Principal and Assistant Principal coordinate academic intervention to address the needs of those students who need additional support accessing grade level standards. The Coordinated Support Team, comprised of the leadership team and resource teacher, meet weekly to discuss the progress of high-risk students. Student Success Team meetings are also held regularly to provide additional support for struggling students. Additionally CNCA’s Director of Whole Child collaborates with the site Principal to ensure students and families gain access to the necessary medical, dental, vision, or mental health services to correct issues that impede their ability to learn.

In addition, each year, in grades 9-12, students take at least one semester college readiness course, called “iGraduate.” The iGrad curriculum ensures that all Camino Nuevo Charter High School students have an articulated vision of themselves as college students; that they have career goals; and possess the necessary executive skills for achieving what they have outlined for themselves. The final semester of iGraduate provides students with support to complete the college application and financial aid process.

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<tr>
<td>100% of students will have access to A-G coursework and required areas of study.</td>
<td>• Advisory structure used each quarter to track each student’s individual graduation plans &amp; ensure all students enroll in, and pass, A-G coursework. • Annual staffing audit conducted to ensure adequate number of classes offered and appropriately low student to teacher ratios.</td>
<td>• Assistant Principal • HR depart &amp; College Counselor</td>
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<td>100% of students have support to succeed in required coursework, if needed.</td>
<td>• Quarterly data analysis cycles to monitor student progress</td>
<td>• Principal &amp; teachers</td>
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- Intervention & support classes available for students who struggle with literacy, language, math, or content-area standards
- Assistant Principal & Special Education department

High-risk students (at risk for drugs, gangs, pregnancy, dropout; or students who have failing grades, special needs, language challenges) receive the necessary support to succeed in school.

- The Coordinated Support Team (CST) meet weekly to discuss the progress and generate action plans for students with social-emotional or personal needs.
- Student Success Team (SST) meetings are held monthly to provide support for students who struggle academically.
- Wrap-around services are provided to give students and families access to medical, dental, vision, and mental health services.
- Principal & Dean of Culture
- Assistant Principal & Resource Service Provider
- Director of Whole Child

State Priority #8: Other Student Outcomes

Partnering with the Community
An indispensable contribution to CNCA’s success has been the community partnerships that provide vital support and supplemental services to CNCA students. These partnerships include community based organizations, non-profit service providers, health service providers and enrichment partners. A designated Camino Nuevo Charter High School staff person is responsible for cultivating and managing all community partnerships. CNCHS plans to continue CNCA partnerships with the community groups listed below, and establish new partnerships to meet the comprehensive needs of students and families residing in the community. These partnerships reflect our place-based approach to community development that has been successful developed across the Camino Nuevo Charter Academy network.

Community members are often invited into the school to enrich classes and to validate skills developed in the classroom. CNCA partners with businesses and organizations to provide internships, practical workplace educational experiences, and enrichment opportunities. Students are required to participate in community service projects in their local communities and are encouraged to utilize community-based educational programs, such as classes offered by local colleges, and enrichment programs such as instrumental music classes, playwriting, and documentary film production workshops.
Many of the students at Camino Nuevo Charter High School are the first in their family to graduate high school and attend college. Knowing this, it is essential that our students can engage with programs that promote a college-bound path and offer resources for students to achieve this goal. CNCA partners with an array of organizations to provide our students with additional leadership and mentoring opportunities beyond the classroom.

We have found these experiences to be the very inspiration students need, especially those who find themselves lacking motivation and/or struggling with academics. Below is a list of existing partnerships with CNCA schools. The list is not exhaustive and some partnerships are site-specific. Camino Nuevo Charter High School has the opportunity to maintain and build upon these partnerships based on its student and programmatic needs.

**Mentoring:**
- **Big Brothers Big Sisters** – provides mentors to our elementary school students.
- **Junior Achievement (JA)** – Through in-school visits from JA volunteers, students learn the basic concepts of business and economics and how education is relevant to the workplace.

**Health Services:**
- **PAJA Medical Group** – offers free bilingual medical services to CNCA students and families, which include immunizations, family planning, and dental screenings.
- **Los Angeles Child Development Center (LACDC)** – provides an in-school mental health program free of charge to CNCA students and their families.
- **Didi Hirsch Community Mental Health Center** – provides student counseling services.
- **UCLA School of Nursing** is piloting a six week, family-centered nutrition and exercise program at CNCA to help students and their parents decrease their risk of obesity.

**Parent Support Services:**
- **Latino Family Literacy Project** – a bilingual / bicultural reading program that strengthens parent/child interaction and enhances parents’ literacy and English-language vocabulary.
- **Centro Latino de Educación Popular** – offers adult literacy classes for CNCA parents.
- **National Council of La Raza (NCLR)** – provides educational services regarding civic engagement to students and families.

**Enrichment:**
- **Academy of Business Leadership** – CNCA students work on projects related to the stock market, finance and entrepreneurship during a seven-week Summer Business Institute.
- **Get Lit!** – LA’s leading non-profit presenter of literary performance, education, and teen poetry programs.
- **LA Phil: Music Ambassador** – CNCHS students engage in a multi-session career development program held on The Music Center campus in exciting downtown Los Angeles.

**Community Development:**
- **Pueblo Nuevo Development** – focuses on community development and has managed the construction for all CNCA schools, which have all won at least one architectural award.

Camino Nuevo Charter High School also taps into community resources to develop an after school and athletics program. Students have the opportunity to participate in sports competitions. One such
example is that Camino Nuevo Charter High School hopes to host an active Students Run LA (SRLA) Club, through which students train to run the Los Angeles Marathon and learn how to work towards achieving extremely challenging goals.

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| Increase the percentage of students school-wide scoring proficient or advanced on the state-adopted standardized assessment by 5% in each of the core disciplines: English, math, social and science | • Comprehensive Common Core standards-based approach to yearlong planning, lesson design, and assessment  
  • Quarterly standards-based benchmarks to measure progress towards proficiency | • Principal  
  • Chief Academic Officer |
| The percentage of students scoring Far Below Basic or Below Basic on the state-adopted standardized assessment is below the median percentage for comparison schools. | Same actions as above, and:  
  • Targeted intervention classes during the school day for low performing students  
  • Quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching | • Principal  
  • Assistant Principal |
| English Language Learner and Special Education subgroups will continue to progress one level of proficiency on state-adopted standardized assessments | • Target additional tutoring and curricular resources to struggling students | • Director of Special Education  
  • Literacy & Language Specialist |
| 100% of students will be enrolled in at least one AP course and the percentage of students scoring a 4 or 5 on the AP test will increase 5% each year. | • Provide frequent individual academic counseling to remove barriers to students enrollment in higher level coursework.  
  • Ensure proper preparation for the AP assessment through teacher participation in AP training, proper curricular resources, and ongoing AP-aligned formative assessment | • Assistant Principal  
  • AP Teachers |
100% of students will have exposure to technology and work-based learning experiences

- Academic counseling will direct students to enroll in Graphic Design and iGraduate classes
- Provide abundant opportunities for internships and job shadowing experiences
- Dean of Culture
- Director of Student Programs

Instructional Design

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

In his book, *What Works in Schools: Translating Research Into Action*, Robert Marzano identifies a “guaranteed and viable curriculum” as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains, the CaminoNuevo Charter High School leadership team maintains a strong commitment to ensuring a guaranteed and viable curriculum for all students. We are able to ensure the quality of instruction for every student by guaranteeing what gets taught through teacher-created, Common Core aligned, standards based pacing plans and we monitor how it gets taught through consistent professional development around pedagogy that meets the needs of our learners. The CCSS aligned pacing plans are being developed throughout the 2013-2014 year during weekly professional development. These plans is honed and revised over time as the new Smarter Balanced assessments unfold.

Curriculum
The nine block courses vary by grade level, but each Camino Nuevo Charter High School student can expect to have a schedule approximating the following:
1. iConnect (non-college preparatory)
2. English (college preparatory)
3. Mathematics (college preparatory)
4. History/Social Science (college preparatory)
5. Science (college preparatory)
6. Foreign Language (college preparatory)
7. iGraduate (non-college preparatory)
8. Graphic Design/Economics/Art (college preparatory)
9. Academic Support: Reading, ELD, RSP, Intervention or Extension (non-college preparatory)

The instructional framework of Camino Nuevo Charter High School is designed to take students through a college preparatory course sequence specific coursework that prepare them to enroll in competitive universities across the nation.
Innovative Curricular Components
Camino Nuevo Charter High School holds all students to high standards and promotes a single intellectual mission. The school’s commitment to interdisciplinary instruction through themes of social justice, a focus on character education, and public presentations of learning, create a rich and dynamic context for its standards-based curriculum. It also ensures Camino Nuevo Charter High School graduates have the ability to tackle the myriad of university challenges with confidence and skill. Students have the opportunity to work in multi-age, multi-grade, and mixed ability groups. Camino Nuevo Charter High School’s small size and commitment to personalization allows for teachers to exercise great individual flexibility and skill to better serve our students.

Standards Based Pacing Plans
Camino Nuevo Charter High School has created a guaranteed and viable curriculum by institutionalizing a formal process to create Common Core aligned standards-based pacing plans. The process is built upon the Understanding By Design backwards planning approach (Wiggins and McTighe, 2005)\textsuperscript{17}:

- Pacing plan formats are standardized for all CNCA schools based on best practices identified from Marzano, Schmoker, and Wiggins and McTighe.
  - California Common Core Standards are grouped into units around big ideas and essential understandings.
- Measurable objectives are written to teach each standard.
- Classroom instructional resources are identified.
- Authentic assessments and performance tasks are developed for each learning objective and unit based on the Common Core Smarter Balanced Assessment.

These standards-based pacing plans provide the foundation for a guaranteed and viable curriculum at Camino Nuevo Charter High School. They also allow Camino Nuevo High to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans lay the groundwork from which all teachers can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a “guaranteed and viable” curriculum, we commit to implementing high quality instructional frameworks to facilitate learning.

Course Sequence Rationale
Coursework in each of the departments outlined below has been backwards planned with the intended outcome of preparing students to succeed in the Common Core State Standards and Advanced Placement coursework. CNCHS has chosen to frame its courses around Common Core and Advanced Placement for a variety of reasons. By selecting CCSS and AP readiness as a goal, CNCHS is tapping into a national, guaranteed and viable curriculum that can be assessed by a normed national exam. Moreover, CNCHS, believes that committing to empower each of its students to be Advanced Placement students is transformative in the students’ educational opportunities and in their preparation for college.

Rice University, having synthesized the recent peer-reviewed research regarding student preparedness and college readiness, shares the following data:

\textsuperscript{17} Wiggins, Grant and McTighe, Jay. The Understanding by Design Handbook. 2005
• Students who take AP courses in high school are more likely to graduate from college within four years and have higher grade point averages in college than similar students who did not take AP courses (University of Texas).

• Students who successfully participated in one or more AP exams and courses significantly outperformed their non-AP peers. These comparisons were made among peers with similar levels of academic ability and family economic status (Hargrove and Dodd, 2007)\(^\text{18}\).

• Students who took one or more AP courses and exams had higher college GPAs, earned more credit hours and were more likely to graduate in 4 years or less (Hargrove and Dodd, 2007).

• AP students who took the course and scored 2 out of a possible 5 points on an AP exam still tend to do better in college than a student who did not take AP courses or who skipped the AP exam (Hargrove and Dodd, 2007).

• AP exam scores of 3 or better are strongly predictive of a higher rate of college graduation. In particular, Hispanics scoring a 3 or higher on the AP exam as opposed to the non-AP student were 27% more likely to graduate from college, and low-income students were 32% more likely (Dougherty, Mellor and Jian, 2005)\(^\text{19}\).

• Students who scored 3 or higher on four popular AP Exams earned higher first-year GPAs, were more likely to continue on to a second year of college, and were more likely to attend selective institutions, on average, than students with comparable SAT® scores and high school GPAs who did not take AP (College Board, 2009)\(^\text{20}\).

• Students who scored a 1 or 2 on an AP Exam showed higher retention rates into their second year of college than non-AP students, and they were more likely to attend selective institutions (College Board, 2009).

Because AP coursework is so rigorous, CNCHS is committed to providing Academic Intervention to support its students in accessing the curriculum. CNCHS is also prepared to provide non-AP coursework for a given course, particularly in the lower grade levels, should it become evident that such an action is necessary. For this reason, the AP courses below are listed with both AP and non-AP course titles, where appropriate. CNCHS is also committed to training its teachers to provide equitable instruction to English Language Learners – even and especially – in AP coursework.

**Universal Intervention & Academic Support**

Given the many challenges that undoubtedly face Camino Nuevo Charter High School’s student population, and given our belief that all human beings have the potential for growth and self-actualization, all Camino Nuevo Charter High School students is required to receive targeted support classes. The Camino Nuevo Charter High School intervention program is intended to address the particular needs of our various subgroups of students, including those who demonstrate significant academic deficits that would be most effectively addressed outside of the context of the regular classroom environment. We believe that a student’s academic success is affected by a variety of factors including, nutrition, mental and physical

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health, study habits, neighborhood influences, attendance and motivation, and therefore provide support in each of these areas as necessary. The goal of the intervention program is to educate students to realize their full potential and to provide them with the skills and agency needed for success at a four-year university.

Camino Nuevo Charter High School provide 1-3 intervention periods for each student on an annual basis. These periods is co-taught by multiple teachers allowing for targeted instruction in a variety of areas. Camino Nuevo Charter High School anticipates intervention in the following forms:

- ELD Instruction
- RSP Instruction
- Group Counseling
- Executive Functioning and Social Skills
- Targeted Reading Instruction
- Math, English, Spanish and Science Tutoring
- Extension Coursework
- College Readiness Education
- Computer-based intervention or support curriculum in a blended learning model

These courses are built into students schedules and students are assigned specific intervention periods based on their particular learning needs. They are designed with the direct intention of meeting the needs of students achieving below grade level, deepening the knowledge of those at grade level, and providing extension opportunities for those students achieving above grade level expectations.

Differentiation in the Core Classes
At Camino Nuevo Charter High School, teachers are responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan is developed for how to best meet the needs of the student.

Instructional Materials
Course materials have been selected by site leadership and teacher leaders, using the state 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. Course descriptions included in this charter, the Common Core State Standards, and the guidelines of governing programs such as Advanced Placement, also be considered where applicable. Instructor-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, Next Generation Science Standards, and Advanced Placement coursework
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of high priority students
- Alignment with the needs of our students as indicated by standardized assessments
- Cost
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<td>1. <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
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**Academic Course Offerings**

The next section provides a description of academic courses with examples of instructional strategies and student applications of learning embedded into the curriculum. Camino Nuevo Charter High School reserves the right to modify the instruction program and strategies where necessary to serve the needs of the school community, while continuing to mandate a UC approved A-G course of study.

**English Language Arts (Core/College Preparatory)**

The English Language Arts curriculum of Camino Nuevo Charter High School is founded on the believe that all students is capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. Using the state standards as a base, the first priority of the English Language Arts program is the development of academic language. All Camino Nuevo Charter High School English classes include: in-class reading, timed writing and explicit vocabulary instruction. They are vertically aligned to AP Literature and Language courses.

**English 9: Urban Studies**

English 9 is an introduction to literature and to the 9th and 10th grade state standards that focus on the reading, analyzing and writing of literature. Topics included in this course delve into themes in Urban Studies such as overpopulation, energy usage, waste management, green space, transportation, housing and social services. The literature students study relates to these issues and is expanded on by the study of expository texts.

**English 10: World Literature**

As 10th graders, Camino Nuevo Charter High School students continue the pursuit of the mastery of English grammar, vocabulary, and expository writing that is begun in the 9th grade. They interact with the state standards through the lens of World Literature. They are exposed to texts that add to their understanding of agency and of community and global wellness. This curriculum emphasizes texts from non-Western parts of the world, and from underrepresented populations in Western civilization.
English 11: CSU Writing
Our 11th graders take an English course created by the California State University system. This is a two-semester expository reading and writing course that includes explicit instruction in key skills identified by researchers. This course is intended to ensure that all students are ready to take AP level English coursework their senior year. This course is rounded out by our English teachers to ensure any standards outlined in the Common Core, but not addressed by the CSU curriculum is included in their pacing plans.

English 12: AP English Language or AP English Literature
As twelfth graders, all students are expected to take either AP Literature and Composition (for those who love literary works) or AP Language and Composition (for those more interested in rhetoric). The AP English Language and Composition course is designed to help students become skilled readers of prose, aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The aim of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Both courses require students to write with attention to developing and organizing ideas in clear, coherent, and persuasive language; engage in a study of, and employ, the elements of style in their writing; and maintain a tenacious attention to precision and accuracy. Rather than tracking students into these courses, Camino Nuevo Charter High School is dedicated to preparing all of our students for this level of writing by providing co-requisite or additional academic support for those students who need it.

Mathematics (Core/College Preparatory)
As outlined by the Common Core State Standards, the math program is designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. We believe that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra is an expectation for all students.

At Camino Nuevo Charter High School, students are placed in the math course that best match their level of preparation, as indicated by the MDTP math assessment. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards align their coursework with Algebra 2. All students are expected to graduate having completed a math course at the level of Pre-calculus, Statistics or Calculus and have met the UC geometry requirement. Summer school and academic support classes are offered for students who require additional support. Problem solving and reasoning is stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Mathematical modeling is an important technique used to build understanding of abstract ideas. Teachers expose students to physical representations that help develop understanding of abstract concepts. Students develop mathematical competence and power by engaging in solving meaningful problems.
**Algebra I**
This is a beginning course in Algebra. Students are instructed in algebraic operations, rational and irrational numbers and expressions, monomials and polynomials, variables, linear functions, graphing, and quadratic equations. Students in Algebra 1 practice solving multi-step word problems involving linear equations and inequalities as well as finding the equations of lines using the slope and y-intercepts. Students are encouraged to estimate and check their own work. Graphing calculators is also used. Emphasis in supplemental course work is on graphing equations and finding solutions to numerical equations using letters to stand for unknown numbers. Students learn problem-solving strategies, such as visualizing, sketching, organizing information to make a mathematical restatement, and checking reasonableness of an answer in the context of the problem, with a special focus on problems involving rate, work, and percent mixture.

**Geometry**
This course cover traditional Geometry topics such as points, lines, planes, angles, properties of parallel lines, transverse lines, triangles, quadrilaterals, polygons, circles, area, and volume congruence and similarity. The course helps students to employ inductive and deductive reasoning to formulate logical arguments and justify conclusions using a library of definitions, axioms, theorems, and postulates. Through writing geometric proofs, students learn to construct formal, logical arguments, identify errors in logic in chains of reasoning, test general assertions and learn to prove assertions false with counter-examples. In Geometry, students solve problems involving perimeter, circumference, area, volume, lateral area, and surface. They learn to use a compass and protractor to make and measure angles and use coordinate geometry to prove theorems. Students learn to use angle and side relationships in problems with right triangles; learn the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections. Geometry is offered in the summer at Camino Nuevo Charter High School. Students have the option of completing that course at Camino Nuevo Charter High School as a summer elective, via distance learning, or at a local community college.

**Algebra II**
Prerequisite: Algebra I or its equivalent
This course builds on the content and concepts of both Algebra I and Geometry. Algebra II teaches students to use induction and to solve equations or systems of equations or inequalities. Students learn to factor polynomials and to predict what effect changing a coefficient has on the graph of a function such as a parabola. Algebra II also covers concepts such as linear, quadratic, and rational functions, direct and inverse variation, inequalities and absolute value, systems of equations, and exponential and logarithmic functions. Students in Algebra II prove simple logarithms and judge the validity of an argument based on whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. They use exponential functions in problems involving exponential growth and decay. They find the sums of arithmetic and geometric series and can expand binomial expressions. The course also teaches students to use properties from number systems to justify steps in combining and simplifying functions.

**Statistics**
Prerequisite: Algebra II or its equivalent
This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks extensively at the principles of hypothesis testing and statistical inference. Measuring the probability of an
event, interpreting probability, and using probability in decision-making is central themes of this course. Students are able to complete a thorough investigation of both one-variable data sets and of the relationship between two variables. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports are explored. Use of the computer and the graphing calculator expose students to the power and simplicity of statistical software for data analysis. The graphing calculator is used extensively as a learning tool and is required for the course.

**College Mathematics**
Prerequisite: Full year of Algebra II.
This is a rigorous, college preparatory math course that covers topics from a variety of fields. In an aim to make students mathematically literate citizens with a sense of informed agency, this course takes students through application. This goal is accomplished by analyzing the stock market, businesses, banking, credit, and taxation as well as carbon dioxide concentrations on the earth and in the oceans, global warming and deforestation. They also look at the application of trigonometry and the concept of limits to real-life situations. The lenses of financial literacy and environmental husbandry are particularly appropriate for Camino Nuevo Charter High School students as seniors are expected to take Economics. Mathematic topics used in these explorations include: representing data and math modeling, polynomial functions, rational functions, geometry, advanced trigonometry, exponential functions, logarithmic functions, statistical analysis, matrices, limits.

**Pre-Calculus**
Prerequisite: Full year of Algebra II.
This course is a preparation for Calculus. Standards used to outline this course are chosen from among the California State Standards for Linear Algebra, Statistics, Mathematical Analysis and Trigonometry. Topics may include: recognizing, writing, and graphing linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions and solving exponential and logarithmic equations; sequences and series; and matrices. The course also deals with evaluating, sketching, and composing trigonometric functions of any angle, the unit circle, and radian measurements. Students in the course learn to solve systems of inequalities using several different methods; solve linear programming problems and real life problems; write matrices; write equations of spheres in space; find the cross products of vectors in space; find equations of lines in space; estimate, find, and evaluate limits; approximate slopes of tangent lines; and use the limits of summation to find areas of regions bounded by graphs and functions.

**Calculus/A.P. Calculus**
Prerequisite: Pre-calculus
This course is taught with the same level of depth and rigor as entry-level college and university calculus courses in one variable calculus. The course teaches students how to prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions; how to use graphing calculators to verify and estimate limits; and how to prove and use special limits. Students in Calculus is able to define and graph the continuity of functions; apply the intermediate extreme value theorems; and both derive derivative formulas and use derivatives to solve a variety of problems from physics, chemistry, and economics involving rate of change of a function. The course explore the chain rule, its proof, and applications to derivatives; parametrically defined functions; Rolle’s theorem, Newton’s method for approximating the zeros of a function, and “L’Hopital’s Rule.” Calculus students learn to use differentiation to solve optimization and rate problems and to sketch graphs of functions by hand and to identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing. Students use definite integrals to model problems in physics, such as area, velocity, acceleration, area of a surface of revolution, and work. The course covers using the fundamental theorem of calculus to interpret integrals as
anti-derivatives and the properties and computation of inverse trigonometric functions. Calculus includes instruction in how to use various tests to determine whether a series converges; how to form new series from known ones; how to calculate Taylor polynomials; and how to apply different techniques to solve elementary differential equations in the context of a wide variety of real world situations, including growth-and-decay problems. Graphing calculators is used throughout the course.

History (Core/College Preparatory)
Camino Nuevo Charter High School embraces need for content area literacy as called upon by the Common Core State Standards. The History-Social Science courses at CNCHS are designed to develop the following literacies:

- **Historical Literacy:** developing research skills and a sense of historical empathy;
- **Ethical Literacy:** recognizing the sanctity of life and dignity of individual, understanding the ways in which different societies have tried to resolve ethical issues;
- **Cultural Literacy:** understanding the rich, complex nature of human cultures;
- **Geographic Literacy:** developing an awareness of place;
- **Economic Literacy:** understanding the basic economic problems confronting all societies;
- **Socio Political Literacy:** understanding the close relationship between social and political systems.

At Camino Nuevo Charter High School, these literacies are employed to give students a deeper understanding of their own context and agency.

**Grade 10: World History/AP World History**
In the 10th grade, students take World History or AP World History. This course focuses on the ancient and contemporary History of Europe, Asia, Latin America, and Africa. Through their studies, students develop in-depth theories on government, democracy, revolution, technology, distribution of wealth, and change. Students study Enlightenment philosophers and then write a personal philosophy paper expressing their own beliefs. They compare the French, Mexican, and American revolutions, synthesizing the outcomes to determine if each revolution can be considered “successful” and if it can be justified. The students then focus on the Industrial Revolution’s transformation of society and the era of Imperialism. The course also guides students to see the extension of the worldwide interactions that began in the industrial era to the current integration of markets we call Globalization today. Students culminate this unit by individually writing a feature article about the effect of European Imperialism and collaboratively creating a news website with articles on topics in the area of Globalization. After Imperialism, the course turns to the study of the Russian Revolution and Totalitarianism, including the causes and consequences of World Wars I and II. Students research a dictator and then write a paper comparing World Wars I and II to “Just War Theory.” The last quarter of tenth grade Humanities focuses on the Holocaust and international developments in the post-War II world, including non-violent protest movements. Students research a current issue of justice and prepare for a debate and a dialogue between representatives from opposing sides of the issue, culminating in a mock trial. Through this final unit, students reflect on their obligation to others, human rights, and the creation of lasting peace. This course prepares students to take the AP World History examination.

**Grade 11: US History/AP US History**
Prerequisite: World History
As 11th grade students, Camino Nuevo Charter High School students take United States History or AP US History. This course is a general survey of United States History from colonization to the present. Major
social, political, economic, and cultural issues are examined. The course is designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Throughout this course, students critically analyze such events as the colonization, civil rights, democracy, rule by law. They learn about key introduce students to the trends in history, such as the worldwide diffusion of popular culture and expanding suffrage and consider changes in the global landscape brought about by industrialization, war, and the emergence of the U.S. as a major industrial power. Students also look at the United States’ international relations in the twentieth century, and the battle over immigration that continues to this day. They explore principles of religious liberty and other key economic, political, immigration, and environmental issues. Throughout the course, the themes of meritocracy, universal rights, the concept of the American Dream, immigration, non-violent protests, and the role of individual identity shape students’ point of view. Course texts include many primary source documents, such as policy statements, speeches, and laws. Students use anecdotal scripting and annotated bibliographies to organize information and learn to draw comparisons between specific historical incidents and broader themes and abstract ideas. At least one major research paper is required. This course prepares students to take the Advanced Placement exam.

Grade 12 – US Government/AP US Government
As 12th grade students, Camino Nuevo Charter High School students take a year of AP US Government. This course examines the United States system of government, the purpose, structure and functions of federal, state and local levels of government and the economic principles upon which the system is built. This course provides an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political landscape. In particular, students are expected to master the following six topics: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the congress, the presidency, the bureaucracy, and the federal courts; public policy; civil rights and civil liberties. Students are prepared to take the AP US Government examination.

Grade 12 – Economics
In their second semester of 12th grade, all students take a one semester economics. They study the foundations of economics by examining the relationship between scarcity and need; opportunity cost, marginal benefit, and marginal cost; and monetary and non-monetary incentives and how changes in incentives can cause changes in behavior. Students assess a Los Angeles neighborhood through an economist’s lens, considering housing, education, and health indicators and making recommendations for key economic improvements. This course covers the power of greed, scarcity and its impact on perception in the world, and the importance of careful analysis in decision making. Through this course, Camino Nuevo Charter High School provides students with economic reasoning skills that they use for the rest of their lives. In addition, the course is meant to give students an idea of the power they have in the economy and the consequences of their choices.

Science (Core/College Preparatory)

Grade 9 – Biology/AP Biology
Students at Camino Nuevo Charter High School take their first AP course as 9th graders. This course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across
domains. The key concepts are evolution, cellular processes, genetics and the interaction of biological systems. This course prepares students to take the AP Biology examination.

**Grade 10 – Environmental Science/AP Environmental Science**
Prerequisite: Biology
As 10th graders, students at Camino Nuevo Charter High School take their second AP science course. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: science is a process; energy conversions underlie all ecological processes; the Earth itself is one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; human survival depends on developing practices that achieve sustainable systems. This course prepares students to take the AP Environmental Science examination.

**Grade 11 – Chemistry 1**
Prerequisite: Algebra 2
In the 11th grade, students take the first of two years of chemistry. Chemistry 1 is a laboratory-based college preparatory course with an emphasis on discussion, activity, laboratory exercises, and promoting the understanding of the behavior of matter. Students in Chemistry understand the composition and chemical behavior of the world. Topics covered include: atomic and molecular structure; chemical bonds; conservation of matter; chemical reactions and thermodynamics; solutions and gases. Chemistry students are able to describe, analyze, and predict chemical reactions, engage in effective inquiry into scientific problems, use experimental evidence, graphs, and mathematical equations, and use technology, scientific instruments, and equipment to collect, record, and analyze data.

**Grade 12: AP Chemistry**
Prerequisite: Chemistry
For their fourth science course at Camino Nuevo Charter High School, students take AP Chemistry. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics in this course include: structure of matter and nuclear chemistry; states of matter; reactions, stoichiometry and kinetics; descriptive chemistry; organic chemistry; chemical calculations and advanced lab work. This course prepares students to take the AP Chemistry examination.

**Foreign Language (Core/College Preparatory)**
Camino Nuevo Charter High School believes that it is important for all students to be literate in Spanish. Although many of the students attending Camino Nuevo Charter High School speak Spanish, few read it or understand its grammar. Because bi-literacy is a tremendous asset to students, we offer Spanish to help each student become truly fluent in academic Spanish. Students are, therefore, expected to take a full four years of Spanish coursework. Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects are designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and video tapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.
**Spanish 1**

Spanish 1 is designed to lay a foundation for conversational and academic Spanish literacy. The course focuses on grammar, pronunciation, and oral presentations on the targeted language, Spanish. Students: be introduced to the culture and history of the Spanish language; create a solid foundation onto which additional foreign language studies can be built; gain an ability to comprehend, read, speak, and write in Spanish; develop grammar and vocabulary skills through written and oral exercises; explore cultural aspects of the Spanish language and life in the Spanish-speaking world; develop listening/speaking/pronunciation skills through the use of CDs &/or computer-based resources as well as person-to-person communication opportunities; gain insights into their own language and culture; become more effective communicators; apply information learned to real life situations.

**Spanish 2**

Prerequisite: Spanish 1

Spanish II is designed to enhance the students’ knowledge with the Spanish language and to deepen their command of Spanish grammar. Students develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts; they respond to the language demands of transactional and social contacts. Beyond this, students gain insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture. To do so, students create an expanded core of vocabulary when listening to Spanish as it might be spoken in Spain and Latin American countries; students write what they have heard orally in expanded paragraphs, using preterit, imperfect, and future tenses as well as using affirmative and negative commands; they respond orally to questions about daily life, expanding on the vocabulary learned in Spanish 1; finally, they demonstrate an increased understanding of the cultures of Spanish-speaking countries by engaging in various projects that identify the everyday living activities of the Spanish and Latin American cultures.

**Spanish 3**

Prerequisite: Spanish 2

Spanish 3 is designed for students who have successfully completed Spanish 2. This course is conducted almost exclusively in Spanish, with limited English use for grammar explanations and remediation. Spanish 3 uses a communicative approach program that builds on prior knowledge of grammar, oral and aural literacy, and writing skills; students participate in all four areas of language acquisition. Students achieve Spanish 3 reading proficiency by learning a well-developed vocabulary in addition to other linguistic features through the use of authentic literature. Literature is a crucial addition to this course. The program offers technology and access to online learning system designed to integrate the learning of the target language with an appreciation for Spanish-speaking cultures around the world. The program meets the needs of the student, school, and community by providing students with a thorough grammar review, opportunities for speaking, literature readings, a focus on acquisition of knowledge, technology interaction, and an understanding of cultures, geography, vocabulary, and idioms, of the Spanish-speaking world within and outside of the community.

**AP Spanish Language**

Prerequisite: Spanish 3

This AP Spanish Language course emphasizes the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Students understand Spanish spoken
by native speakers at a natural pace, with a variety of regional pronunciations, in both informal and formal contexts; they develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary; and ultimately express themselves by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, students receive extensive training in combining listening, reading, and speaking and writing skills in order to demonstrate understanding of authentic Spanish-language source materials.

**AP Spanish Literature**  
Prerequisite: AP Spanish Language  
Students qualified to take a fifth year of Spanish take an AP Spanish Literature course. The AP Spanish Literature and Culture course is designed to provide the student with an introductory college course in literature written in Spanish. The course introduces the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides you the opportunity to demonstrate proficiency in Spanish across the three modes of communication. The overarching aims of the course is to provide students with ongoing and varied opportunities to further develop proficiency across the full range of language skills—with special attention to critical reading and analytical writing—and to encourage students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

**Visual Arts (Core/College Preparatory)**  
Camino Nuevo Charter High School offer two semesters of Graphic Design. Graphic Design meets the Visual Arts requirement for the high school. Students also are informally exposed to other art forms through CNCA’s experiential learning curriculum which is currently being developed. The curriculum provides students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning.

**9th and 10th Grade: Graphic Design A & B**  
Graphic Design provides an overview of design through two-dimensional and three-dimensional real-world applications. The course meets the UC requirements for a visual arts course. Students explore the history of graphic design, and develop skills in artistic perception, creative expression, aesthetic valuing, critiquing, and career and real world application of design strategies while solving visual art problems. Students develop an awareness of historical trends in design and digital media as well as the vocabulary to communicate about graphic ideas. Students work critically to analyze their own experiences in relation to interpretations of design. They keep sketchbooks to record graphic design in the real world and personal sketches and plans. Through group and individual projects students develop perception and application of the elements of art and principles of contemporary design. The students use a variety of software and technologies, such as Photoshop, Google Sketch, Powerpoint, and Flash to create and present their work, culminating in a digital portfolio featuring work from throughout the school year. The portfolio include projects such as: digital photographic self-portrait collages; advertising campaigns; sports team logos; CD cases; environmentally friendly buildings; and animated characters.

Students are also required to fulfill volunteer hours and an internship or job shadow experience outside of school before they graduate. The Dean of Student Life works with students individually to ensure these important skills are complete.
School-wide Structures and Instructional Strategies
The following structures make up the essence of the instructional design at Camino Nuevo Charter High School. These common cross-curricular structures are utilized across grade-levels to ensure consistency and academic excellence.

- **Thinking Maps**: Tools to promote meta-cognition.
- **Reading Strategies**: Based on the work outlined in *Mosaic of Thought* by Keene and Zimmerman.
- **Constructing Meaning** tools: Based on the work by Susana Dutro and E.L. Achieve, Constructing Meaning integrates scaffolds and supports for rigorous academic language across the content areas.
- **Reading block classes** for all students in grades 9-12: A consistent time to promote a love of reading and improve reading skills through strategy instruction and access to authentic, leveled texts from a variety of genres. This occurs a minimum of two times per week during the instructional day. The Flynt Cooter reading assessment and Achieve 3000’s LevelSet assessment are used to strategically place students in appropriate classes.
- **Kagan Cooperative Learning Strategies**: Role-based group learning activities that promote effective student talk and high levels of accountability.
- **Gradual Release of Responsibility**: "I Do, We Do, You Do".
- **Mastery Grading**: Grades that reflect a student’s knowledge of content, not their behavior.
- **Strategic Afternoon Programming**: Students are assessed on a variety of measures such as the CST or SBAC (when implemented), internally developed CCSS based assessments, reading assessments, English language development levels where applicable, and course grades. This data is cross-reference for each student to identify course programming to address all students’ individual needs during afternoon periods following core classes.

Assessing Student Mastery
Assessment at Camino Nuevo Charter High School holds the dual purpose of informing teachers about students’ ongoing progress toward content mastery and determining students’ final grades in a given class. To formatively assess students, teachers use a wide range of research-based strategies. Examples of these strategies include: thumb checks, choral response, teacher observations, whiteboard responses, teacher observations quizzes, vocabulary tests, written response to texts, exit slips, reading/writing journals, reading/writing conferences, performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessment portfolios, lab and investigation write-ups, essays and unit tests. Teachers rely on standards-based rubrics that articulate criteria for content mastery as well.

Students’ reading levels are assessed three times a year through our online reading intervention program, Achieve3000. The LevelSet assessment through Achieve3000 indicates students’ Lexile score on complex nonfiction text and tracks their growth over time. Additionally, Camino Nuevo Charter High School uses common writing assessments with Common Core standards-based criteria to be completed three times per year to assure a guaranteed writing curriculum in every classroom. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions assist teachers in understanding students’ progress and determining intervention needs when necessary.
All students are assessed quarterly through Common Core Standards aligned benchmarks to ensure that essential standards are mastered. Beginning in 2014-2015, standardized benchmarks will be used across the Camino Nuevo Charter Academy schools. Teachers use benchmark assessment results, reading levels, and ELD levels, where applicable, to adjust pacing plans to re-teach standards and provide intervention to those students in need.

The use of frequent, varied assessment methods and mastery grading, allow teachers, parents, and students access to meaningful feedback about progress. This helps both students and teachers identify and communicate the strengths and weaknesses of an individual student’s academic progress. Mastery based grading also help to distinguish academic struggles from behavioral challenges and provide teachers with information to analyze the relationship between the two with greater accuracy. Within this system, grades reflect what students know; students is given multiple opportunities to show mastery; grades represent content knowledge rather than work completion; and final grades is an accurate representation of a student’s final level of mastery not an average of homework, class work and test scores.

To this end, all teachers at Camino Nuevo Charter High School use the same grading scale (shown below).

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>4-Point Scale</th>
<th>Approximate Letter Grade Equivalency</th>
</tr>
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<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
<td>A</td>
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<tr>
<td>Proficient</td>
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<td>B</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
<td>C</td>
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<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>
</tbody>
</table>

*Students have the ability to apply for an extension for a course based on extenuating circumstances. If granted, students are issued a grade of “Incomplete” for up to one semester. Students have options such as summer school, Saturday school, and/or additional study hall days to complete missing assignments and correct an incomplete.

**Use of Technology**

Students and educators use technology for a variety of learning tasks. CNCHS recognizes that a well-designed technological infrastructure help 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. At Camino Nuevo Charter High School all teachers are equipped with a laptop computer. Additionally, most classrooms have a workstation of desktop computers for student use. Mobile carts and a computer lab are also available for student use. Students continue learning about technology by using computers to engage in learning activities related to their current units of study as well. For example, the use of Achieve3000, a web-based reading intervention tool aligned to Common Core, strategically support student interface with social media, online expository texts and polls. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from kindergarten to college, and in Spanish.
As previously stated, Camino Nuevo Charter High School 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 secondary school, Camino Nuevo Charter High School goes above and beyond these standards, ensuring that our students have become adept at, “analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of formats and media.”

Camino Nuevo Charter High School aims to provide typing and digital literacy support to all students to prepare them for the skills necessary for the Smarter Balanced Assessment.

**Graduation and Honors Diploma Requirements**

Camino Nuevo Charter High School’s graduation requirements meet the national and state standards as well as the A-G requirements of admission into the University of California and California State University and graduation requirements of LAUSD (including successful results on the CAHSEE). The following chart outlines this comparison.

<table>
<thead>
<tr>
<th>SUBJET</th>
<th>Camino Nuevo Charter High School</th>
<th>UC/CSU</th>
<th>LAUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A-G REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES (A requirement)</td>
<td>3 Years</td>
<td>2 Years</td>
<td>3 Years</td>
</tr>
<tr>
<td>ENGLISH (B requirement)</td>
<td>4 Years</td>
<td>4 Years</td>
<td>4 Years</td>
</tr>
<tr>
<td>MATH (C requirement)</td>
<td>3 Years (4 Years Recommended)</td>
<td>3 Years</td>
<td>2 Years</td>
</tr>
<tr>
<td>SCIENCE (D requirement)</td>
<td>2 Years (4 Years Recommended)</td>
<td>2 Years Lab Sci.</td>
<td>2 Years</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE (E requirement)</td>
<td>2 Years (4 Years Recommended)</td>
<td>2 Years</td>
<td>2 Years</td>
</tr>
<tr>
<td>VISUAL/PERFORMING ARTS (F requirement)</td>
<td>1 Year</td>
<td>1 Year</td>
<td>1 Year</td>
</tr>
</tbody>
</table>
In order to earn an Honors Diploma from CNCHS, students is required to meet the following criteria:

- Complete 100 hours of service*
- Complete 4 years of college preparatory mathematics coursework
- Complete 4 years of college preparatory science coursework
- Complete their 11th grade College Portfolio*
- Complete an internship*
- Take a college placement exam (ACT or SAT)
- Apply to 4 colleges
- Apply to an approved scholarship*
- Complete 1 AP course with a grade of B or better*
- Have a cumulative simple GPA of 3.0*
- Be a community member in good standing (not having behavior and attendance contracts)*

*These requirements may be modified for students who transfer during their senior year.

Credit recovery opportunities are available through intervention classes, after-school support, online courses, and community college classes. The Director of Student Life and Programs provides individualized academic advising to all students to ensure they are meeting A-G requirements, and supports in filling in gaps as needed. While transfers in the senior year are uncommon, these students may have modified graduation goals and supports. Any senior who is at risk of not graduating are prioritized for academic advising, intervention, CAHSEE support, summer school, and credit recovery opportunities.

**Accreditation**

Camino Nuevo Charter High School was awarded with a full 6-year Western Association of Schools and Colleges (WASC) accreditation in 2009. This demonstrates the quality of the school and the instructional program. Undergoing the WASC process provided CNCHS with an opportunity to conduct a thorough self-assessment and to ensure a high quality academic program. Camino Nuevo Charter High School staff works continuously to provide the necessary data and quality-oriented results required for WASC accreditation. CNCHS will engage again in WASC Focus on Learning Self Study for an additional 6-year accreditation in 2014-2015.

**Parent Notification of Transferable courses**

Camino Nuevo Charter High School serves high school students in grades 9-12 and meets UC/CSU course entrance requirements. Therefore, all parents and guardians of students at Camino Nuevo Charter High School are informed of the transferability of its courses to colleges/universities or other public schools prior to the enrollment of their child. This is accomplished through the student/parent handbook and the enrollment contract signed by each student and parent. Parents are informed each year about their students’ progress towards fulfilling graduation requirements through progress reports, conferences, and parent workshops. Parent workshops are held each semester to guide parents on the grading process and A-G credit completion. Any senior who is at risk of not graduating, especially transfers, are prioritized for academic advising, intervention, summer school, and credit recovery opportunities.
Academic Calendars and Schedules
Camino Nuevo Charter High School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Camino Nuevo Charter High School operates on a block schedule. The typical day runs from 8:00 am to 3:15 pm daily. Camino Nuevo Charter High School meets California’s minimum requirements outlined in the California Education Code, Section 46201.2 of 62,949 minutes annually by offering 370 instructional minutes on Mondays, Tuesdays, Thursdays, and Fridays; 272 instructional minutes on Wednesdays; and 272 instructional minutes on minimum days. Camino Nuevo Charter High School provides 65,204 instructional minutes per year during its 190 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>Number of Regular Days</th>
<th>Number of Instructional Minutes per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minimum Days Per Regular Day</th>
<th>Number of Minimum Days</th>
<th>Total Number of Instructional Days</th>
<th>Minutes Req’d By State Law</th>
<th>Total Number of Instructional Minutes</th>
<th>Number of Minutes Above/Below State Req’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>142</td>
<td>370</td>
<td>38</td>
<td>272</td>
<td>10</td>
<td>272</td>
<td>190</td>
<td>64800</td>
<td>+796</td>
</tr>
<tr>
<td>10</td>
<td>142</td>
<td>370</td>
<td>38</td>
<td>272</td>
<td>10</td>
<td>272</td>
<td>190</td>
<td>64800</td>
<td>+796</td>
</tr>
<tr>
<td>11</td>
<td>142</td>
<td>370</td>
<td>38</td>
<td>272</td>
<td>10</td>
<td>272</td>
<td>190</td>
<td>64800</td>
<td>+796</td>
</tr>
<tr>
<td>12</td>
<td>142</td>
<td>370</td>
<td>38</td>
<td>272</td>
<td>10</td>
<td>272</td>
<td>190</td>
<td>64800</td>
<td>+796</td>
</tr>
</tbody>
</table>

These minutes are broken into nine rotating 84-minute blocks, four 34-minute advisory classes, and one 104-minute combination advisory class and community meeting time. Camino Nuevo Charter High School’s basic bell schedule is shown in the following table. Four-day weeks, and weeks with multiple shortened days are a variation of this schedule.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>34 minutes</strong></td>
<td>iConnect</td>
<td>iConnect</td>
<td><strong>iConnect &amp; Community Meetings (104 minutes)</strong></td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td><strong>84 minutes</strong></td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>84 minutes</strong></td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>84 minutes</strong></td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>
Every Wednesday is a shortened day in order to allow teachers two and one-half hours of onsite professional development weekly. During this time, teachers meet in collaborative teams to review student work and classroom pedagogy, participate in on-site professional development, led by the Principal, and review student data to document interventions. Shortened and minimum day sample schedules are provided below for each grade level.

<table>
<thead>
<tr>
<th>Minimum &amp; Shortened Day Schedule</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34 iConnect</td>
<td>34</td>
</tr>
<tr>
<td>8:39-8:49 Grade Level/Community Dialogue</td>
<td>70</td>
</tr>
<tr>
<td>9:54-11:18 Period 9</td>
<td>84</td>
</tr>
<tr>
<td>11:18-11:56 Lunch</td>
<td>38</td>
</tr>
<tr>
<td>12:01-1:25 Period 1</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
</tr>
</tbody>
</table>

Example 9th Grade Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>8:39-10:03</td>
<td>P1: English 9</td>
<td>P5: Algebra 1</td>
<td>8:39-8:49</td>
<td>GLD/CD</td>
<td>P2: Academic Intervention</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:22-1:46</td>
<td>P3: AP Biology</td>
<td>P7: Academic</td>
<td>12:01-1:25</td>
<td>P1: English 9</td>
<td>P4: Spanish 1</td>
</tr>
<tr>
<td>1:51-3:15</td>
<td>P4: Spanish 1</td>
<td>P8: Science</td>
<td></td>
<td>P5: Algebra 1</td>
<td>P9: Graphic Design/iGrad</td>
</tr>
</tbody>
</table>
Example 10th Grade Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:51-3:15</td>
<td>P4: Spanish 2</td>
<td>P8: Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>370 minutes</td>
<td>370 minutes</td>
<td>272 minutes</td>
<td>370 minutes</td>
<td>370 minutes</td>
</tr>
</tbody>
</table>

Projected Example 11th Grade Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
### Example 12th Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
<td>8:00-8:34</td>
<td>iConnect</td>
<td>iConnect</td>
</tr>
<tr>
<td>11:32-12:17</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:18-11:56</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Total</td>
<td>370 minutes</td>
<td>370 minutes</td>
<td>272 minutes</td>
<td>370 minutes</td>
<td>370 minutes</td>
</tr>
</tbody>
</table>

Note: Students complete all volunteer and internships requirements outside of school hours. Students are supported with academic counseling to plan for these extra curriculars. While extremely uncommon, students who enter CNCHS in 10th, 11th, or 12th grade receive more extensive academic advising, credit recovery opportunities, summer school support, and may take online or community college coursework.
Professional Development

Staff Recruitment and Selection Process

Camino Nuevo Charter High School 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. Camino Nuevo Charter High School selects its own staff. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation.

Each core subject teacher will have the necessary California teaching credentials provided by California Commission on Teacher Credentialing for his/her teaching assignment. Camino Nuevo Charter High School 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, experience and the demonstrated ability to work successfully in an instructional capacity. Requirements related to the No Child Left Behind Act are detailed under the heading of Federal Compliance in this document.

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

Teacher Recruitment and Selection Process

CNCHS 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 of all other tasks related to improving student achievement and offering powerful learning opportunities
• Commit to preserving the cultural heritage of students
• Educational vision for and experience working with low-income and/or minority students

**Teacher Recruitment**

CNCHS 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
- 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.

**Teacher Selection Process**

1. The selection process includes the following steps:
   a. research and establish job qualifications
   b. announce opening(s)
   c. recruits applicant(s)
d. request resume, references, and credentials

e. interview candidate(s)

f. candidates present demo lesson to a class

g. check references

h. select top candidate

2. Medical clearance - proof of TB testing

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

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

**Ongoing Professional Development**

Camino Nuevo Charter High School is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, “professional learning communities are indeed the best form of staff development. In a five-year period where Adlai Stevenson High School made immense achievement gains, not a single external staff development initiative was launched. Their gains were the result of internal expertise, shared and refined by groups of teachers.

Camino Nuevo Charter High School fosters a collaborative school environment in which teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, instructional strategies such as classroom management, engagement, assessment, and general student related discussions between teachers. Teachers new to the school are paired with an experienced teacher to facilitate the transition into the existing school culture. Camino Nuevo Charter High School strives to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

Camino Nuevo Charter High School provides extensive professional development opportunities to our teachers, administrators, and staff. The site Principal is responsible for the development and delivery of a data-based annual professional development scope and sequence that embeds CNCA’s core professional development structures. 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 is activated to facilitate professional development with the site Principal, as appropriate. The Chief Academic Officer and Home Support Office team members facilitate monthly professional development session for site administration across the network of schools. Although the focus of Camino Nuevo Charter High School’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.

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

- All children can learn, therefore all of our students grow this year; *We do whatever it takes.*
- Every minute counts; *We maximize instructional time.*
- We are accountable to one another for quality instruction; *We support one another toward being successful and maintaining high expectations.*

The shared commitments are used to ensure ongoing alignment between our mindsets, behaviors, and outcomes for students and our team. They remain alive in the minds of faculty and leadership team members through regular reflection during the opening and closing of faculty meetings.

The content of professional development is determined by the principal and is driven by performance data. In the first year of operation, CNCHS predominately focused professional development time on issues related to building a positive school culture, strong classroom management, lesson planning, and the use of data. Over time, professional development strands have covered how to serve English Language Learners, authentic literacy practices, serving the whole child, and mastery based grading. Currently, our PD focus in transitioning curriculum and instructional practices to the Common Core State Standards.

The format of our professional learning community is defined by five key structures:

1. Critical Friends Groups
2. Classroom Walk-Throughs
3. Instructional Coaching
4. Focused Professional Development
5. Teacher Leadership

Lastly, in our effort to yield the greatest student achievement gains in the shortest amount of time, the faculty and administration commit to ensuring a guaranteed and viable curriculum exists for all students by providing time for strategic planning for standards-based instruction.

1. **Critical Friends Groups (CFG):** The Annenberg Institute for School Reform at Brown University first developed the Critical Friends model for collegial dialogue. It is currently in use by an estimated 35,000 teachers, principals, and college professors in over 1,500 schools. The Critical Friends process focuses on using structured discussion protocols to develop collegial relationships, encourage reflective practice, and rethink leadership roles. CNCA has employed CFG’s as core structure in our professional development program since 2003. The structure is entirely teacher-driven and teacher-led. Administrators also participate in CFG’s. Our faculty members engage in one to two CFG’s per month.

2. **Classroom Walk-Throughs (CWT):** The UCLA School Management Program developed this process to provide teachers and leaders with the opportunity to observe and have conversations about what is happening in classrooms, so teachers can make change in the classroom and increase student achievement. Camino Nuevo Charter High School conducts CWT each year to collect data to analyze school-wide instructional trends around critical questions developed in collaboration by teachers and administrators. The resulting data and analysis is used to develop commitments that are used to adjust our instructional program and practices to achieve stronger results.

3. **Coaching Model:** The coaching model is the third structure that defines our professional learning community. At Camino Nuevo Charter High School our administrators is required to be true instructional
leaders. One of the means by which they fulfill that expectation is through the coaching model. Unfortunately, the current reality for teachers in many school settings is an experience of isolation where they close their doors and “do their own thing.” At Camino Nuevo Charter High School 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 [30]. Establishing coaching structures with regular opportunities to be observed and receive feedback at Camino Nuevo Charter High School is more than an opportunity; it is a necessity.

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 is 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 are the students showing us they are learning?
- 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. [21]

4. **Focused Professional Development:** Camino Nuevo Charter High School provides extensive professional development opportunities to our teachers, administrators, and staff. Ten full professional development days is calendared each year, during which the principal guides teachers in learning and applying new approaches to curriculum planning and in working in teams to develop standards-based pacing plans and benchmark assessments. Professional development is also embedded into the work week through weekly early-release Wednesday sessions dedicated to ongoing adult learning. All teachers participate in these two and a half hour sessions. These professional dialogues take several forms: grade level or department groups may collaborate around student work or offer peer feedback on unit plans, an expert may present to the staff, teachers might analyze assessment data and plan lesson studies together, or the staff may read and discuss a professional article related to instruction. Beginning in 2013-2014, there is a new focus on the implementation of the Common Core State Standards. As a whole, these days set the stage for mutual growth and collaboration.

Other activities facilitated during our onsite professional development program may include the development of social capital in urban schools, creating action plans to foster our parents as partners philosophy, effective bilingual pedagogy, lesson plan development, discussions about powerful strategies to increase student achievement, regular data analysis and reflection. Although the focus of Camino Nuevo Charter High School’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 also be scheduled for all-school staff. See Appendix for sample of Summer Institute agendas, agendas for Professional Development Days, and sample annual Professional Development Plan from 2012-2013.

5. **Teacher Leadership:** Camino Nuevo Charter High School established an Extended Leadership Team (ELT), comprised of teachers and leaders, to support the development of a guaranteed and viable curriculum. The Instructional Cadre ensure that standards maps and annual pacing plans are established and aligned to the Common Core for each grade level using a scaffold process that builds upon the *Understanding By Design*\(^\text{22}\) backwards planning approach:

- Analysis pacing plan formats to arrive at an annual Camino Nuevo Charter High School pacing plan template.
- Group standards into units around big ideas and essential understandings.
- Write measurable objectives to teach each standard.
- Document classroom resources that should be used during instruction.
- Document methods to assess individual objectives and each unit.

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

Camino Nuevo Charter High School also offers extensive professional development to administrative leaders. School leaders serve on an organization-wide leadership team that meets monthly to share best practices, engage in case studies, and develop collaborative action plans for key growth areas. In addition, Camino Nuevo Charter High School provides all leaders with optional workshops focused on topics like: teacher evaluation, documenting personnel performance, data driven dialogue, and stakeholder communication.

---

\(^{22}\) *Wiggins, Grant and McTighe, Jay. The Understanding by Design Handbook. 2005*
Below is a sample Quarter 3 Professional Development Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21/14</td>
<td>Tuesday</td>
<td>8:00am-4:00pm</td>
<td>Data Driven Instruction</td>
</tr>
<tr>
<td>1/22/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Mastery Interviews</td>
</tr>
<tr>
<td>1/23/14</td>
<td>Thursday</td>
<td>3:45-4:45pm</td>
<td>Business Meeting</td>
</tr>
<tr>
<td>1/24/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>Parent Conferences</td>
</tr>
<tr>
<td>1/27/14</td>
<td>Tuesday</td>
<td>8:00am-4:00pm</td>
<td>PD: CNCA Success Conference</td>
</tr>
<tr>
<td>1/28/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Echo Parenting</td>
</tr>
<tr>
<td>1/29/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Lesson Planning for CCSS &amp; Data Driven Instruction</td>
</tr>
<tr>
<td>2/4/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Echo Parenting</td>
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<tr>
<td>2/5/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Lesson Planning for CCSS &amp; Data Driven Instruction</td>
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<tr>
<td>2/6/14</td>
<td>Thursday</td>
<td>3:45-4:45pm</td>
<td>Business Meeting</td>
</tr>
<tr>
<td>2/11/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Lesson Troubleshooting &amp; Review</td>
</tr>
<tr>
<td>2/12/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Meaningful Note Taking</td>
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<tr>
<td>2/13/14</td>
<td>Thursday</td>
<td>3:45-5:30pm</td>
<td>Council Site Based Council</td>
</tr>
<tr>
<td>2/19/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Differentiated PD: Data Meetings / iConnect Check Ins / Lesson Plan Reviews</td>
</tr>
<tr>
<td>2/20/14</td>
<td>Thursday</td>
<td>2:00-4:00pm</td>
<td>Differentiated PD: Data Meetings / iConnect Check Ins / Lesson Plan Reviews</td>
</tr>
<tr>
<td>2/21/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>Differentiated PD: Data Meetings / iConnect Check Ins / Lesson Plan Reviews</td>
</tr>
<tr>
<td>2/25/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Engaging Students With Poverty in Mind Rock Club</td>
</tr>
<tr>
<td>2/26/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Lesson Planning Toward Mastery Grading</td>
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<tr>
<td>3/4/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Echo Parenting</td>
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<tr>
<td>3/5/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Lesson Planning Toward Mastery Grading</td>
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<tr>
<td>3/6/14</td>
<td>Thursday</td>
<td>4:00-5:30pm</td>
<td>Business Meeting</td>
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<tr>
<td>3/11/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Preparing for G8 Benchmark &amp; Accommodating for special needs learners</td>
</tr>
<tr>
<td>3/19/14</td>
<td>Wednesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Engaging Students With Poverty in Mind Rock Club</td>
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<tr>
<td>3/20/14</td>
<td>Thursday</td>
<td>3:45-6:30pm</td>
<td>Council Site Based Council &amp; Cafecito</td>
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<tr>
<td>3/21/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>Teaching Behavior &amp; Using Kickboard to Incentivize Positive Behaviors</td>
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<tr>
<td>3/26/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Differentiated PD: Data Meetings / iConnect Check Ins / Lesson Plan Reviews</td>
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<tr>
<td>3/27/14</td>
<td>Thursday</td>
<td>2:00-4:00pm</td>
<td>Differentiated PD: Data Meetings / iConnect Check Ins / Lesson Plan Reviews</td>
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<tr>
<td>3/28/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>Differentiated PD: Data Meetings / iConnect Check Ins / Lesson Plan Reviews</td>
</tr>
<tr>
<td>4/7/14</td>
<td>Monday</td>
<td>8:00-4:00pm</td>
<td>Full Day PD: Teaching w/Common Core / Council / Kickboard</td>
</tr>
<tr>
<td>4/8/14</td>
<td>Tuesday</td>
<td>2:00-4:00pm</td>
<td>PR Analysis &amp; Data Driven Instruction</td>
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<tr>
<td>4/15/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Echo Parenting</td>
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<tr>
<td>4/19/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>WASC, ESLR’s and the School Vision</td>
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<tr>
<td>4/21/14</td>
<td>Thursday</td>
<td>3:45-5:30pm</td>
<td>Council Site Based Council</td>
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<tr>
<td>4/23/14</td>
<td>Wednesday</td>
<td>7:00-4:00pm</td>
<td>Constructing Meaning</td>
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<td>4/29/14</td>
<td>Tuesday</td>
<td>3:45-4:45pm</td>
<td>Business Meeting</td>
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<td>4/30/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>EOY Assessment Training &amp; Preparation (Including Motivation)</td>
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<tr>
<td>5/6/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Echo Parenting</td>
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<td>5/9/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>EOY Unit Planning</td>
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<td>5/15/14</td>
<td>Thursday</td>
<td>3:45-6:30pm</td>
<td>Council Site Based Council &amp; Cafecito</td>
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<tr>
<td>5/16/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>PR Analysis &amp; Data Driven Instruction</td>
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<tr>
<td>5/20/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Optional PD: Engaging Students With Poverty in Mind Rock Club</td>
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<tr>
<td>5/21/14</td>
<td>Wednesday</td>
<td>3:45-4:45pm</td>
<td>Business Meeting</td>
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<td>5/23/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>EOY Unit Quality Control</td>
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<td>5/27/14</td>
<td>Tuesday</td>
<td>4:00-5:30pm</td>
<td>Echo Parenting</td>
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<tr>
<td>5/30/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>CFS</td>
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<td>6/4/14</td>
<td>Monday</td>
<td>2:00-4:00pm</td>
<td>CFS</td>
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<td>6/5/14</td>
<td>Thursday</td>
<td>3:45-4:45pm</td>
<td>Business Meeting</td>
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<tr>
<td>6/11/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>Staff Survey &amp; Synthesis from Engaging Students</td>
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<tr>
<td>6/12/14</td>
<td>Thursday</td>
<td>3:45-4:45pm</td>
<td>Council Site Based Council</td>
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<tr>
<td>6/13/14</td>
<td>Friday</td>
<td>2:00-4:00pm</td>
<td>Finalize Grades, Inventory &amp; EOY Checklist</td>
</tr>
<tr>
<td>6/16/14</td>
<td>Monday</td>
<td>2:00-4:00pm</td>
<td>2014-2015 Common Core Scope &amp; Sequence Planning</td>
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<tr>
<td>6/17/14</td>
<td>Tuesday</td>
<td>2:00-4:00pm</td>
<td>2014-2015 Common Core Scope &amp; Sequence Planning</td>
</tr>
<tr>
<td>6/18/14</td>
<td>Wednesday</td>
<td>2:00-4:00pm</td>
<td>2014-2015 Common Core Scope &amp; Sequence Planning</td>
</tr>
<tr>
<td>6/19/14</td>
<td>Thursday</td>
<td>8:00-4:00pm</td>
<td>Full Day PD: 2014-2015 Planning / Reflections / Celebrations / Council</td>
</tr>
</tbody>
</table>

**Teacher Orientation and Induction**

Teachers new to CNCA participate in a mandatory new teacher orientation before all teachers return for school-wide professional development. During the orientation, new teachers learn more about 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. Both new and existing come together up to three 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 new curriculum, assessments, and best practices that teachers can utilize throughout the year to strengthen their own teaching as well as the instructional program. Teachers who are in their first and second year of BTSA are supported.

Meeting the Needs of All Students

All Students: College Counseling, College Awareness Education and iGraduate Classes
There have been copious amounts of research demonstrating that Latinos in California have lower rates of college matriculation directly from high school, lower probabilities of graduating from college, and longer paths to degree attainment. Latinos comprise 46.7% of the 18-24 population in California, yet account for only 20.4% of undergraduate enrollment at UC schools and only 32.8% of undergraduate enrollment at CSU schools. In 2010, only 4% of Latino high school graduates enrolled directly in a UC school, and only 10% enrolled directly in a CSU. Of those that do enroll in a CSU, fewer than half will graduate within 6 years.

The research for Latinos success in post-graduate opportunities is equally unpromising. Only 11% of Latinos ages 25 to 64 in California have a Bachelor’s degree or higher. Low levels of educational attainment hinder economic opportunities. The median annual earnings of full-time, full-year wage and salary workers, ages 25-34 is more than $15,000 higher than the earnings of those with only a high school diploma.

Barriers to college access include, but are not limited to student aspirations and expectations, college knowledge, academic readiness and access to financial aid. Camino Nuevo Charter High School has a comprehensive college counseling model to help our students overcome the identified barriers to postsecondary education. The College Counselor advises students on college admissions test preparations, financial aid, scholarships and essay writing. The College Counselor meets with each student and family during the tenth grade to devise an individualized post-secondary education and scholarship plan. In addition, the ongoing relationship between student and counselor focus on making sure that the student is meeting the milestones needed in order to achieve the agreed upon academic and career goals.

The College Counselor also oversees the implementation of a strategically planned series of teachings, field trips, guest speakers, and student activities that nurture a college-going school culture and individual mindset. This approach to building students and parent capacity to ensure they have the technical knowledge necessary to complete the entire college application process from exploration through financial

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aid. As part of the iGraduate program, Camino Nuevo Charter High School take all students on visits to
colleges in Southern and Northern California as well.
In addition, all students at Camino Nuevo Charter High School take a five semester college readiness course
called iGraduate. Students take one semester of iGraduate in 9th grade, one in 10th, two semesters in 11th
grade, and a final semester their senior year. In the 9th grade, students gain executive functioning skills
including typing and researching in order to create a personal college profile and wish list. In 10th grade,
students work to formulate a vision of themselves as college graduates, and the impact college education
has on their families and neighborhoods. As 11th graders, students finalize their college application
portfolio. Their portfolio include completed sample applications to private, Cal State and UC schools as well
as financial aid documentation, a personal statement, scholarship applications and letters of
recommendation. The final semester of iGraduate is spent on the actual college applications process.

**Student Services Case Management**

Camino Nuevo Charter High School practices a comprehensive approach to education. We believe that in
order for students from historically underserved communities to achieve academic success, their home
environment and their physical and mental health need to be as balanced as possible. However, gaining
access to primary health care, optometry services, dental care, and, mental health counseling, can often
become an insurmountable obstacle for many families. Many families struggle to advocate for their child’s
health and well-being. They feel threatened and ineffective in front of a healthcare system full of
bureaucracy and restrictions. In these cases, Camino Nuevo Charter High School support parents to
advocate for their children. We create a support system to guide families through the public health system
in order to achieve a physical or mental health diagnosis that can support an appropriate educational plan.

**English Language 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)\(^26\). In 2006-2007, 25% of all California public school
students (1,568,661 students) were classified as English Learners\(^27\). In the past two decades the number of
English Learners in public schools has increased and the need to serve English Language learners (ELL’s) is
one that permeates across the country, in California and in the city of Los Angeles. Camino Nuevo Charter
High School 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.
CNCA understands that it is the moral and legal responsibility of a school to provide ELL’s 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.”\(^28\) Providing equity and access
has always been a challenge within the context of public schooling, but has come to the fore since the
passage of No Child Left Behind (NCLB) which positioned its’ beam on underperforming subgroups
(specifically special education students and English Learners). Camino Nuevo Charter High School is
committed to providing equity for English Learners through access to academic English.

\(^{26}\) Freeman, Y. & Freeman, D. English Language Learners: The Essential Guide. Scholastic, 2007
http://data1.cde.ca.gov/dataquest/
\(^{28}\) Lau v. Nichols (Supreme Court decision) as cited in Biegel, S. Education and the Law. Thomson/West, 2006
English Learners

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

On an annual basis (on or about October 1), Camino Nuevo Charter High 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 instructional plan shall include, but is not limited to, the following:

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

Camino Nuevo Charter High School shall provide to the CSD an annual report of its EL program assessment. Upon request, CNCHS shall provide a copy of its current EL Master Plan to the CSD.

CNCHS shall administer the CELDT annually in accordance with federal and state requirements.

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

Serving English Learners through our Instructional Program

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

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

It is our goal that our English Language 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 ELL’s meet objective reclassification criteria (EC 313). This means that EL students must be provided with ELD and SDAIE in all core content classes, as needed, until they are Re-designated as Fluent English Proficient (RFEP). RFEP students are monitored for a period of two years through CNCA’s quarterly data reviews conducted by the Chief Academic Officer and the site Principal. The three measures that are triangulated to ensure RFEP students are successfully accessing the core curriculum are internally development standardized benchmark assessments, the Flynt Cooter 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.

Camino Nuevo Charter High School teachers and leaders view the need to serve English Learners as an opportunity and never a liability. The Camino Nuevo Charter High School learning community promotes a climate of inclusion. Given that we live in a political and cultural climate, many EL students in California attend school within a context that does not welcome them. “When communities, states, and even the country do not welcome immigrants, this influences how students feel about themselves and their schooling” (Freeman & Freeman, 2007, p.30). Camino Nuevo Charter High School 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, Camino Nuevo Charter High School presents workshops to empower parents and share strategies to support their child’s language development.

Step 1. Identification of English language learner students: Home Language Survey
- A Home Language Survey is included on the standard enrollment form that all entering students must complete to officially enroll in a CNCA school. This data is used to identify students who may not be proficient in English. CNCA recognizes that speaking another language in the home is not an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be identified as English language learners.

Step 2. Preliminary Evaluation: Academic History
The student’s academic history is thoroughly assessed by the site administration including:
- Academic records from within or outside of the United States
- Course grades which, in relation to the student’s grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday classroom performance
- Individual reading assessment using the Flynt Cooter reading assessment and the Evaluacion del desarrollo de la lectura or EDL in Spanish where appropriate
- If the classroom teacher’s observations coupled with poor academic performance indicate that there is a possible language barrier, then students is formally screened.
- If the student’s academic performance in 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 ELL’s, are formally screened to help determine whether or not the student is need of a language instruction educational program.
- The CELDT and EL Achieve Express Placement assessment is used to assist in determining the student’s initial English language development level and class placement.
- If the student is identified as an English language 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 testses, the EL Achieve Express Placement test, CELDT scores, classroom level assessments, teacher observations, and conversations with the students as well as parental input.

Step 5. Required Notification
CNCA ELL 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 language 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 language learners must:

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

Targeted Instruction for English Language 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 Language Learners. Our research-based strategies are highlighted below:

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

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 Language 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 Language Learners “require immediate feedback that is timely and realistic in order for students to know how they are doing in the classroom. 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:

- Allow students to self-assess: thumbs check, first of five.
- Pose questions that the whole class answers in visual form: thumbs up/down, hold up fingers to represent an answer choice.
- Students complete work on white boards and show answers in unison.
- Use exit slips at the end of the lesson to check if students have mastered the objective and share results with students the next day.
- When students work in groups, teachers find structured ways to check in: – Always have them record their work and collect it.
- Assign a “temperature monitor.” Every 5 minutes, stop circulating, ask for a temperature check. If the group has a question or needs assistance, the monitor gives a thumbs down. If the group is working fine alone, thumbs up.
- Always redirect students to follow the procedure and ask their peers for help first.

5. Systematic ELD Instruction and Programming
In addition to integrating SDAIE and ELL strategies throughout the curriculum, Camino Nuevo Charter High School is devoted to providing ELD instruction for emergent language learners. Students is grouped and taught at their assessed ELD proficiency level during the academic school day. In addition, all ELD teachers ensure the following:

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29 Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language Learners. ASCD, 1996.
• ELD lessons have a clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose
• Language patterns and vocabulary
• Structured language practice at least 50% of the time
• Engaging topics and instructional practices

Implementing the systematic, focused and targeted approach to meeting the needs of English Language Learners at Camino Nuevo Charter High School is an important indicator of our commitment to effectively serving ELL’s. Camino Nuevo Charter High School is highly committed to serving all of the students and families that make up our small school community. We place a high importance of meeting the needs of our English language 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 Language 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 High School 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 ELL’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 High School’s Reclassification criteria reflect the same criteria set forth by the state.
- CELDT overall score is a 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
- Grade in A-G required English course is C or better
- Score of Basic or higher on CST, or has a passing score on the CAHSEE

These criteria will remain in effect until CNCHS learns of changes at the state level in 2014-2015.

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

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 High School 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 student 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]).
Reclassification Cycle

Gifted and Talented Students and Students Achieving Above Grade Level

Camino Nuevo Charter High School opposes tracking, and therefore not single out students for gifted only classes. High achieving students is identified by scoring in the advanced range on internally developed standardized assessments, reading at least one or more years above grade level on the Flynt Cooter assessment, and achieving mastery in all core courses with a score of 4 or an A. 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. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination. Other examples include:

- Using different text levels in independent reading and guided reading instruction.
- Homogeneous grouping for challenge projects.
- Assigning challenge problems for early finishers.
- Vertical enrichment projects aligned to academic learning.
- Activities to hone thinking, reasoning, communication and self-regulation skills.

In fact, the core academic program of Camino Nuevo Charter High School is based on Advanced Placement and STEM coursework, balanced with targeted intervention – a combination we believe leads to more and more of our students self-identifying as scholars.
Meeting the Needs of Students Achieving Below Grade Level

The framework for how we approach students who are not meeting grade level expectations is best described as a “problem solving approach” within the Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students’ needs. The student is referred to a member of the Coordinated Support Team, who is responsible for following up with all Tier I stakeholders.

Teachers carefully monitor student progress, gather information on the student and determine whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student is referred for supplemental, (Tier II) intervention outside of core instruction. At this time a Student Success Team (SST) is called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, meet to develop a plan for the student’s progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed and depending on his/her needs (Spanish Language, English Language, Math, etc.) The student may be asked to attend after school tutoring (3:30-5:00pm) to address his/her academic needs.

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 is 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. A student may also be referred to be pre-screened for a learning disability.

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. Ultimately, if a Specific Learning Disability is diagnosed, then the child has an IEP that is implemented by the classroom teacher as well as the Resource Specialist. The Student Success Team (SST) ensures that Camino Nuevo Charter High School explores all factors that may be influencing a child’s low academic achievement. We have found that in many cases, the root of the problem can be found in a doctor’s office. Physical and mental health issues have been found to significantly contribute to a student’s low academic achievement. Medical diagnoses such as: ADD/ADHD, astigmatism, myopia, hearing infections, depression, and anxiety are sometimes found when digging deeply into the health and family history of a child, particularly in high-poverty communities.
Camino Nuevo Charter High School guides our families to gain access to community resources. This assistance is continuous and creates a genuine support system for the families. Camino Nuevo Charter High School provides 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.

**Meeting the Needs of Socio-Economically Disadvantaged Students**

Given that 97% of our student population qualifies for free and reduced lunch, many of the same universal interventions and strategies used for English Language Learners are employed school-wide. In addition to our student-centered, data-driven and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support socio-economically disadvantaged students and families.

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

To support students’ academic areas of need, CNCHS has a myriad of support opportunities available. First off, CNCHS is deeply committed to improving students’ reading levels, as the correlation between poverty and low levels of literacy is commonly understood. Therefore, all students receive reading support through Achieve3000, a web-based literacy intervention which targets students at their individualized reading level.

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. Similarly, all students receive Academic Enrichment time which provides targeted support for core content classes. Students are placed in Academic Enrichment classes based on performance data so that this time can be purposeful and impactful. Since many of our students do not have quiet and private home environments, the Academic Enrichment blocks offers time for students to complete homework, read, and receive tutoring that they would otherwise not receive.

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

Students with Disabilities

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

SPECIAL EDUCATION PROGRAM
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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, Camino Nuevo Charter High School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Camino Nuevo Charter High 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 § 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

Schmoker, Focus.
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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

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

- **STAR – Preliminary and Final. (Including Charter Schools)**

  The usual file including District ID.

- **Norm day – 2013**

  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 – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**

  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 2012-13 (Including Charter Schools)**
Meeting the Needs of Special Education Students

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

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

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

A Typical Day

When visiting CNCHS, a typical day begins with a 30 minute advisory class (iConnect), which is an opportunity for culture building and social-emotional support. Students are often sitting in a circle engaging in Council protocols or having 1:1 conversations with their teacher about academic issues. iConnect is followed by two of the classes listed above. Next, the students have a lunch break, and then attend two more of their scheduled classes. The day ends with after school programming. Minimum days include breakfast, advisory, two classes and lunch.

In core classrooms, a visitor would observe students accessing complex texts across all content areas, and using evidence to justify conclusions, as emphasized by the Common Core State Standards. Students and teachers can be observed engaging in text-based discussions and exploring concepts in math. A visitor would observe frequent use of small group instruction for previewing and reteaching challenging content.
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. Classrooms share a pervasive focus on social justice with essential questions about identity and community covering the walls. Visitors would see and hear evidence of mastery-based grading and common references to a “4” level of achievement. Laptops and other instructional technology can often be observed to reinforce instruction and provide intervention. Students would be receiving small group instruction with a teacher or teacher assistant responding to observations in student performance data. Finally, evidence of project-based learning and presentations of learning are common across classrooms. A visitor would observe students deeply focused on demonstrating mastery through performance or projects.

Visitors to the school can expect to see students engaged in meaningful learning on a variety of topics, both of academic and social importance. Students would be using powerful, academic vocabulary to describe their learning. Visitors could also 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, and positive 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 extend to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified in goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) or 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.” Cal. 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.” Cal. Ed. Code §47605 (b)(5)(C).

Measurable Goals of the Educational Program


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

Pupil Outcomes Aligned to the State Priorities

<table>
<thead>
<tr>
<th>State Priority #1: Basic Services</th>
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<tbody>
<tr>
<td>Annual Goals</td>
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</tbody>
</table>
| For each year of the charter term, all Camino Nuevo Charter High School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. | • Annual review in May/June of Human resources criteria, systems and procedures for teacher hiring  
• Annual review every August of master schedule/teacher assignments to ensure compliance | • VP of Human Resources ensures all credentials are valid and aligned to teaching assignment upon hiring.  
• All teachers will “highly qualified” by on an annual basis beginning in 2013-14.  
• All teaching assignments are | • Not applicable |
For each year of the charter term, each and every Camino Nuevo Charter High School’s student will have the access to all instructional materials necessary to participate fully in the programs and services described in the charter.

- Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction
- Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP

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<tr>
<td><strong>For each year of the charter term, Camino Nuevo Charter High School will provide well-maintained school facilities in good repair.</strong></td>
<td><strong>aligned to NCLB criteria.</strong></td>
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<td><strong>Parents receive notification at the start of the school year.</strong></td>
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<td><strong>$30,000.00 for textbooks</strong></td>
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<td><strong>$7200.00 for new teacher training on Constructing Meaning</strong></td>
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<td><strong>$1096.00 for Constructing Meaning Teacher’s Guides</strong></td>
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<td><strong>$8000.00 for Lindamood-Bell reading training for Special Education Co-teacher</strong></td>
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<td><strong>$200.00</strong></td>
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<td><strong>Annual inventory of instructional materials, and corresponding purchase of materials as necessary</strong></td>
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<td><strong>Annual budget review and planning to ensure funds are available for instructional materials</strong></td>
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<td><strong>Annual review of ELD and special education programs to identify and obtain all instructional materials needed</strong></td>
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<td><strong>All students have appropriate core textbooks and resources by the end of the second month of school.</strong></td>
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<td><strong>Budget planning meeting will occur by April of each school year to ensure funds are available to purchase materials beginning July 1 of the coming fiscal year.</strong></td>
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<td><strong>Conduct an annual review/inventory of physical plant conditions and need for repair</strong></td>
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<td><strong>Continuous update of maintenance and</strong></td>
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<td><strong>The Director of Operations will conduct a review of the physical plant twice annually (BOY and</strong></td>
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repair priority execution plan in collaboration with Facilities Manager
- Ongoing maintenance and repair log, with monthly review by school administrator

EOY) to generate a repair plan.
- The Facilities Manager will execute repairs identified by the plan twice annually.
- The Facilities Manager will utilize an online work order request system to ensure timely completion of ongoing repair requests.

CNCHS assures that the school fully implements the Common Core State Standards beginning in 2014-2015.

<table>
<thead>
<tr>
<th>State Priority #2: Implementation of the Common Core State Standards (CCSS)</th>
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<tbody>
<tr>
<td><strong>Annual Goals</strong></td>
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</table>
| 100% of students, including English Language Learners and students with IEPs, will have access to Common Core aligned curriculum beginning in 2014-2015. | - Teachers will revise yearlong pacing plans to include CCSS in ELA and Math, AP History topics, and Next Generation Science Standards beginning in 2013-2014.  
- General Education teachers and Special Education team continue to work together to | - Under the direction of the CNCA CAO and Education Team, all pacing plans will be fully revised and CCSS aligned by the June, 2015.  
- Special education co-teachers will be fully trained on the CCSS aligned Lindamood-Bell reading approach by June, 2016. | - $3600.00 to convene teacher leader working group.  
- Lindamood-Bell training expense listed in priority #1. |
| 100% of eligible students will take the Smarter Balanced assessments beginning in May 2015. | • Teachers will administer SBAC interim assessments to replace quarterly benchmarks  
• Additional laptops will be purchased to provide a 2:1 student to computer ratio for the computerized assessment. | • Testing coordinators will develop a test administration schedule by March of each school year.  
• The IT manager will coordinate the purchasing and installation of 60 laptops by August, 2015. | • N/A  
• $4800.00 |
|---|---|---|---|
| All teachers and leaders will have the necessary tools and resources to deliver CCSS-aligned instruction. | • Monthly professional development sessions for teachers to develop fluency with the standards and the necessary instructional strategies inherit in Common Core  
• Bi-monthly Common Core Institute “Black Belt” trainings for leaders in the necessary shifts in instructional | In collaboration with the CAO and Director of Academic Services, the site Principal will develop an annual professional development scope and sequence by August, 2014. This process will be revisited annually on the same timeline each year.  
• The site principal will attend 100% of CCSS Black Belt trainings for 2013-14 and 2014-15 | • N/A  
• $3500.00 for Black Belt Common Core Training  
• See expense in State Priority #1 for instructional materials |
<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals</th>
<th>Measureable Outcomes</th>
<th>Expenditures</th>
</tr>
</thead>
</table>
| Seek 20% more parental input in decisions on school-wide programs. | • Monthly “Coffees with the Principal” to learn about new initiatives and provide a forum for discussion and feedback  
• Monthly Site Based Council (SBC) meetings for parent-led decision making and fundraising  
• Continue to administer, collect, and analyze biannual parent satisfaction surveys | • The site principal will hold these events with a pre-planned agenda on a monthly basis from August-June annually.  
• The SBC will convene on a monthly basis from August-June annually.  
• 90% of parents will indicate “Agree” or “Strongly Agree” on satisfaction survey items | • $120.00 (coffee and snacks) |
| At least 75% of parents will complete the 15-hour volunteer hours to support school functioning. | • Offer volunteer opportunities in classrooms, around the school, at school events, and projects | • Site principal w/support from the Director of Whole Child | • $100.00 |
that can be completed at home.
  • Offer incentives to encourage parent volunteerism.

At least 85% of parents will participate in key school events (conferences, back to school night, presentations of learning, SST’s progress reports, etc.)
  • Implement a variety of communication tools to promote events (robo call, newsletter, website, Facebook, fliers, etc.)
  • Volunteer hours awarded for participation at school events, including SST’s, progress reports, home visit, etc.
  • Principal w/support of office staff
  • N/A

Camino Nuevo Charter High School is proud of its academic achievement thus far, but recognizes that we can and must be even more effective in preparing students for rigorous standardized achievement tests. The chart below outlines CNCHS’s goals for increasing student achievement.

<table>
<thead>
<tr>
<th>State Priority #4: Student Achievement</th>
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<tbody>
<tr>
<td><strong>Annual Goals</strong></td>
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</table>
| The percentage of CNCHS students scoring Advanced & Proficient in ELA and Math on the state-adopted standardized assessments will be greater than the median percentage for comparison schools. | • Comprehensive standards-based approach to yearlong planning, lesson design, and assessment  
• Annual inventory and purchasing of high quality, standards-aligned instructional materials | • Under the direction of the CAO, the principal will ensure a CCSS aligned backwards design approach for pacing and lesson plans by August, 2014.  
• The operations coordinator will distribute a template to teachers to take | • $3600.00 |
<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Quarterly standards-based benchmarks to measure progress towards proficiency on state-adopted standardized assessment</td>
<td>inventory of materials annually at BOY and EOY beginning August, 2014. Under the Direction of the CAO, a teacher working group will be convened to revise interim CCSS-based interim assessments by June 2014. Assessments will be implemented in October, 2014.</td>
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<td>Camino Nuevo High School’s comprehensive measure of student achievement at the time of renewal will be greater than the median state measure for comparison schools, with a minimum score of 825.</td>
<td>Same actions as above, and: - Targeted intervention classes during the school day for low performing students - Quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching</td>
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<tr>
<td>Same actions as above, and: - Targeted intervention classes during the school day for low performing students - Quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching</td>
<td>The master schedule will be developed to ensure 1 period daily of intervention for low-performing students beginning August, 2014 and revised on a semester basis. - The CAO will convene data analysis sessions with the CMO Education team and site leaders to analyze quarterly assessment data four times per year beginning in July, 2014.</td>
<td>N/A</td>
</tr>
<tr>
<td>100% of students will graduate and have met A-G requirements</td>
<td>Intentional design of the master calendar to prioritize A-G coursework and opportunities for credit recovery, as needed - iGraduate classes and advisory sessions with</td>
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<td>The site principal will develop a master calendar that is A-G aligned and modify each semester based on student performance outcomes.</td>
<td>N/A</td>
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</table>
| The percentage of ELL students re-designated to English proficiency will be greater than the median for comparison schools, with a minimum 25% reclassification rate. | • The Systematic English Language Development framework is provided for all ELL students in leveled classes  
• Language scaffolds and supports for ELL students embedded in core content through the use of the Constructing Meaning framework | • All ELL students will receive targeted ELD instruction until re-designation. | • See *Constructing Meaning* expense in priority #1. |
| --- | --- | --- | --- |
| 100% of students will take at least 1 AP course. 75% of students will pass an AP exam with a score of 3 or better. | • Academic Enrichment and/or intervention courses offered to supplement AP class instruction  
• Modified scheduling in the Spring semester to provide additional preparation for AP exams  
• Ongoing professional development and formative data analysis for teachers of AP classes | • The Director of Academic Services will collaborate with the site principal to develop interim assessments aligned to the AP test to provide formative data to target instruction beginning, August, 2015.  
• The principal and AP teachers will engage in regular analysis of the interim AP assessments to target re-teaching plans. | • N/A |
| The percentage of students determined prepared for college by the Early Assessment Program (EAP) will be greater than the median for comparison schools, with a minimum of 50% of students. | • ELA and Math units focused on EAP practice and preparation in 11th grade  
• Targeted intervention class during the school day to support students at risk of not passing  
• Ongoing professional development and formative data analysis for 11th grade teachers to support EAP preparation | • The site principal will monitor instructional planning to ensure high quality first instruction on a weekly basis through lesson plan review and coaching observations.  
• The site principal will develop a data analysis plan to ensure targeted re-teaching. | • N/A |
|---|---|---|---|
| 95% of 10th grade students will pass the state-adopted high school exit exam on the first attempt. | • Optional CAHSEE preparation course offered in 9th and 10th grade  
• Targeted intervention class during the school day to support students at risk of not passing  
• Ongoing professional development and formative data analysis for 10th grade teachers to CAHSEE preparation | • The principal will ensure master schedule aligns with course offering and uses data to target individual students who should participate in the class.  
• The principal will include CAHSEE prep and data analysis as a strand in the annual professional development scope and sequence for CAHSEE prep course teachers. | • N/A |
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<th>State Priority #5: Student Engagement</th>
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<tbody>
<tr>
<td><strong>Annual Goals</strong></td>
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</table>
| CNCHS will maintain a minimum of 97% attendance rate | • Continue ongoing monitoring of attendance procedures, including incentives, phone calls home when absent, regular communication with parents, and tardy procedures  
• Use the Comprehensive Student Success Team (SST) process to support students’ regular attendance  
• Employ the Student Attendance Review Board (SARB) procedures for chronic absenteeism | • Under the direction of the site principal, the office manager will make daily telephone calls to absent students  
• Regular reviews to identify truant students will be conducted by the records clerk on a weekly basis.  
• Attendance meetings will be held with the site principal, student, and parent/guardian to develop support plans.  
• Consistently truant students will be referred to the CNCA SARB after a full set of interventions and supports has been exhausted. | • N/A |
| CNCHS will maintain a dropout rate of less than 2% | • Use the Comprehensive Student Success Team (SST) to support high-risk students, including students at risk for drugs, gang activity, pregnancy, failing grades, etc. | • The site principal, teachers, and support staff will convene to engage in a complete SST process for at risk students, as needed beginning in August, 2014. | $20,000.00 (LACDC partnership) |
- Implementation of iConnect classes which regularly promote wellness, good character, and positive choices
- Provide wrap around physical and mental health services for struggling students
- Ongoing communication with parents about low grades and at-risk behaviors
- Teachers and leaders will maintain an iConnect class to support the social and emotional development of all students.
- The site principal and SST will provide mental health service referrals to students in need through a partnership with the Los Angeles Child Development Center (LACDC).
- The site principal and dean will conduct student/parent conferences at regular progress report intervals for students who are consistently failing.
- Site administrators will also convene conferences in a timely manner as appropriate when students demonstrate serious at-risk behavior to determine appropriate supports and interventions.

| CNCHS will maintain a high graduation rate, of at least 95% | Implementation of iGraduate classes to monitor students’ | All students will participate in iGraduate curriculum | $3000.00 for college experiences |
Below is a description of Camino Nuevo Charter High School’s approaches to achieve our annual goals related to school climate and culture.

<table>
<thead>
<tr>
<th>State Priority #6: School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goals</td>
</tr>
</tbody>
</table>
| Student suspension rates will be no more than 4% of the school wide population per year. | • Comprehensive use of the school-wide Student Positive Behavior Support Plan by all stakeholders.  
• Character Counts curriculum utilized in each year until graduation.  
• The college counselor will develop a high quality curriculum for grades 9-12.  
• Teachers and leaders will maintain an iConnect class to support the social and emotional development of all students.  
• The college counselor will develop a scope and sequence for college experiences by August, 2014.  
• All seniors will be prepared to graduate in four years and attend a 4-year university. | • All teachers and site leaders will apply the positive behavior support plan with consistency on an annual basis. | • $720.00 |
<table>
<thead>
<tr>
<th>iConnect classes will promote strong character and good choices, as evidenced by decreased number of office referrals.</th>
<th>The <em>Character Counts</em> curriculum will be fully implemented in <em>iConnect</em> classes by September, 2014.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student expulsion rates will be no more than 2% each year.</strong></td>
<td><strong>Site administrators will apply the discipline code as appropriate to ensure equity with consequences.</strong></td>
</tr>
</tbody>
</table>
| **Comprehensive use of the school-wide Student Positive Behavior Support Plan by all stakeholders.**  
**CNCA Discipline Code utilized to systematize approach to discipline and consequences as evidenced by decreased number of office referrals.** |  |
| **Staff, student and parent surveys will indicate 95%+ satisfaction with school culture.** | **Bi-annual surveys administered to students and staff. Track responses to three questions:**  
1. “Administrators effectively foster a team environment among school staff”.
2. “My teachers and administrators make school a safe place for me to learn.”
3. “My child's school celebrates its students' good behavior and academic performance.” |
| **100% of students with special needs will be included in the general education curriculum** | **A robust co-teaching model will be employed between the general education and special education teacher.** |
| **The site principal will ensure a mid-year and end-of-year survey are administered to all students.**  
**The CMO will track results and ensure feedback is used to adjust the approach.** | **Under the direction of the Sr. Director of Special Education, the** |

| N/A | N/A |
The chart below outlines CNCHS’s goals to ensure all students have access to core coursework.

<table>
<thead>
<tr>
<th>State Priority #7: Access to Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong></td>
</tr>
</tbody>
</table>
| 100% of students will have access to A-G coursework and required areas of study. | - Advisory structure used each quarter to track each student’s individual graduation plans & ensure all students enroll in, and pass, A-G coursework.  
- Annual staffing audit conducted to ensure adequate number of classes offered and appropriately low student to teacher ratios. | - Advisors will update student trackers on a quarterly basis.  
- The site principal will review student trackers on a quarterly basis and develop an action plan to respond to students who are failing to pass A-G coursework.  
- The site principal will conduct an annual audit and use that information to strengthen the course offerings annually. | N/A |
| 100% of students have support to succeed in required | - Quarterly data analysis cycles to monitor student progress | - The site principal will report data findings to the CAO | N/A |
coursework, if needed.

- Intervention & support classes available for students who struggle with literacy, language, math, or content-area standards on a quarterly cycle (4 x’s per year).
- The master schedule will allow for one period per day for all students to address the needs of those who struggle in core content areas.

<table>
<thead>
<tr>
<th>High-risk students (at risk for drugs, gangs, pregnancy, dropout; or students who have failing grades, special needs, language challenges) receive the necessary support to succeed in school.</th>
<th>The Coordinated Support Team (CST) meet weekly to discuss the progress and generate action plans for students with social-emotional or personal needs.</th>
<th>The site principal and SST will provide mental health service referrals to students in need through a partnership with the Los Angeles Child Development Center (LACDC).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Success Team (SST) meetings are held monthly to provide support for students who struggle academically.</td>
<td>The site principal and dean will conduct student/parent conferences at regular progress report intervals for students who are consistently failing. Site administrators will also convene conferences in a timely manner as appropriate when students demonstrate serious at-risk behavior to determine appropriate supports and interventions.</td>
</tr>
<tr>
<td></td>
<td>Wrap-around services are provided to give students and families access to medical, dental, vision, and mental health services.</td>
<td></td>
</tr>
<tr>
<td>Annual Goals</td>
<td>Specific Annual Actions to Achieve Annual Goals</td>
<td>Measurable Outcomes</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| Increase the percentage of students school-wide scoring proficient or advanced on the state-adopted standardized assessment by 5% in each of the core disciplines: English, math, social and science | • Comprehensive Common Core standards-based approach to yearlong planning, lesson design, and assessment  
• Quarterly standards-based benchmarks to measure progress towards proficiency | • Under the direction of the CAO, the principal will ensure a CCSS aligned backwards design approach for pacing and lesson plans by August, 2014.  
Principal  
• Under the Direction of the CAO, a teacher working group will be convened to revise interim CCSS-based interim assessments by June 2014.  
• Assessments will be implemented in October, 2014. | • $3600.00 (same expense listed in priority #4) |
| The percentage of students scoring Far Below Basic or Below Basic on the state-adopted standardized assessment is below the median percentage for comparison schools. | Same actions as above, and:  
• Targeted intervention classes during the school day for low performing students  
• Quarterly data analysis cycles to evaluate the effectiveness of teaching and re-teaching | • Students scoring in the far below and below basic performance range will grow a minimum of one proficiency level per year in core subjects.  
• The CAO and site principal will analyze student achievement data and develop | • $2500.00 for Empower reading program. |
English Language Learner and Special Education subgroups will continue to progress one level of proficiency on state-adopted standardized assessments.

- Target additional tutoring and curricular resources to struggling students
- All designated English language learners will receive targeted ELD instruction with the *Constructing Meaning* framework.
- English language learners will also have access to *Rosetta Stone* to address foundational gaps.
- Special Education students will participate in a full-inclusion instructional model.
- Special education students who struggle to read will also receive instruction in the Lindamood-Bell model to improve reading and increase access to grade level content beginning in August, 2014.

100% of students will be enrolled in at least one AP course and the percentage of students scoring a 4 or 5 on the AP test will increase 5% each year.

- Provide frequent individual academic counseling to remove barriers to students enrollment in higher level coursework.
- Ensure proper preparation for the AP
- A college counselor and student advisors will work with the site administration to ensure course programming the meets individual

quarterly response plans to ensure student needs are being met.

- See expenses for *Constructing Meaning* and Lindamood-Bell in priority #1.
  - $2000.00
- See expense under priority #1

- N/A
<table>
<thead>
<tr>
<th>100% of students will have exposure to technology and work-based learning experiences</th>
<th><strong>Assessment through teacher participation in AP training, proper curricular resources, and ongoing AP-aligned formative assessment</strong></th>
<th><strong>Student needs as indicated by achievement levels on reading and interim assessments.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Director of Academic Services will collaborate with the site principal to develop interim assessments aligned to the AP test to provide formative data to target instruction beginning, August, 2015.</td>
<td>• N/A</td>
<td>• N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic counseling will direct students to enroll in Graphic Design and iGraduate classes</strong></th>
<th>• Provide abundant opportunities for internships and job shadowing experiences</th>
<th>• The college counselor and operations coordinator will collaborate to ensure all students are appropriately programmed into iGraduate and Graphic Design.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The operations coordinator will ensure students have at least one placement in an internship or job shadow by the conclusion of their</td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>senior year, annually.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Philosophy Behind Our Student Outcome Goals
The purpose of assessment is to support and guide the learning process; it is a tool to recognize accomplishment, identify needs and document content mastery. Assessment at Camino Nuevo Charter High School 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 without intimidation, fear, or feelings of failure. It is a source of motivation for students and a guide for helping them achieve expertise and document growth.

Assessment is also a critical tool for teachers and administrators to evaluate trends, review curriculum, and revise instruction for whole group and or sub-groups. Formative assessment allows teachers to assess what students have learned and to then adjust their pacing plans and lessons to ensure mastery for all students.

CNCHS implements periodic assessment at least three times per year, meeting or exceeding District standards. All assessments are standards aligned, valid, reliable and cover the content of the affiliated courses. Beginning in 2014-2015, benchmarks will be aligned to the Common Core State Standards and standardized across the organization. Data from these assessments is collected, analyzed and shared among CNCA stakeholders on a quarterly basis. Teachers are trained in how to analyze and respond to formative assessment data on an ongoing basis. Data is available for use during performance dialogues with teachers and instructional directors.

CNCHS builds on CNCA’s established and successful benchmark model to ensure student participation, teacher buy-in and test alignment. Data which compares the original Camino Nuevo Charter High School and High School #2 -allows for meaningful evidence of student achievement and progress. Additionally, these quarterly benchmarks provide precise indicators of future achievement on state adopted standardized assessments. CNCHS is responsible for all costs associated with our benchmarks and their implementation, and works toward meeting the student outcome goals.

Content standards serve as the basis of our formative assessment system. Students are shown exemplary performances for given tasks. The goal is to encourage students to do their personal best and to help them track their own improvement throughout the year.

Self-assessment is another tool that is used with Camino Nuevo Charter High School students. As active participants in assessing their own work, students are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, a score on a piece of work may be improved if the student is willing to accept the challenge for improvement included in the assessment as defined by standards-based four-point rubrics. Any score of a 0, 1, or 2 may be improved per rubric criteria. In order to maintain our commitment to ethnic diversity, specified in Element 7, student performance data is disaggregated and analyzed according to major ethnic groups, language proficiency, grade levels, special needs, and gender. This analysis allows Camino Nuevo Charter High School to ensure that student performance is consistent across all groups.

Assessment Tools
Each course has clearly defined outcomes based on the content of the curriculum. Student achievement in developing conceptual thinking, problem-solving skills and content mastery is assessed using multiple measures, based on assessment that both improves learning and provides assurances of accountability. Students demonstrate knowledge when measured against multiple measures (referenced throughout the petition), formative and summative, holistic and standardized, narrative and norm-referenced. Set against a benchmark, students are evaluated through the following measures:
Performance at Camino Nuevo Charter High School is assessed on different levels:

- Traditional examination methods, such as state or district proficiency tests, statewide standards and assessments, and standards-based benchmark assessments.
- Relative to previous performance through individual or group projects, presentations of learning (POLs), digital portfolios, written reports, computer learning packages, or videotaped oral presentations.
- Relative to locally developed standards using exemplars.

All of the methods to measure student outcomes – stakeholder surveys, benchmark assessments, dashboard goals, state testing, and classroom instruction – are intended to better monitor progress and ensure that students are provided with a comprehensive and effective educational program at Camino Nuevo Charter High School.

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

*The method by which pupil progress in meeting those pupil outcomes is to be measured. Ed. Code 47605(b)(5)(C).*

### Standardized Testing

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

Camino Nuevo Charter High School administers state adopted, locally developed, and college readiness exams to monitor student improvement and progress. The charts that follow summarize the range of formative and summative assessments Camino Nuevo Charter High School uses to measure the outcomes identified 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 Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CELDT (California English Language Development Test)</strong> -for English Language Learners only</td>
<td>9 10 11 12</td>
<td>Annually</td>
</tr>
<tr>
<td><strong>State Approved Standardized Test</strong> <em>In 2013-2014 only</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smarter Balanced Assessment, or other state-adopted standardized assessment</strong> <em>Beginning in 2015-2019</em></td>
<td></td>
<td>As Mandated by State</td>
</tr>
<tr>
<td><strong>State approved high school exit exam</strong></td>
<td></td>
<td>As Mandated by State</td>
</tr>
</tbody>
</table>
-for 11th & 12th graders only who did not pass in 10th grade

| PFT (Physical Fitness Test) | | | Annually |

**Schedule of Camino Nuevo High School Testing to Measure Student Growth**

<table>
<thead>
<tr>
<th>Camino Nuevo High School #2 Assessments</th>
<th>Grade Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Assessments</td>
<td>9 10 11 12</td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>✔ ✔ ✔ ✔</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Math</td>
<td>✔ ✔ ✔ ✔</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Science</td>
<td>✔ ✔ ✔ ✔</td>
<td>Quarterly</td>
</tr>
<tr>
<td>History</td>
<td>✔ ✔ ✔ ✔</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>✔ ✔</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Wellness</td>
<td>✔ ✔ ✔ ✔</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>✔ ✔ ✔ ✔</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

**Schedule of College Entrance Testing to Measure College Readiness**

<table>
<thead>
<tr>
<th>College Readiness Exams</th>
<th>Grade Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORE</td>
<td>✔</td>
<td>Annually</td>
</tr>
<tr>
<td>PLAN</td>
<td>✔ ✔</td>
<td>Annually</td>
</tr>
<tr>
<td>ACT</td>
<td>✔ ✔</td>
<td>Annually</td>
</tr>
<tr>
<td>EAP (Early Assessment Program)</td>
<td>✔</td>
<td>Annually</td>
</tr>
<tr>
<td>AP Exam (Advanced Placement)</td>
<td>✔ ✔ ✔ ✔</td>
<td>Annually</td>
</tr>
</tbody>
</table>

**Overall School Outcome Goals**

The following are realistic levels of overall school performance regarding student achievement. These are the standards that Camino Nuevo Charter High School can achieve by the fifth year of this charter renewal, with assessment to be conducted on a mutually agreed upon schedule. Interim progress reports are issued annually.

**Academic Growth**

Camino Nuevo Charter Academy’s Board of Directors has established performance metrics found in an organization-wide dashboard. In addition, each site develops annual performance goals aligned to the organization’s dashboard goals. School leaders identify and monitor annual performance goals. Camino Nuevo Charter High School is held accountable for meeting API and AYP targets established by the state, according to NCLB, or comparable measure under CCSS.

** Benchmarks to be Met**

The achievement of Camino Nuevo Charter High School is measured in both growth and absolute measures and is compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:
1. **Comparison Schools**
A group of comparison district schools is selected to gauge the comparative effectiveness of Camino Nuevo Charter High School. The process for identifying the comparison schools is: (1) the District identifies the comparison schools and (2) informs the charter of the names of the schools and the specific data used to identify them. The analysis of the school’s academic performance includes a comparison of the academic achievement of Camino Nuevo Charter High School's students to the academic achievement of two sets of comparison District schools:
   1. The residence schools Camino Nuevo Charter High School students would have otherwise attended ("Resident Schools"); and
   2. District schools of similar demographic characteristics ("Demographically Similar Schools").

"Resident Schools" is selected by using Camino Nuevo Charter High School students’ home addresses to identify the District schools they otherwise would have attended. The District schools most represented at Camino Nuevo Charter High School are chosen as comparison “resident schools.” Demographically Similar Schools is selected by using a modified version of the formula utilized by the state for creating its similar schools list.

2. **Primary Growth Measures**
Growth in student achievement is the primary measure that is used to determine whether the school has been an academic success. The growth of Camino Nuevo Charter High School is measured annually against the growth of the comparison schools. At the time of renewal, if Camino Nuevo Charter High School has met all of the following benchmarks either in the previous year or in two of the previous three years, Camino Nuevo Charter High School is considered an academic success:
   1. Camino Nuevo Charter High School’s “value added” for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
   2. Camino Nuevo Charter High School’s “value added” for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)

3. **Other Measures**
If Camino Nuevo Charter High School fails to meet the primary growth measures, the following measures is considered to determine whether the school should, nevertheless, be considered an academic success:
   1. Camino Nuevo Charter High School’s comprehensive student achievement score (API or comparable measure under the CCSS) at the time of renewal is greater than the median score for the comparison schools.
   2. The percentage of charter school students scoring Advanced & Proficient in ELA on the state-adopted standardized assessment is greater than the median percentage for comparison schools.
   3. The percentage of charter school students scoring Advanced & Proficient in Math on the state-adopted standardized assessment is greater than the median percentage for comparison schools.
   4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the state-adopted standardized assessment is below the median percentage for comparison schools.
   5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the state-adopted standardized assessment is below the median percentage for comparison schools.
   6. The percentage of charter school ELL students re-designated to English proficiency is greater than the median for comparison schools.
   7. The school has met its AYP goals, or other comparable measure under CCSS, and is not in Program Improvement.
4. **Specific, Measurable Goals:**
   By the end of this 5 year charter renewal, we aim to accomplish the following school and student outcome goals:
   - Comprehensive student achievement score of 825 (API or comparable measure under CCSS)
   - Meet 100% of requirements for AYP, or comparable measure under CCSS,
   - Preparation for Post-Secondary Education:
     - 100 % of seniors graduate
     - 100% of graduates meet A-G requirements
     - 90% of graduating seniors is accepted to a four-year college or university
     - 95% of tenth graders pass the high school exit exam on the first attempt
   - Student Exposure to Technology:
     - 100% of seniors successfully complete Graphic Design and iGraduate classes.
   - Student exposure to work-based learning experiences:
     - 100% of students complete an internship or job shadow
   - Parent and community involvement:
     - 75% of parents demonstrate college knowledge foundation

**Student Achievement and School Performance Outcomes**
The proposed evaluation of the impact of Camino Nuevo Charter High School is designed to assess the short- and long-term impact of the charter in a number of areas:
   1. Student achievement and school performance outcomes.
   2. Classroom instruction and student learning.
   3. Preparation for post-secondary education and student exposure to technology and work-based learning experiences.
   4. Parent and community involvement including collaboration with the community and higher education.

The curriculum of Camino Nuevo Charter High School is based on delivering a standards-based and technology-infused curriculum, using a pedagogy that emphasizes and prepares students for post-secondary education. The school also aims to provide a more personalized learning experience for students through extended blocks of instruction. Camino Nuevo Charter High School meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any 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 be in compliance of NCLB, for students at Camino Nuevo Charter High School, we utilize standard State and District accountability measures including:

**Student-level data indicators**
- Through 2014: STAR scores in reading, mathematics, language, science and social studies
  - Beginning in 2014-2015:
    - Smarter Balanced assessment for English Language Arts and Mathematics (or other state-adopted standardized assessment)
    - Advanced Placement for History/Social Studies
    - Next Generation Science Benchmark
- California High School Exit Exam scores, or comparable assessment under CCSS
- Grade Point Average (GPA)
- California English Language Development Test (CELDT) results, or comparable assessment under CCSS

**School-level accountability indicators***
- Academic Performance Index (API)
- AYP
- AB 1137 indicators
- Dropout and graduation rates
- Attendance rate
- A-G course enrollment and pass rate
- CAHSEE pass rate

*These criteria may be amended pending state-adopted standardized assessment and accountability measures.

**Measuring Pupil Progress Towards Outcomes: Formative Assessment**
Other assessment tools include quarterly benchmark assessments, school-wide writing rubrics, and informal assessments (such as double-entry journals and class discussions). These are discussed in detail in Element 1.

The chart below shows a list of student outcomes and common assessment tools that is used across Camino Nuevo Charter High School to measure each outcome on a quarterly basis. Each quarter, after analyzing the results of the benchmark assessment, teachers revise the outline.

<table>
<thead>
<tr>
<th>Subject or Area</th>
<th>Desired Outcome(s)</th>
<th>Uniform Measurable Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Students demonstrate proficiency of state standards on assessment mirroring the state adopted standardized assessment.</td>
<td>- Quarterly standards-based benchmark assessment comprised of multiple choice and short constructed response. - Performance Tasks may also be used.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students demonstrate proficiency of state standards on assessment mirroring the state adopted standardized assessment.</td>
<td>- Quarterly standards-based benchmark assessment comprised of multiple choice and short constructed response. - Performance Tasks may also be used.</td>
</tr>
<tr>
<td>Science</td>
<td>Students demonstrate proficiency of Next Generation Science Standards</td>
<td>- Quarterly standards-based benchmark assessment comprised of multiple choice and short constructed response.</td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>Assessments</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Students demonstrate proficiency of AP History topic outlines</td>
<td>- Quarterly standards-based benchmark assessment comprised of multiple choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Document Based Question (DBQ) tasks at the conclusion of each unit</td>
</tr>
<tr>
<td>Spanish</td>
<td>Students demonstrate proficiency of Spanish language standards through</td>
<td>- Quarterly standards-based benchmark assessment comprised of writing and speaking tasks.</td>
</tr>
<tr>
<td></td>
<td>reading, writing, listening, and speaking</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td>Students gain knowledge and appreciation of the history of visual art as</td>
<td>Portfolios and presentations</td>
</tr>
<tr>
<td></td>
<td>well as techniques to create their own visual art.</td>
<td></td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>Students understand the importance of maintaining healthy lifestyles and</td>
<td>California Fitness Gram results (Gr 9) Successful completion of wellness coursework.</td>
</tr>
<tr>
<td></td>
<td>the way in which choices impact physical and emotional health.</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Students use technology as a tool that facilitates learning and creativity</td>
<td>Successful Completion of Graphic Design class.</td>
</tr>
<tr>
<td>College Awareness</td>
<td>Students can explain the A-G requirements and describe several different</td>
<td>iGraduate Coursework&lt;br&gt;Completed college tours&lt;br&gt;11th Grade College Portfolio&lt;br&gt;Completed college applications</td>
</tr>
<tr>
<td></td>
<td>colleges and majors they are interested in</td>
<td></td>
</tr>
<tr>
<td>College Readiness</td>
<td>Students have met the course, exam, and application requirements for</td>
<td>A-G requirements&lt;br&gt;AP Coursework&lt;br&gt;ACT Exam&lt;br&gt;Personal statement</td>
</tr>
<tr>
<td></td>
<td>acceptance to four year universities and colleges.</td>
<td></td>
</tr>
<tr>
<td>English Language Development</td>
<td>Students demonstrate understanding and appropriate use of the English</td>
<td>CELDT (or comparable state assessment) and other criteria for RFEP: grades, CST scores,</td>
</tr>
<tr>
<td></td>
<td>language in academic and social settings. ELL's reclassify to RFEP status.</td>
<td>teacher recommendation&lt;br&gt;CNCA-created benchmark assessments</td>
</tr>
</tbody>
</table>

CNCA reserves the right to modify these benchmarks based on the evolving needs of the students and baseline assessments. As per AB484, CNCA will transition to the new Smarter Balanced Assessment beginning in 2015. However to promote accountability for all stakeholders, Camino Nuevo Charter High School will continue to administer the optional CST assessments in the Spring of 2014.
**Benchmark Assessments**
As a part of Camino Nuevo’s commitment to increasing student achievement, CNCHS implements a quarterly benchmark assessment system to formatively assess student progress, aligned to state standards, throughout the school year. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002). Teachers utilize the data management system, Data Director, to create exams using multiple item banks as well as teacher-generated items. The results from the benchmark assessments are intended to provide Camino Nuevo Charter High School with a preliminary projection of how the students perform on the state adopted standardized assessment as well as quarterly progress on standards-based proficiency. These assessments is carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master the standards.

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

![Camino Nuevo Charter High School Benchmark Development Process](image)

**Data Analysis and Reporting**
Step seven of the benchmark development process, data analysis, is possibly the most essential component of the quarterly benchmark process. Hopkins (2010) stated, “Simply collecting data, however systematic and routinely, will not itself improve schools. There needs to be a commitment to scrutinize data, to make sense of it, and to plan and act differently as a result.” Therefore, CNCA has developed a comprehensive data

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analysis and response process to ensure that teachers and leaders regularly use and deeply understand student performance data. CNCHS, with the help of the central office Education Team, engage in a robust data analysis process each quarter to identify strengths of the academic program, areas for growth, red flag struggling students, and opportunities for re-teaching. Focus students are identified so that teachers may strategically target differentiated supports to meet their individual needs.

A sample data analysis response cycle is below.

Student performance data is compiled and various reports are created. Not only is the overall proficiency evaluated, but causal factors, such as students’ literacy and language abilities, are considered as levers for progress towards proficiency. The performance of high priority subgroups, such as ELLs and students with disabilities is examined so that CNCHS 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 CNCHS progress. Additionally, results are processed with students, as they reflect on their performance, correct misunderstandings, and set goals for future assessments. Scores are communicated to parents through grade reports and also processed in quarterly parent workshops.

Step eight of the benchmark process, revision, is also a critical step in the process because as teachers assess for learning not assess of learning, they are able to better monitor and address the specific, individual needs of their students on a daily basis. As Chappuis et al. point out in *Assessment for Learning*, “…we can realize unprecedented gains in student achievement if we take advantage of day-to-day classroom assessment as the powerful tool for learning that it can be.” Benchmark results also provide data for the planning of professional development for individual teachers, departments, and the whole faculty.
Informal Assessment
Perhaps the most important element of the assessment program is the day-to-day, informal feedback that instructors and advisors give students. No student should ever be surprised by the grade given at the end of the term, as faculty provide frequent guidance and to counsel students regularly about their performance. In addition, teachers communicate regularly with parents. Students and parents are both able to check their up-to-date grades by logging into the school’s system.

Non-Academic Performance Measures

Preparation for post-secondary education
More than simply gaining acceptance into college, we aim for all of our students to succeed in completing their undergraduate degrees. It is our goal to achieve 90% acceptance and entrance into a four year college or university. To this end, CNCHS#1 ensures that all of our high school students meet UC/CSU A-G requirements and take multiple semesters of a college advisory class (iGraduate). CNCA has also created a position, the College Alumni Ambassador, to support the efforts of alumni to graduate from college that is in place at CNCA HS#1. The College Alumni Ambassador works to develop a tracking system which focuses our efforts to increase college graduation rate, including identifying academic support services available on college campuses; increasing independence with the college experience; and maintaining frequent and supportive communication with alumni.

Exposure to Technology
Camino Nuevo Charter High School takes significant steps to close the “digital divide.” Through the use of technology, Camino Nuevo Charter High School students access, sort, analyze, and draw conclusions about data and other pieces of academic information. Technology provides tools for Camino Nuevo Charter High School students to do research, develop portfolios, and create projects. The ubiquitous nature of technology at the school supports student engagement and learning.

Work-Based Learning Experiences
As described in Element 1, students are required to complete a service-learning internship project prior to completion of the 12th grade. Students learn how to thrive in a professional setting and be able to connect their coursework to the experiences they have in the working world. Internships are rigorous academic pursuits in which students are required to complete a comprehensive project and present their findings to a board of teachers, parents, and leaders in the wellness industry for evaluation.

Camino Nuevo Charter High School also hopes to expand our students’ awareness with regard to the available career paths within the wellness community. Many low income high school graduates who choose to enroll in a certificate school job in the medical field end up attending programs for medical or dental assisting. A Medical Assistant program at the American Career Instituted costs an average of $17,067.50 and has an on time completion rate of 55%. Programs such as this advertise widely in locations that our student demographic frequents – on the sides of busses and at bus stops and on television. While not as widely advertised, the larger Los Angeles area is host to a variety of smaller schools that prepare teachers in fields such as yoga, group exercise and massage therapy at a much more affordable rate. For example, Yoga At the Village, a Registered Yoga School, offers a Yoga Teacher Training program with an over 80% completion rate, for $2200. Camino Nuevo Charter High School aims to partner with small businesses such as these, and with community based organizations and agencies to provide internship opportunities that might lead to post-high school job readiness – and to an interest in a four year degree in a related field.
We believe that by exposing students to these types of training programs, we broaden their understanding of what types of careers are available in the wellness field. These job shadow and internship opportunities focus in a variety of health-centered fields: massage therapy, acupuncture, fitness and group exercise, conflict mediation, yoga and martial arts instruction, proper nutrition, and emergency response, exposing urban students to wellness fields that they may not otherwise have access to. Moreover, by our fifth year of operation Camino Nuevo Charter High School aims to deepen such community partnerships in order to offer co-curricular certificate training programs on our campus. Such opportunities prepare the students to earn a living while enrolled in university programs.

Evaluation Tools
In addition to examining student and school performance, Camino Nuevo Charter High School carefully assesses classroom instruction and student learning at the school. To evaluate these aspects of charter implementation, Camino Nuevo Charter High School 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 is 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 High School 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 is 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 high school experience at Camino Nuevo Charter High School.

The results of the staff and student surveys are then analyzed alongside classroom observations and focus group data. The analysis focuses on:

- curricular innovation, creativity and effectiveness
- extent of standards integration
- extent of differentiated (e.g., ELL, Special Ed) and personalized instruction
- opportunities for professional development and articulation
- access to instructional materials
- use of assessment results to guide instruction
- classroom learning environment and extent of project-based learning
- benefits of student participation in the tutorial
In addition, focus groups are conducted with school administrators, counselors and other school staff to examine:

- school governance and decision-making
- resource allocation and linkages to school-wide improvement goals
- teacher recruitment, support and retention
- opportunities for professional development and articulation
- staff access to instructional materials
- relationship between student programming and raised academic expectations
- facilitation of the use of assessment results (data-driven reform)

**Measurement of Parent/Guardian Involvement**

Increasing parent awareness and involving parents in their child’s education are important aspects of Camino Nuevo Charter High School’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 is regular discussions with parents about their students attending college and what it take to become a successful student at Camino Nuevo Charter High School. Most Camino Nuevo Charter High School students is 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 CNCHS measures parent/guardian involvement, which include:

- Participation at trainings and school events
- Participation at Back-to-School Nights and Open Houses
- Parent satisfaction surveys

**Grading, Progress Reporting and Promotion/Retention**

**Grading Policy**

In order to ensure that students are able to meet the statewide performance standards and demonstrate evidence of improved learning, Camino Nuevo Charter High School uses a mastery based grading system where grades are given based on students’ proficiency on core standards for each class. Students have regular examinations, performances, presentations, projects, papers and other assignments that are graded using a conventional letter-grade system. Letter grades range from an A to an F and are given for all courses. Grade point averages are based only on Camino Nuevo Charter High School courses. Courses taken at other institutions appear on student transcripts with letter grades earned and the name of the sponsoring institution. To this end, all teachers at Camino Nuevo Charter High School use the following grading scale:

<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>
</tbody>
</table>
Progress Reporting
Report cards are issued to students and families two times a year at the end of each semester, and Progress Reports is issued half way through each semester. Camino Nuevo Charter High School 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.

Promotion & Retention
Camino Nuevo Charter Academy continuously strives to promote high educational standards and advance the academic achievement of its students. In order to ensure all CNCA students are on track and prepared for success in the next grade level and beyond, promotion and retention standards have been developed. Students in benchmark grades (K, 2, 5, and 8) must meet or exceed the criteria outlined below in order to attain promotion to the next grade. Students who are not in a benchmark grade can be retained at the discretion of their respective school administrative team. Students cannot be retained more than once while they attend a CNCA school. Camino Nuevo Charter High Schools strives to not retain students in high 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 1.5 years growth in reading as measured by Achieve3000 LevelSet Assessment
- 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 will be required to attend and satisfactorily complete Summer School in order to attain promotion to the next grade.

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

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

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 will meet with the parent to resolve the matter. A meeting will be held to discuss the appeal and all evidence will be reviewed. While the teacher and principal may convey their data-driven recommendation, retention decisions are ultimately up to the parent and a student may not be retained without parental consent.
ELEMENT 4. GOVERNANCE STRUCTURE

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)

Camino Nuevo Charter Academy Board of Directors
Camino Nuevo Charter High School is a school that operates under Camino Nuevo Charter Academy. Camino Nuevo Charter High School 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 High School. We will review our bylaws to ensure alignment with Brown Act. The affairs of Camino Nuevo Charter High School 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 High School. The Camino Nuevo Charter Academy Board is responsible for providing fiscal accountability including approving and monitoring the budget. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitor the general policies such as health and safety, use and maintenance of facilities, fundraising, and oversee that school resources are managed effectively. This goal is accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary dismissing the Chief Executive Officer.

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

- **President:** The President shall have such powers as the Board may delegate to him or her and, in the absent of the Chief Executive Officer, shall have the powers of the Chief Executive Officer and shall act for and in the stead of the Chief Executive Officer.

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

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

Executive level employees include:

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

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

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

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

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

**Process For Selecting Board Members**

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

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

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

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

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

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

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

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

Elizabeth Michelson
Beth Michelson was the Executive Director of The Wonder of Reading, a not-for-profit literacy organization, from 2001-2008. During her tenure, the organization renovated 125 public elementary school libraries and worked with each school to implement a comprehensive program providing $10,000 of library books, training for volunteer reading mentors, and ongoing literacy programs. The Wonder of Reading reached more than 200,000 young students and their families in seven school districts throughout Los Angeles County. She currently serves on the Board of Directors of The Music Center and the Beverly Hills Literacy Society, and is a judge for the Music Center’s BRAVO awards recognizing excellence in arts education. She was formerly a director of the Venice Art Walk supporting the Venice Family Clinic, Club 100 supporting the Music Center Education Division, and the Princeton Club of Southern California, and was an advisor to the Literacy Network. She is an active participant with her husband in WPO LA (World President’s Organization) and was the art advisor for a series of prayer books published by Temple Shalom for the Arts. Ms. Michelson is a magna cum laude graduate of Princeton University with a B.A. in art and architectural history. She received her MBA from Columbia University.

Patti Phillips
Patti Phillips is a Senior Vice President at Wells Fargo responsible for strategic planning and development programs for the LA Metro Region. Ms. Phillips has been with Wells Fargo since 2005, focusing on issues and initiatives related to growth and distribution, customer experience and team member development. Prior to joining Wells Fargo, Ms. Phillips spent several years as a practice manager and consultant to a variety of industries, specializing in business strategy, process effectiveness and organizational change. Born and raised in Canada, she obtained a Bachelor of Commerce degree from the University of Alberta and her MBA from the University of Western Ontario. Ms. Philips currently lives in Los Angeles with her son John.

L. Michael Russell
L. Michael Russell is a founder of AquaNano, LLC, a start-up company employing newly developed advanced materials technology to purify and filter water, where he is also an 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, and any administrators, managers or employees, and any other committees of Camino Nuevo Charter High School shall comply with applicable federal and state laws, nonprofit integrity standards, and Charter School’s policies and regulations regarding ethics and conflicts of interest to ensure that no action taken by an individual or board member results in actual or apparent conflicts of interest.
CNCA Governance Structure

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

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

Parents as Partners
Camino Nuevo Charter High School actualizes the “Parents as Partners” approach by offering various avenues for parents to become involved in school decision-making. Parents have the opportunity participate in a robust workshop series that promotes authentic engagement intended to support them with learning to navigate the school system for their students. At the completion of the workshop series, parents craft suggestions for the principal, and then meet with the principal to discuss their recommendations.
Camino Nuevo Charter Academy currently employs a full-time Director of Whole Child at the Home Support Office, who supports site Principals with facilitating weekly Parents as Partners meetings across our schools. Parents who participate in the program are strongly encouraged to attend Saturday school sessions to share information with the larger parent community. Parents as Partners members are actively involved in the Site Based Council and larger school community.

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

**Business and Operations Management**
Camino Nuevo Charter High School 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 High School includes: budgeting; fiscal planning; vendor management; accounts payable, and attendance tracking systems; completion and submission of compliance reports; monitor adherence to applicable laws; and serve as a liaison with the District. The contracted organization employs generally accepted accounting principles.

**General Provisions**
As an independent charter school, CNCHS, 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.

Camino Nuevo Charter Academy shall comply with the Brown Act and applicable sections of the Public Records Act.

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

Camino Nuevo Charter Academy 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 Camino Nuevo Charter Academy amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

At the request of the CSD, the Charter School shall send copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. 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.

The District reserves the right to appoint a single non-voting representative to the Camino Nuevo Charter Academy governing board pursuant to Education Code section 47604(b).

**Title IX, Section 504, and Uniform Complaint Procedures**

Camino Nuevo Charter Academy 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 Camino Nuevo Charter Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Camino Nuevo Charter Academy shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

CNCHS shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Camino Nuevo Charter Academy 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 Camino Nuevo Charter Academy, that CNCHS 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.

Camino Nuevo Charter Academy shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Camino Nuevo Charter Academy shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).
Legal and Policy Compliance

CNCHS shall comply with all applicable federal and state laws and regulations, and applicable District policy as it relates to charter schools.

Responding to Inquiries

CNCHS, 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. CNCHS, 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.

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

Notification of the District

Camino Nuevo Charter Academy shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Camino Nuevo Charter Academy.

Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Transfer of student records

When a student transfers for any reason from CNCHS to any other school, CNCHS shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event CNCHS closes, CNCHS shall comply with the student records transfer provisions in Element 16.
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

CNCHS acknowledges and agrees that all persons are entitled to equal employment opportunity. CNCHS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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.

NCLB and Credentialing Requirements

CNCHS 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 the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Personnel

Camino Nuevo Charter High School 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 High School actively helps to promote the mission, instructional program and the organizational core values.

Hiring/Selection Process

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

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

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

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

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

**Site Principal**

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

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

At minimum the Site Principal must:

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

The Site Principal will:

- Carry out the vision of the organization under the direction of the Board of Directors and the Chief Executive Officer
- Provide instructional leadership to the school
- Hire and evaluate 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 organizational core values
• Provide opportunities for staff development and professional growth
• Report to the Chief Executive Officer on the progress of the school in achieving school and organizational goals
• Be a liaison to community partners.
• Represent the mission and core values of the organization.
• Manage school finances and support services – meals, counseling, college readiness, etc.

School Site Leadership Team

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

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

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

The Site Leaders will:
• Assist the site principal in the overall administration of the instructional program and school operations
• Support the implementation of school-wide vision, goal setting and positive school culture
• Support the cycle of continuous improvement by providing instructional leadership and regularly analyzing key data indicators
• Plan and facilitate professional development activities that promote a culture of growth and collaboration
• Perform Site specific duties and responsibilities assigned by the Principal
• Represent the mission and core values of the organization.
All personnel must commit to the mission and vision of CNCHS. 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 High School seeks instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. Camino Nuevo Charter High School, 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.

If the college preparatory course is offered by a college, and taken by a Camino Nuevo Charter High School student for concurrent high school credit, the college will determine the qualifications for the teacher.

B. Teacher qualification for other classes
Camino Nuevo Charter High School 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, CNCHS is looking for teachers who have or are able to:

- Work collaboratively in teams, grade-levels, and at times in whole-staff configurations.
- Aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards.
- Work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible.
- Create powerfully engaging, project-based curriculum designed to move students towards meeting the specific skills and content outlined by the California State Standards and defined by clear, specific, written criteria, such as student/teacher
generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed.

- Keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students.
- Create a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time.
- Employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
- Create and maintain a nurturing and engaging classroom environment.
- Support the school’s mission, vision and policies and to promote and enforce the same.
- Take responsibility or all other tasks related to improving student achievement and offering powerful learning opportunities
- Effectively implement department, school or organization wide initiatives
- Commit to preserving the cultural heritage of students
- Educational vision for and experience working with low-income and/or minority students

Classified Personnel

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

Office Personnel 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 some experience with office technical procedures or willingness to learn;
- Have experience working with students and parents of diverse backgrounds;
- A high school diploma; AA/BA Preferred.

Office Personnel will be responsible for, but not be limited to:

- Developing and implementing clerical and administrative procedures for smooth daily school operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned;
- Bilingual translation and communication with parents and community;
- Ordering and purchasing office and classroom supplies and vendor management.
Recruitment
CNCHS recruits through announcing openings and encouraging candidates at various locations, such as:

- CNCA website
- Edjoin website
- California Charter School Association website
- USC school of education website
- Teach For America website
- Various recruitment/job fairs
- Word of mouth/inter office emails

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

Recruitment/Selection Process
1. The selection process will include the following steps:
   a. research and establish job qualifications
   b. announce opening(s)
   c. recruit applicant(s)
   d. request resume, references, and credentials
   e. interview candidate(s)
   f. candidates present demo lesson/data analysis/mock coaching sessions
   g. verify previous employment
   h. check references
   i. select top candidate

2. Medical clearance - proof of TB testing

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

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

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

Teachers: Teacher Performance is evaluated by the principal or designee on an ongoing basis during the contracted year on criteria including but not limited to the California Standards for the Teaching Profession and the CNCA teacher job description, as negotiated on the CNCA Camino Nuevo Teachers Association (CNTA) Collective Bargaining Agreement.
It is the goal of this process for every teacher to demonstrate proficiency (defined as “meets expectations” on the attached checklist) in all standards. A mid-year evaluation is completed by the end of the first semester using the standards based evaluation checklist. An end of year comprehensive evaluation is completed at the end of the year using the teacher evaluation form. When a deficiency (defined as “progressing toward meeting expectations” or “limited evidence of progress” on Exhibit B of the CBA) is noted at any time in the year, the teacher will be notified in a timely manner and provided guidance to correct the deficiency. This type of support may include 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, including school site and Home Support Office, are evaluated using our leadership evaluation. This tool was designed to provide supervisors and school leaders with an evidence-oriented evaluation process that positively impacts student achievement through data, candor, reflection and follow-up. Each leader is evaluated by their Primary Evaluator (supervisor) twice per year. The Chief Academic Officer supervises the site Principal.

The 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 procedures, guidance plans and other resources that may help improve performance.

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

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

Compensation
CNCA offers a competitive salary and benefit package that is comparable to other school districts.
ELEMENT 6. HEALTH AND SAFETY

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

Health, Safety and Emergency Plan

CNCHS shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. CNCHS shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and 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)

CNCHS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

Camino Nuevo Charter Academy shall require all employees of CNCHS, all volunteers who will be performing services that are not under the direct supervision of a CNCHS employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Camino Nuevo Charter Academy shall maintain on file and available for inspection evidence that Camino Nuevo Charter Academy has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Camino Nuevo Charter Academy shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunization and Health Screening Requirements

Camino Nuevo Charter Academy shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Camino Nuevo Charter Academy shall maintain TB clearance records on file.
Camino Nuevo Charter Academy shall provide information to students and families to access immunization resources and provide health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. CNCHS shall maintain immunization records on file.

**Health & Safety**

The health and safety of Camino Nuevo Charter High School staff and pupils is a high priority for the school. The school follows all required safety regulations including emergency policies and procedures. Camino Nuevo Charter High School complies with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA. Camino Nuevo Charter High School operates as a drug, alcohol, and tobacco free workplace.

**Procedures and Policies Charter School Will Follow to Insure Health and Safety of Pupils and Staff**

- Each employee of Camino Nuevo Charter High School has furnished the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)
- Camino Nuevo Charter High School has a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Camino Nuevo Charter High School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Camino Nuevo Charter High School adheres to all policies and regulations related to provision of auxiliary services, including food services, transportation, custodial services and hazardous materials.
- Camino Nuevo Charter High School follows the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- Camino Nuevo Charter High School requires the examination of all faculty and staff for tuberculosis as described in Education Code section 49406.
- All enrolling students will provide records documenting immunization against appropriate diseases unless they provide the school with a religious or medical exemption.

These policies are incorporated as appropriate into the Charter School's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and governing Board policies.
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.
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.

Camino Nuevo Charter High School makes 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, hosting Open House events, providing tours of the school and speaking to interested parents. Major outreach efforts target a two mile radius of the school. Recruitment efforts target the Greater MacArthur Park, Mid-Wilshire, and Echo Park communities.

Outreach Plan

- Fall Semester (on-going) – Implement strategic marketing efforts such as distribution of fliers, mailings, hosting community meetings, bus bench ads, 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 and informational meetings on at least two separate nights to inform parents of the academic and extracurricular activities at Camino Nuevo Charter High School.

CNCHS provides outreach materials to prospective parents and students in English, Spanish, as appropriate. CNCHS maintains a web site that allows parents and students to learn about the school. CNCHS 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 High School 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.

Court-ordered Integration

CNCHS 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
CNCHS 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. \( \text{(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))} \). The written plan lists specific dates and locations of recruitment activities that CNCHS will undertake in order to achieve the District’s Racial and Ethnic Balance goal. CNCHS shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, CNCHS 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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and CNCHS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). CNCHS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending CNCHS shall have the right to continue attending CNCHS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to CNCHS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

CNCHS shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending CNCHS. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at CNCHS. CNCHS shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at CNCHS.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at CNCHS under the NCLB-PSC program
increases in subsequent years, CNCHS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, CNCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. CNCHS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. CNCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
CNCHS also understands that as part of its oversight of the charter school, the District may conduct program review for federal and state compliance.
Element 8. Admissions Requirements

Admission Requirements, if applicable. Ed. Code. 47605 (b)(5)(H)

Camino Nuevo Charter High School shall admit all students who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A). However, Camino Nuevo Charter High School continues to focus student recruitment in the immediate and surrounding neighborhoods.

McKinney-Vento Homeless Assistance Act

CNCHS 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. CNCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

CNCHS 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. CNCHS 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.

CNCHS 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.

Recruitment of Academically Low Achieving, Economically Disadvantaged Students and Students with Disabilities

CNCA’s lottery and enrollment track record demonstrates a consistent commitment to recruit and serve historically underserved students in all of the above demographic categories.

Public Random Drawing

CNCHS admits all students who wish to attend. If the number of pupils who wish to attend exceeds the school’s capacity, attendance shall be determined according to public random drawing.

- Preference shall be extended first to students who reside within LAUSD.
• Preference shall then be extended to students currently attending CNCA schools and siblings of students currently attending CNCA Schools
• Preferences shall then be to children of CNCA employees not to exceed 10% of the Charter School population.

Notification of Wait Listed Students
All students and families on the wait list for Camino Nuevo Charter High School are notified of the lottery date on the waitlist interest form. The lottery is held at the school site. In addition, signs are posted outside the school site. Students do not need to be in attendance to have their name drawn. The day of the public lottery, all of the procedures are reviewed by the site administrator conducting the lottery for families in attendance prior to drawing any numbers. Rosters of the students participating in the lottery will also be posted in a public area for review. Names are drawn randomly and numbers are assigned in the order in which they are pulled. All students exceeding the available number of seats are placed in the order in which they were drawn on a wait list. All families will be notified by the school site office staff of their lottery number and status by phone and/or mail.

Selected Wait List Students
All available seats are offered to students drawn from the wait list; students are given two weeks to accept admissions to the school by bringing all appropriate enrollment materials to the school’s main office. The Principal and front office staff of Camino Nuevo Charter High School maintains a copy of the lottery protocol. This protocol (see above for details), and documentation of the fair execution of the lottery process, will be available in the main office upon request. The Camino Nuevo Charter Academy Home Support Office will oversee the lottery process to ensure fairness.

Lottery Timeline
Fall Semester (ongoing) – Implement strategic marketing efforts such as distribution of fliers, mailings, hosting and presenting at community meetings, bus bench adds, distribution of school information at various community agencies, notification to the school community of waiting list interest forms and posting of waiting list form on the school’s website.

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

January/February – Hold open house and informational meetings on at least two separate nights to inform parents of the academic and extracurricular activities at Camino Nuevo Charter High School. Inform families of the exact date of the lottery drawing (See dates below).

• 3rd Friday in February – Public lottery
• April – 9th grade enrollment
• June – Enrollment for all other available seats
• All Year – Students may complete an interest/lottery at any time during the school year.
**ELEMENT 9. ANNUAL FINANCIAL AUDIT**

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted 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).

Each fiscal year, an independent auditor certified by the State of California conducts an audit of the financial affairs of Camino Nuevo Charter High School 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.

CNCA’s Chief Executive Officer, in collaboration with the organizations business services provider, is responsible for contracting and overseeing the independent financial audit. Designated staff provides auditors with all the required documentation for audit execution.

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

The audit committee reviews any audit findings and reports recommendations on resolution to the Board of Directors at the Board Meeting where the audit will be reviewed. All recommendations are implemented within 30 days or within a reasonable time period, based on the complexity of the recommendation. The Board reports to the charter-granting agency regarding how audit findings have been or will be resolved. It is understood that exceptions and deficiencies have been or will be resolved to the satisfaction of LAUSD.

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year  
f. Audited Actuals – December 15 following the end of the fiscal year  
g. Classification Report – monthly according to school’s Calendar  
h. Statistical Report – monthly according to school’s Calendar of Reports  
   In addition:  
   • P1, first week of January  
   • P2, first week of April  
i. Instructional Calendar – annually five weeks prior to first day of instruction  
j. Other reports as requested by the District
Element 10. Suspensions and Expulsions

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

**General Provisions**

CNCHS 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.

CNCHS 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.

CNCHS 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.

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

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

**Students with Disabilities**

CNCHS shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, CNCHS 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, CNCHS 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 CNCHS, an IEP team, including a District representative, 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, CNCHS’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, CNCHS 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 CNCHS’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 CNCHS 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 CNCHS’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, CNCHS 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, CNCHS shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

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

Student discipline at CNCHS is based on positive support and involve multiple parties including school staff, teachers, parents, and students. CNCHS has developed a comprehensive student discipline policy that is included in the student handbook. School staff reviews the discipline policy with students and parents prior to admission to CNCHS. By enrolling in the school, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy includes the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary, or capricious, and will follow the general principles of due process. Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:
  – Warning, both verbal and written
- Loss of Privileges
- Notices to parents by telephone or letter
- Parent conference

Any student who engages in repeated violations of CNCHS’s behavioral expectations is required to attend a meeting with the school’s staff and the student’s parent or guardian to begin crafting an individualized behavior plan with interventions and incentives. Based on the input received by parents and staff members, CNCHS 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.

Students who present a threat including but not limited to verbally or physically aggressive behavior, to health and safety of others may be immediately suspended and later recommended for expulsion by the Principal. The policies of CNCHS provides all students with an opportunity for due process and have been developed to conform to applicable federal law regarding students with exceptional needs.

CNCHS 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. CNCHS is also committed to involving parents, students and staff in refining the design of and implementing this discipline policy. Review of the Student Parent handbook is conducted each year to ensure that this is occurring.

**Principal’s Discretion to Recommend Student Expulsion**

California Education Code Section 48915 describes offenses for which principals are mandated to recommend student expulsion and those for which principals may exercise their discretion to determine whether or not an expulsion recommendation is appropriate.

**Mandatory Recommendation to Expel**
The principal will immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance as listed in the Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in subdivision (n) of EC 48900 or committed a sexual battery as defined in Section 243.4 of the Penal Code.
5. Possession of an explosive.
All recommendations for expulsions must be reviewed by the CEO.

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

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

All recommendations for expulsion must be reviewed by the CEO.

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
• Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code
• Disrupted school activities (school-wide activities; issued only by an administrator).
• Knowingly received stolen school property or private property.
• Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
• Committed or attempted to commit sexual harassment
• Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
• Engaged in, or attempted to engage in, hazing.

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

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

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

2. “Electronic act” means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless phone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

   I. A message, text, sound or image
   II. A post on a social network Internet Web site including, but not limited to:
a. Posting or creating a “burn” page. “Burn Page” means an Internet Web site created for the purposes of having one or more of the effects listed in paragraph 1 above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph 1 above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purposes of having one of more of the effects listed in paragraph 1 above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (applicable to grades 4 through12 only).
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (applicable to grades 4 through12 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 personal. If the student is suspended without a conference, the parent/guardian will be notified of the suspension and a conference will be requested as soon as possible.

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

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

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

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

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

I. Discuss with the student the details surrounding the charge(s).
II. Provide the student the opportunity to respond to the charge(s) and to present a defense.
III. Inform the student of the grounds upon which a suspension is based, if a suspension is warranted.
IV. 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 and staff 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 will be made within 10 days.

This Notice will include:

a) The date and place of the hearing.
b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
c) A copy of Camino Nuevo Charter High School disciplinary rules that relate to the alleged violation.
d) Student and parent rights related to expulsion hearings.

The Hearing Process:
a) Presentation of the case: The school administrator will provide factual evidence upon which the expulsion recommendation is based.
b) Evidence: The school administrator will provide credible evidence to support the recommendations for expulsion.
c) 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.

D. 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:
a) The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
b) 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 High School #1.
c) The reinstatement eligibility review date
d) 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.

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

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

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

**Outcome Data**

CNCHS 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 CNCHS shall be given a rehabilitation plan upon expulsion as developed by Camino Nuevo Charter Academy’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 CNCHS for readmission. CNCHS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

Camino Nuevo Charter Academy’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, Camino Nuevo Charter Academy’s governing board shall readmit the pupil, unless Camino Nuevo Charter Academy’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**
Camino Nuevo Charter Academy’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. CNCHS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN FREE SCHOOLS ACT**
CNCHS shall comply with the federal Gun Free Schools Act.
ELEMENT 11. EMPLOYEE BENEFITS

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

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

Retirement Rights and Systems
All full time certificated employees who are eligible participate in STRS and eligible classified employees participate in PERS and/or another retirement plan. Employees contribute the required percentage and Camino Nuevo Charter High School 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 High School 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 High School are eligible for Worker’s Compensation Insurance, Unemployment insurance, State Disability Insurance and Medicare as applicable with Camino Nuevo Charter High School and the employee contributing appropriate amounts. Health and wellness benefits include health, dental, vision and life insurance. The CNCA Board of Directors determines these benefits.

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

Compensation
Camino Nuevo Charter High School negotiates teacher salaries with Camino Nuevo Teachers Association (CNTA). Camino Nuevo Charter High School 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 Principal's 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. 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 Camino Nuevo Charter High School may choose to attend other public schools in their district of residence or pursue an inter-district transfer 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

Employees of the District who choose to leave the employment of the District to work at CNCHS 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 CNCHS 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 Camino Nuevo Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Camino Nuevo Charter High 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 Camino Nuevo Charter High School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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 shall be addressed as follows:

   **To Charter School:**
   Camino Nuevo Home Support Office  
c/o Ana F. Ponce  
3435 W. Temple St.  
Los Angeles, CA 90004

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

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 5:00 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.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, Section 3540) of division 4 of Title 1 of the Government Code. Ed. Code 47605 (b)(5)(O)

CNCHS is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, CNCHS 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

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

Revocation of the Charter

The District may revoke the Charter if CNCHS 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 School Act of 1992. The District may revoke the charter of CNCHS if the District finds, through a showing of substantial evidence, that CNCHS did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify CNCHS in writing of the specific violation, and give CNCHS 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 CNCHS, either by the governing board of CNCHS or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of CNCHS votes to close CNCHS, or the Charter lapses.
Closure Procedures

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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 CNCHS, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The CSD, if the Closing Action is an act of CNCHS. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in CNCHS within 72 hours of the Closure Action. CNCHS shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). CNCHS 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 the school participates. CNCHS shall send written notification of the Closure Action to the SELPA in which CNCHS participates by registered mail within 72 hours of the Closure Action. CNCHS shall simultaneously provide a copy of this notification to the CSD.

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

6. The California Department of Education (CDE). Camino Nuevo Charter Academy 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 CNCHS. Camino Nuevo Charter Academy 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. Camino Nuevo Charter Academy shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. CNCHS 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:

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<tbody>
<tr>
<td>1.</td>
<td>The effective date of the school closure</td>
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<tr>
<td>2.</td>
<td>The name(s) and contact information for the person(s) handling inquiries regarding the closure</td>
</tr>
<tr>
<td>3.</td>
<td>The students’ school districts of residence</td>
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<tr>
<td>4.</td>
<td>How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements</td>
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In addition to the four required items above, notification of the CDE shall also include:

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<tbody>
<tr>
<td>1.</td>
<td>A description of the circumstances of the closure</td>
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<tr>
<td>2.</td>
<td>The location of student and personnel records</td>
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In addition to the four required items above, notification of parents, guardians, and students shall also include:

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<tr>
<td>1.</td>
<td>Information on how to enroll or transfer the student to an appropriate school</td>
</tr>
<tr>
<td>2.</td>
<td>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</td>
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<tr>
<td>3.</td>
<td>Information on student completion of college entrance requirements, for all high school students affected by the closure</td>
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Notification of employees and vendors shall include:

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<tr>
<td>1.</td>
<td>The effective date of the school closure</td>
</tr>
</tbody>
</table>
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

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

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

School and Student Records Retention and Transfer

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

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

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

3. CNCHS shall prepare and provide an electronic master list of all students to the Charter Schools Division. 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 CNCHS’s closure occurs before the end of the school year, the list should also 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.

4. CNCHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. CNCHS will coordinate with the CSD for the delivery and/or pickup of the student records.

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

6. CNCHS must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. CNCHS shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

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

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

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

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

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If CNCHS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of CNCHS, the corporation shall be dissolved according to its bylaws.

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

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

CNCHS shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.
Prior to final close-out, CNCHS 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 CNCHS’s right to operate as a charter school or cause CNCHS to cease operation. CNCHS and the District agree 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 CNCHS breach any obligation under this Element 16. The District therefore shall have 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.

**FACILITIES**

**District-Owned Facilities**

If CNCHS is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Camino Nuevo Charter Academy shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition CNCHS will occupy and use any LAUSD facilities, Camino Nuevo Charter Academy shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Camino Nuevo Charter Academy agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 CNCHS will share the use of LAUSD facilities with other
LAUSD user groups, CNCHS agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: CNCHS will be restricted to using the LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to CNCHS.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to CNCHS for use. CNCHS, 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 LAUSD facilities by any person or entity other than Camino Nuevo Charter Academy shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**: 
  
  (i) **Pro Rata Share**: LAUSD shall collect and CNCHS shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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, CNCHS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or CNCHS’s legal or equitable interest created by the use agreement.

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

  (i) **Co-Location**: If CNCHS is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and CNCHS 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 CNCHS is a sole occupant of LAUSD facilities, LAUSD shall allow CNCHS, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory
inspections which as the owner of the real property is required to submit, and deferred maintenance, and CNCHS 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, CNCHS shall satisfy those requirements to participate in LAUSD’s property insurance or, if CNCHS is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. CNCHS shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF CNCHS is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Facility Status**: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. CNCHS shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. CNCHS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site**: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. CNCHS may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If CNCHS moves or expands to another facility during the term of this charter, CNCHS shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Pest Management**: CNCHS shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management**: CNCHS shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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. Coversages 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 the Board of Education of the City of Los Angeles 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:

> “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

**Hold 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.

**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. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)