



Camino Nuevo Elementary #3 Charter Renewal Petition



August 20, 2019

Submitted by:

Camino Nuevo Elementary #3
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Los Angeles, CA 90007
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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, 2020 to June 30, 2025



Excellence

We take responsibility for our students and staff achieving consistently outstanding results



Equity

We recognize and value the individuality and experiences of all students and respond to their unique academic, emotional, psychological, and social needs



Community

We are rooted in our community's richness and in the cultural and environmental context where our students and families live



Innovation

We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work



Joy

We build and maintain positive relationships that foster happiness and fulfillment among students staff and families

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Assurances, Affirmations, and Declarations

Camino Nuevo Elementary #3 (also referred to herein as “CNES #3” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)¹
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)²
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention

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

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

and student composition at Charter School continues to reflect that of the surrounding community.

- In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
- As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
- Charter School agrees to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the "opt out" procedures set forth in "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." A parent's "opt-out" decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

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

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

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD's ability to move Charter School's location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term "resident student" shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS 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

- All Students enrolled as of December 1 of each school year

District ID, SSIS 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

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

General Information

The contact person for Charter School is:	Lindsey Rojas, Principal
The contact address for Charter School is:	1723 W. Cordova St., Los Angeles, CA 90007
The contact phone number for Charter School is:	(323) 730-7160
The proposed address or ZIP Code of the target community to be served by Charter School is	90007
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	Independent Charter
The grade configuration of Charter School is:	TK-8
The number of students in the first year will be:	889
The grade level(s) of the students in the first year will be:	TK-8
Charter School's scheduled first day of instruction in 2020 - 2025	August 10, 2020
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	889
The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:00 am – 3:30 pm
The term of this Charter shall be from:	July 1, 2020-June 30, 2025

Community Need for Charter School

Academic Performance Data

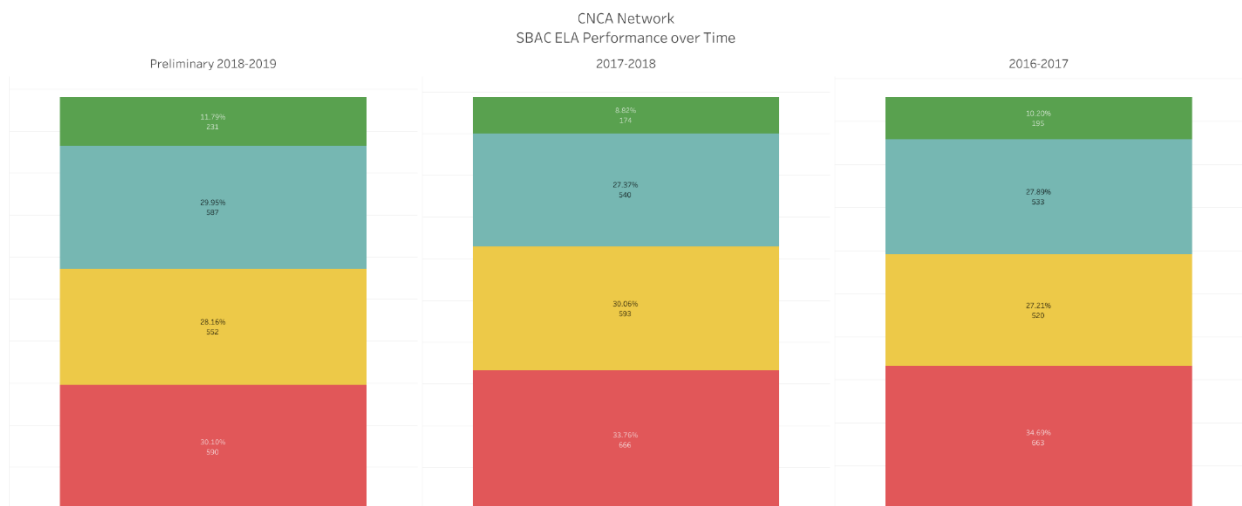
As CNES #3 closes out its second charter term, we believe we are on a positive path forward with our academic achievement data and outcomes. The years from school year 2016 to 2019 in particular of this charter term have been marked by work to bring rigor and standards alignment within the school community and focus on implementation of research-backed instructional frameworks and strategies. This work has included brining new instructional frameworks and curricula to the school, extensive training with instructional consultants such as Growing Educators, and providing ongoing coaching and support to teachers. The research shows that improving educational outcomes at scale requires attention to a systematic improvement across the school, not just in individual classrooms (Marzano, 2003) (Schmoker, 2006). To this end, school years 2016-17 through 2018-19 can be described as transformational years to dramatically improve student achievement. The results of the most previous 2018-2019 school year are evidence of this work.

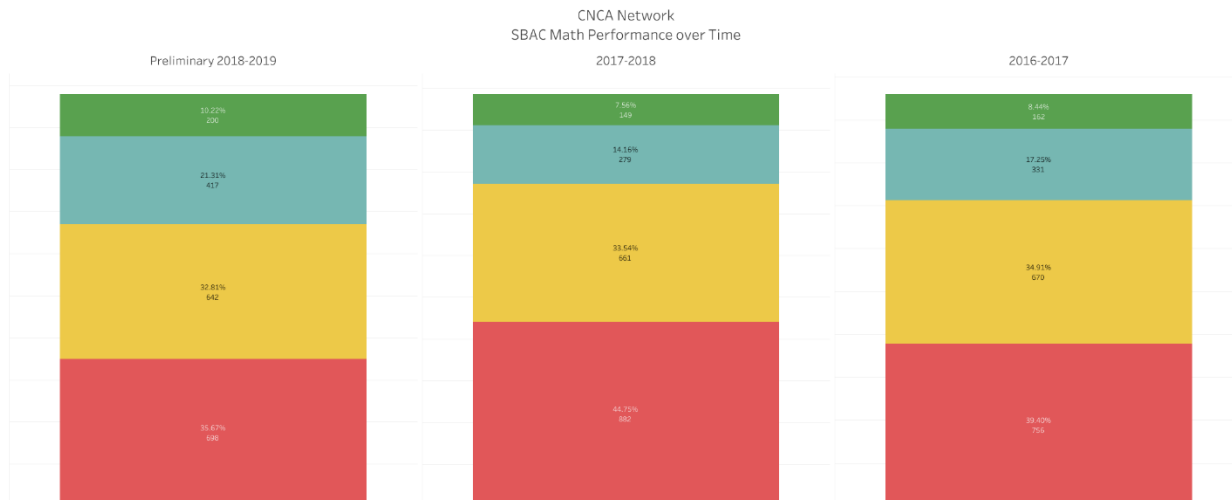
CNES #3 is a TK-8 school and thus it can be tricky to compare the results of the TK-8 school to local TK-5 and 6-8 schools. Additionally, CNES #3 is a bilingual school utilizing a bilingual heritage model. Per the research, the benefit of this type of model shows up later in a student’s schooling history (Collier & Thomas, 2002). We would expect to see scores that are higher in the later grades of the K-8 model. CNES #3 follows this trend with students increasing in proficiency by 8th grade. Additionally, based on the work over the last three years, we see students at 3rd and 4th grade achieving at higher levels because of a solid K-2 educational experience.

CNES #3 is part of the Camino Nuevo Charter Academy (CNCA) charter management organization network of schools. Located in Central Los Angeles, the eight Camino Nuevo Charter Academy schools are deeply rooted in their communities, where they have been providing a life-changing education since 2000. Though each school has a unique history and community, all eight schools are united by a common approach to teaching and learning, as well as a shared commitment to excellence.

The chart below illustrates the growth of the overall CNCA network on the SBAC assessment from 2017-2018 to 2018-2019. Overall, as an organization, CNCA grew 10% in math and 5.5% in ELA. CNES #3’s growth outpaced this overall organizational growth.

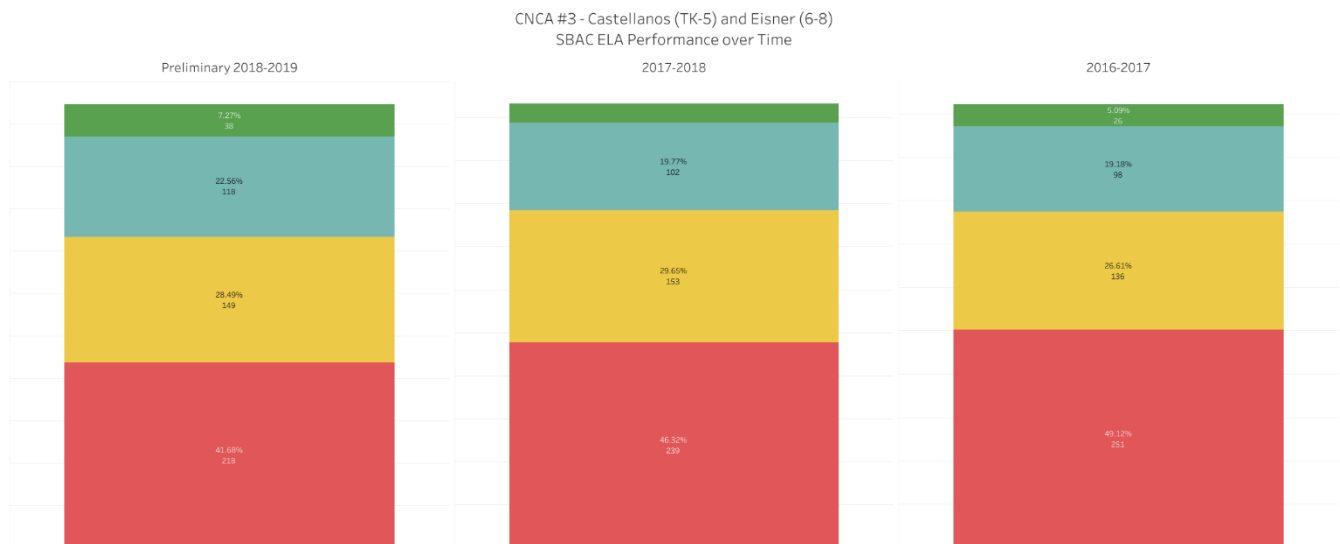
Data Source: TOMS System





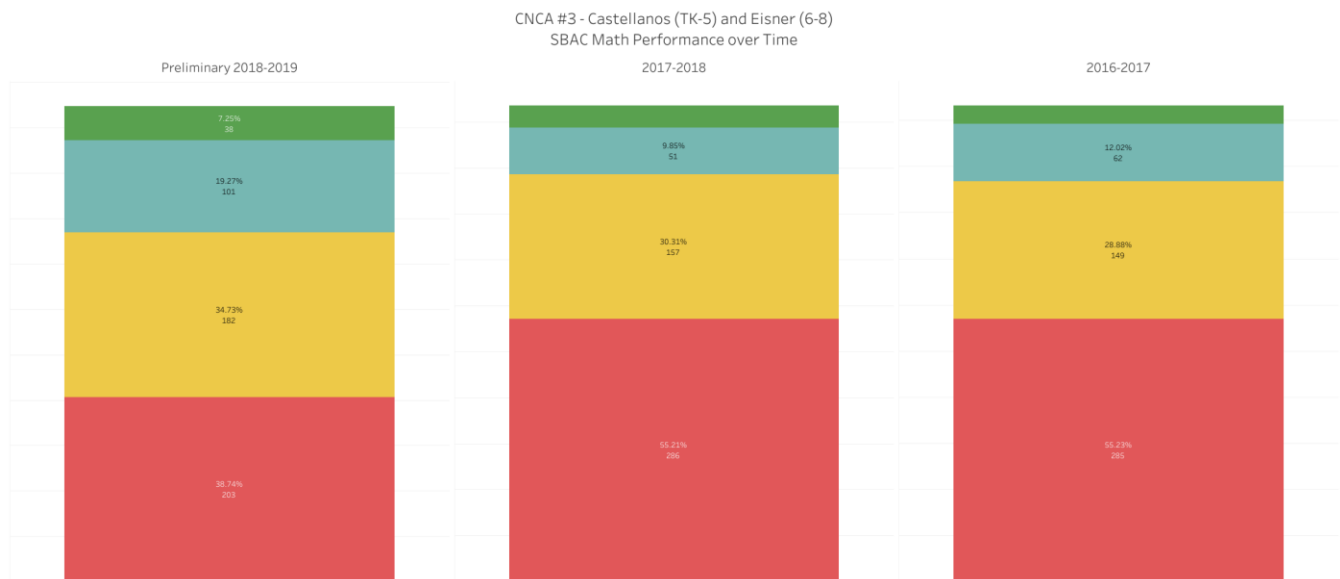
At CNES #3, the growth on the SBAC from 2017-2018 to 2018-2019 is nearly 6% in ELA. Charts 2 and 3 illustrate the growth in SBAC scores from the previous three years, from 2015-2016 to 2018-2019 in ELA. As shown in the chart below, the percent of students meeting or exceeding has growth from 24.27 to 29.83. Additionally, the percent of students not meeting expectations has decreased steadily from 49.12% in 2016-2017 to 41.68% in 2018-2019.

Chart 2 - Data Source: Schoolzilla via TOMS import



At CNES #3, the growth on the SBAC from 2017-2018 to 2018-2019 is nearly 12% in Math. Chart 3 illustrates the growth in SBAC scores from the previous three years, from 2015-2016 to 2018-2019 in Math. As shown in the chart below, the percent of students meeting or exceeding has growth from 14.48% to 26.52%. Additionally, the percent of students not meeting expectations has decreased steadily from 55.13% in 2016-2017 to 38.74% in 2018-2019. This is nearly a 17% decrease in the amount of students not meeting standards.

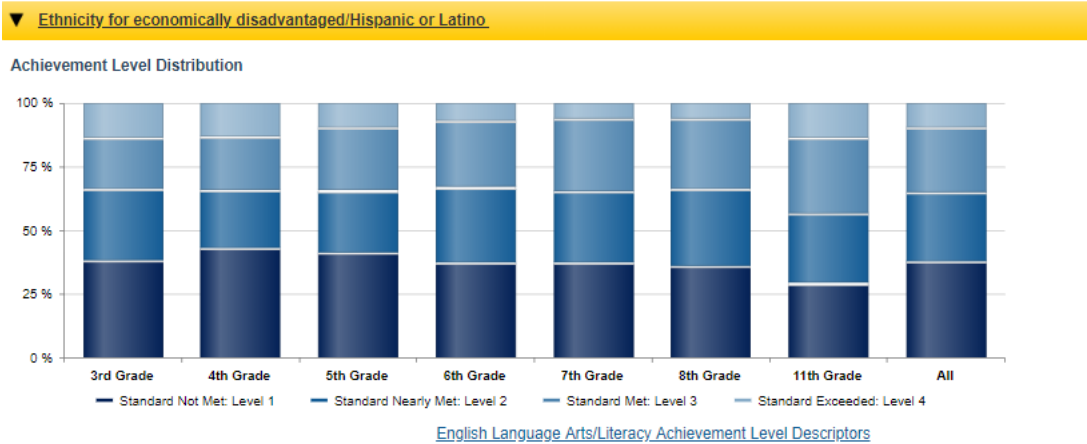
Chart 3 - Data Source: Schoolzilla via TOMS import



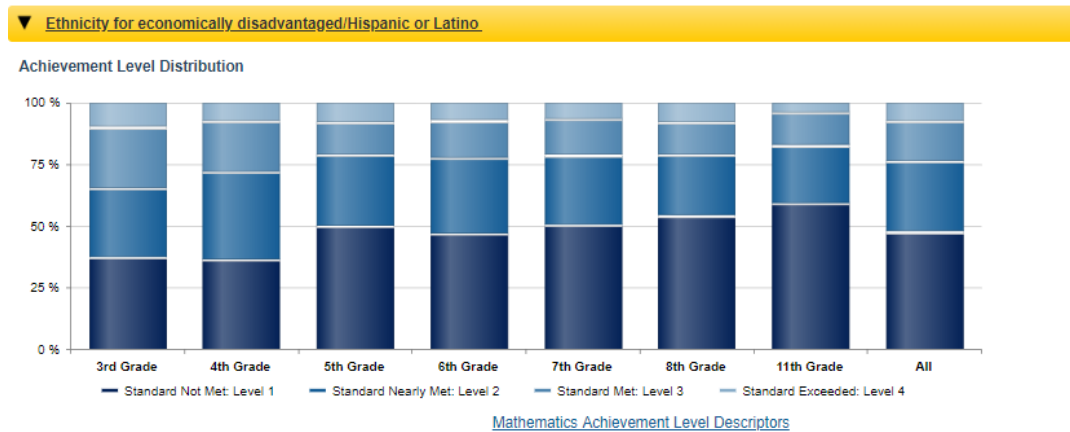
Overall, CNES #3 is performing near or above the state-wide performance of similar students as evidence by chart 4 and 5 below. According to the CDE, the average performance for low-income, Latino students is 34% for ELA and 25% for Math, compared to CNES #3's 2018-2019 results of 30% and 27% respectively. Additionally, by the time our students leave us in 8th grade, they are performing well above the averages at 50% exceeding or meeting in ELA and 44% exceeding or meeting in Math.

Data Source: 2018 SBAC Results filtered for socio-economically disadvantaged and Latino students.

ELA similar student 2018 scores



Math similar student 2018 scores



CNES #3, as a Public School Choice (PSC) school, is open first to the attendance boundary of students within the neighborhood. Because of this, there is more transition in and out of the school when students move into and out of the neighborhood. Examining cohort data over time can help understanding student achievement controlling for this factor. Data Source: TOMS

ELA Cohort Growth

In ELA, all but one grade level had double-digit cohort growth. This chart compares how students did on their 2017-2018 SBAC assessment to their 2018-2019 SBAC assessment. In the one grade level where there was not growth, the grade level maintained performance within 1% point. Additionally, from 2017-2018, the Distance from Standard (DFS) decreased from -62.6 in 2017-2019 to -49 in 2018-2019. This shows both the decrease in students moving from the “does not meet” band as well as the increased in the students moving into the “meets and exceeds band.”

18-19	3rd	4th	Cohort	5th	Cohort	6th	Cohort	7th	Cohort	8th	Cohort	Overall
Above	7	6	1.29	9	4	7	0.67	4	2.89	10	8.89	
Meets	12	16	-1.65	13	6.75	24	12.61	29	7.89	40	2.22	
Near	29	33	-4.65	20	-3.75	33	6.42	25	-0.56	31	1	
Does Not Meet	52	45	5	58	-7	36	-19.7	42	-10.22	20	-11.11	
number of test takers	85	80		86		90		91		91		523
Percent prof	19	22		22		31		33		50		
Growth			-0.36		10.75		13.28		10.78		11.11	
Scaled Score	2370	2417	34.5	2435	55.6	2480	26.3	2501	47.3	2560	41.9	
Distance from standard	-62	-56		-67		-51		-51		-7		-49

Note: DFS was calculated by comparing the mean scores from 2018-2019 for each grade level to the 2017-2018 minimum score for “standard met” for the grade. This information was pulled from TOMS for the grade level means and CAASPP.org for the minimum scores for “standard met”; note that these cut-offs have remained consistent over 2016-2017 and 2017-2018.

Math Cohort Growth

In Math, all but one grade level had cohort growth. The above chart compares how students did on their 2017-2018 SBAC assessment to their 2018-2019 SBAC assessment. In one grade level where their was not growth, the grade level maintained performance within 1% point. Additionally, from 2017-2018, the Distance From Standard (DFS) decreased from -88.8 in 2017-2019 to -59.3 in 2018-2019. This shows both the decrease in students moving

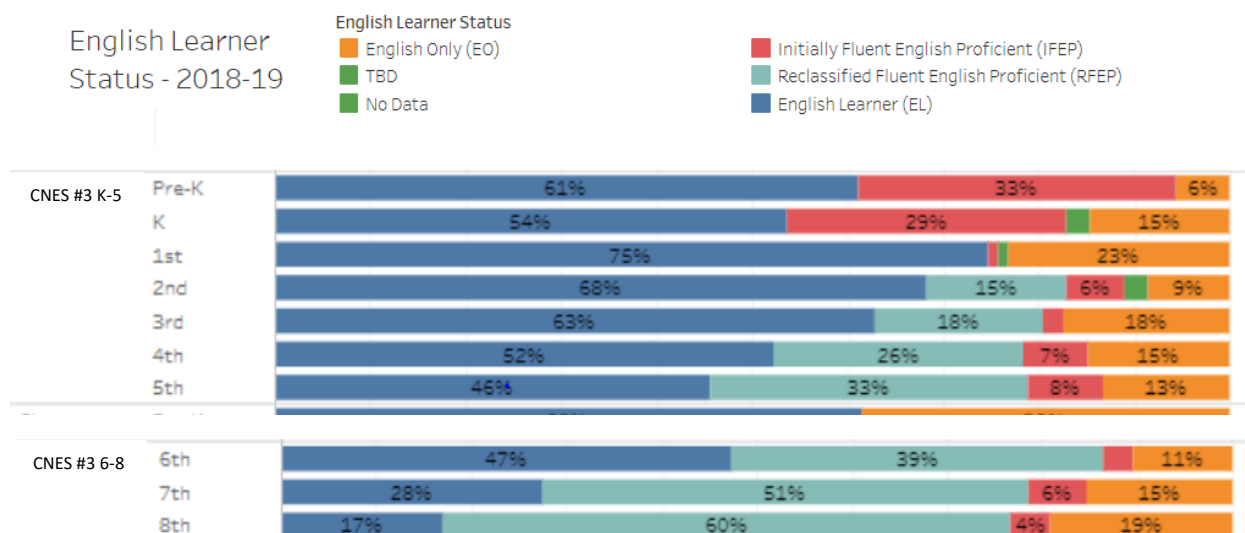
from the “does not meet” band as well as the increased in the students moving into the “meets and exceeds band”.

18-19	3rd	4th	Cohort Gr 5th	Cohort	6th	Cohort	7th	Cohort	8th	Cohort	Overall
Above	2	4	-0.71	11	4.75	4	-4.89	5	3.89	16	11.6
Meets	26	30	8.82	6	-5.25	14	10.2	13	6.33	27	18.21
Near	32	47	10.53	31	-0.25	32	6.68	34	4	33	0.03
Does Not Meet	39	20	-17.65	53	1.75	49	-13.03	47	-15.22	24	-29.85
number of test takers	84	81		85		90		91		92	523
percent proficient	28	34		17		18		18		43	
Growth			8.11		-0.5		5.31		10.22		29.81
Scaled Score	2396	2459	48	2442	3.4	2459		2484		2558	
Distance from standard	-40	-26		-86		-93		-83		-28	-59.333

Serving English Learners

In addition to seeing growth of all students on the SBAC assessments from 2016 to 2019, over the past three years, there has also been growth of the English Language (EL) subgroup population from school year 2017-18 to 2018-19. CNES #3 offers a Spanish Bilingual program for students and families who attend our school. In our previous charter terms, this program has been whole-school. CNES #3 currently serves a population that is 59.32% current English Language Learners and 92.27% Latino. Additionally, 97.72% of students qualify for Free and Reduced lunch.

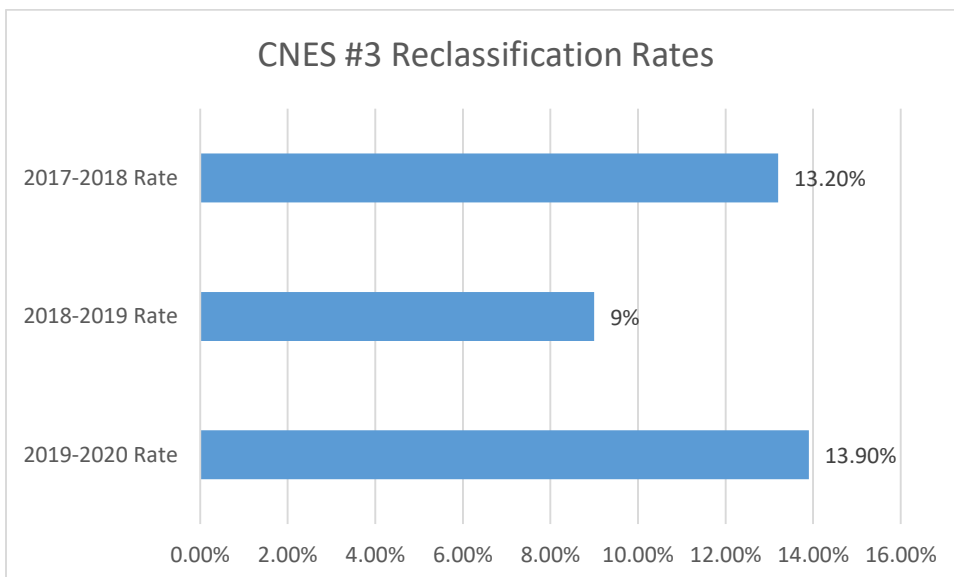
The next chart indicates the progress of students reclassifying across the grade level based on EL status in the 2018-2019 school year. What we would expect to see is more and more students reclassifying across the grade levels as students progress through the K-8 grade levels. As indicated below, starting in early grade levels where students spend the majority of their time in Spanish instruction, reclassification levels are low—15% in 2nd grade, for example. However, by the 8th grade when students have fully transitioned to English instruction, only 14% of students are still classified as EL students. Of the 14% of students at the 8th grade level who are still classified as EL, 15% are also classified as a student with an IEP. CNES #3 has partnered with the COP SELPA and LAUSD to fund a position to specifically address this subgroup of students as we historically see them struggle with reclassification. One of the outcomes of this work is an alternative board approved reclassification criteria for SWD who are struggling to reclassify.



The 2017-2018 Reclassification Rate for CNES #3 was 13.2%, the 2018-2019 rate was 9%. While this rate is below both the similar school median rate of 19.2% and the resident school median rate of 22.2%, we believe a RFEP rate of 13.2% is appropriate. In a bilingual model, you would expect to have lower reclassification rates at early grades and higher reclassification rates at later grades. A better indicator of this success is the Long-Term English Learner Rate. As of 2017, 8.9% of students are LTEL for 6 or more years. This rate is below the resident school rate of 12.2%. When comparing to other middle schools, where students can have LTEL rates, CNES #3 is below all resident schools. Because CNES #3 is a K-8 school, comparing LTEL rates to 6-8 schools is appropriate for valid data comparisons. Data Source: 2017 LAUSD Data Set.

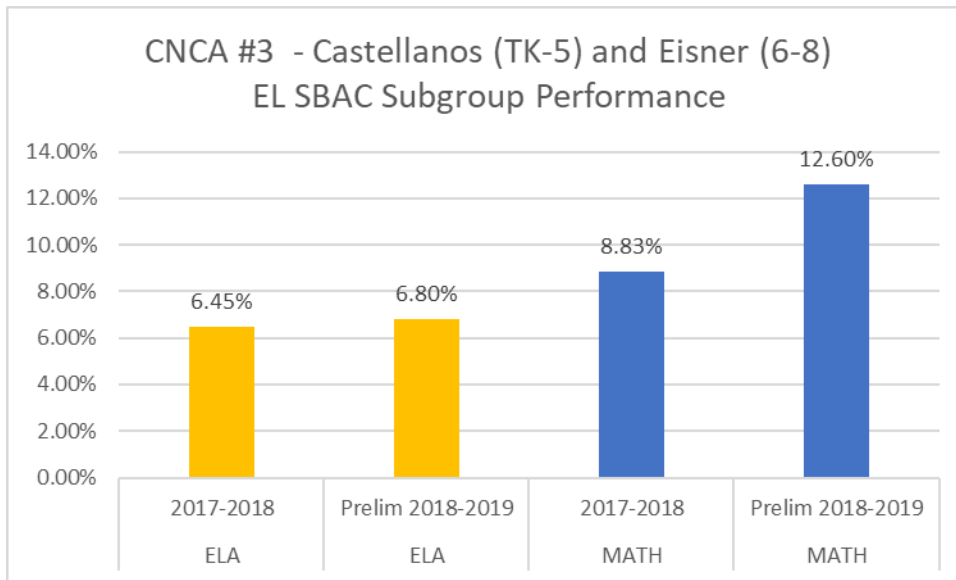
Resident School Middle Schools	Percent of LTEL Students (6 years or more)
Foshay Learning Center	12.2%
Berendo Middle	12.2%
Johnnie Cochran, Jr., Middle	20.9%
Pio Pico Middle	14.8%
John Adams Middle	17.9%
Camino Nuevo Charter Academy #3	8.9%

The current progress towards reclassification is at 13.9% for the 2019-2020 school year. This data will continue to shift until October when the RFEP window closes. The following chart details out the reclassification rates for the past three school years across CNES #3.



Over time, CNES #3 has seen growth of its EL subgroup population on the SBAC assessments. This growth is most notable for ELA from last year to this year but has been steady for math. The following chart demonstrates the ELA and Math subgroup growth on the last two years of SBAC. Currently, CNES #3 is outperforming the state performance in math for this subgroup and is within 2% of the ELA performance for this subgroup in the state.

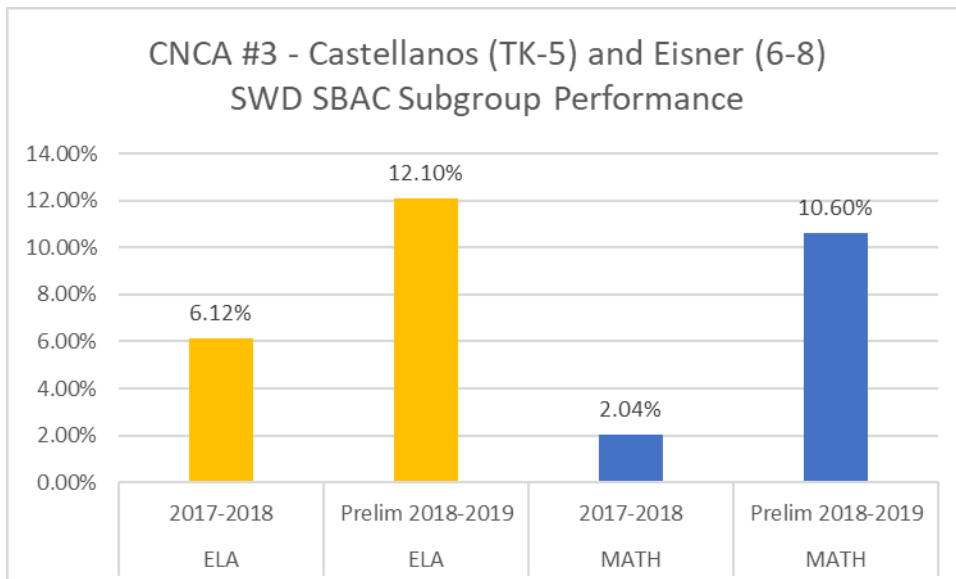
Data Source: LAUSD Data Set and Schoolzilla



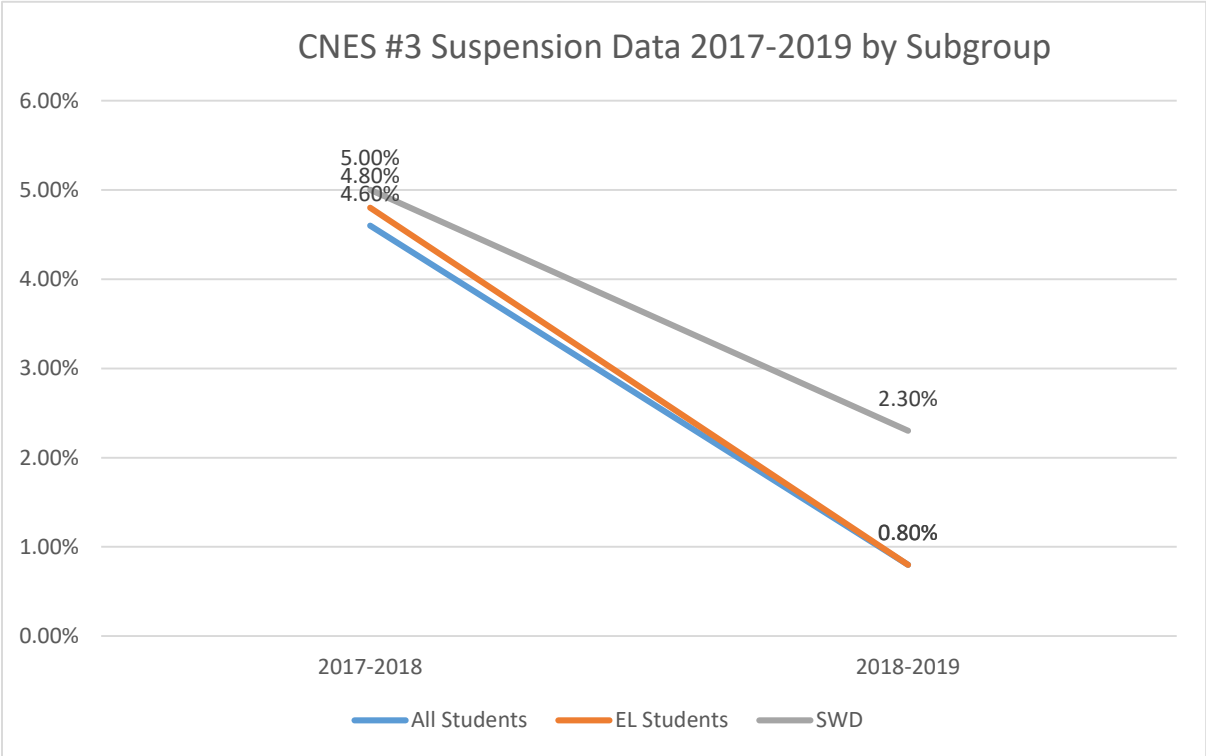
Students with Disabilities

CNES #3 serves a population of SWD of 10%. As described later in the petition, CNCA meets students' needs in a Least Restrictive Environment that includes collaborative co-planning and co-teaching, per each student's offer of FAPE on their IEPs. Over the past year, there has been significant growth in this subgroup's performance on SBAC as indicated by the chart below. Currently CNES is within 2% for math and 3% for ELA of the statewide outcomes for this subgroup.

Data Source: LAUSD Data Set and Schoolzilla



An area identified in need of improvement in serving SWD as a part of CNES #3’s oversight visits and as identified by the California School Dashboard was the percentage of suspensions for this subgroup. The data from 2017-2018 to the 2018-2019 school year shows dramatic decreases in suspension rates for all students and significant subgroups of students at CNES #3. However, the data shows a continued need to focus on closing an equity gap between all students and SWD in suspensions.



In addition to the academic approach of the program, CNES #3 seeks to provide a holistic, trauma-informed, culturally-affirming school community. Particularly since the 2016 presidential election, the neighborhood that CNES #3 has a need for schools that are providing this approach to educational and schooling.

Researchers have found that the political climate in the United States since 2016 is contributing to increased levels of anxiety and uncertainty for our students and families. A study conducted by the Southern Poverty Law Center (2016) found an increase in students’ concern during the 2016 election season over national policy issues such as immigration, health care, and LGBT rights. A more recent research study, published by the Institute for Democracy, Education and Access (IDEA) at UCLA (Rogers, et al., 2019), found that schools across the nation continue to be impacted significantly by rising political incivility and division.

The IDEA team concluded that the flow of the nation’s divisive political rhetoric, propelled by unfiltered and often untrustworthy information across social media, is “fueling anger, fear, and division that is negatively impacting students, schools, and learning (Rogers, et al., 2019).” This research demonstrated that in the current political age, students are feeling greater anxiety, stress, and vulnerability, specifically around issues of immigration (with 58% of the study’s more than 1,500 participants reporting that students have expressed fear and

anxiety around this issue), adequate health care (44%), environmental protections (45%), and the rights of LGBT youth (38%) (p. 7).

Further, the research demonstrated that in our section of the country specifically, these fears compounded by ongoing policy debates, such as those regarding aggressive immigration enforcement, has “resulted in greater material deprivation for children, such as unstable housing, insecure food supplies, and lack of other necessary supports (Rogers, 2019, p. 1).” As previously researched and reported widely across the media, (e.g., American Psychological Association, 2017; Jones, 2017; Steinmetz, 2017; Vives, Castillo, Carcamo, & Knoll, 2017), the IDEA team’s research further substantiates the pervasive “climate of fear” that exists in many immigrant communities, which compounds the stress and anxiety felt by students and their families, and in turn, manifests as difficulties in academic achievement (pp. 7-8).

The UCLA researchers also focused on the manner and means in which political rhetoric is circulated. In this relatively novel era where students have access to smartphones and social media at an age no other generation has had, political rhetoric and often dubious information is propagated via social media platforms in a manner that is often “heated, combative, and coarse (Rogers, et al., 2019, p. 2).” The researchers articulate how this has negatively impacted critical thinking and exacerbated political tensions and divisions in schools as students use these platforms to replicate the tone of national politics. The report concludes that in the current political climate, students are struggling to discern fact from opinion, identify quality sources, or participate in inclusive and diverse deliberations on social issues.

At CNES #3, we put resources to both the academic and social-emotional needs of students. In the 2018-2019 school year, mental health services were provided across CNES #3. Across the K-8 campus, over 864 individual sessions for students were held by the mental health counselors. Additionally, over 130 group sessions were held on topics such as girls’ self-esteem, new student adjustment, and supporting students with anxiety. CNES #3 believes the community continues to demonstrate a need for this innovative feature of the program.

Success of the Innovative Features of the Educational Program

Over the past three years, CNES #3 has undergone a transformation to adopt research-backed curriculum, train and develop teachers, and focus on standards-based instruction. This process started in the 2016-2017 school year with literacy and continued into the 2017-2018 school year. Like most new implementation, during these years there were slight dips in outcomes but these dips recovered with additional growth on the most recent SBAC scores. CNES #3 believes the growth over the past two years is sustainable and will continue as a focus on standards and student achievement continues both at the school and across the organization. Specifically, we believe this because of the three-pronged approach we have taken to improve across the school:

- 1) Alignment: across CNCA we have focused on aligning our instructional curricula and approaches across all of our schools. In the past two years, CNES #3 has implemented new math curriculum. The 2017-2018 school year was the first year of implementation. The 2018-2019 school year was the second year of implementation and this resulted in the 13% growth on the SBAC. We believe the work to build capacity and implement new assessments will continue our growth in this area.
- 2) Capacity-Building: In the 2018-2019 school year, CNES #3 more than doubled the amount of full day professional development for teachers. At least 1/3 of these days were cross-site and brought together teachers from across CNCA. These days were teacher-led and we saw dramatic increases in

student performance on the SBAC.

- 3) Infrastructures: Over the past two years we have improved our data analysis systems, implemented K-2 math assessments, and revamped our interim assessment processes for tested grades.

The success of the innovative features of this educational program can be seen over time during a student's enrollment with CNES #3. Specifically, when examining grade level progress on standards over time, CNES #3 follows a similar pattern and trend to our other K-8 schools that by the time our students leave us in 8th grade, they are outpacing the achievement of resident schools and similar students throughout the state of California. In the 2018-2019 school year, 44% of students were above or meeting standards in 8th grade math and 48% in 8th grade ELA.

Success of the School's Educational Program in Meeting the Specific Needs of its Students

In addition to growth on the SBAC assessment over time, the data indicate success in preparing students to reclassify and being successful once they do. CNES #3's LTEL rate is evidence of the growth and achievement of EL students over time as well as the success of the dual language model as a key lever for sustainable academic achievement.

Over the past three years, CNES #3 has continued to work towards supporting subgroup improvements. Similar to the whole school data, there were dips during the first year of implementation of new curricula but these dips have since recovered. The most recent subgroup data for the 2018-2019 school year is indicative of this sustainable growth across all statistically significant subgroups for both ELA and Math SBAC.

Cohort data also shows that the longer students are with us at CNES #3, the better they do. Publicly available cohort data on the CDE SBAC website are indicative of this growth as is the cohort data provided in the narrative above.

Additionally, CNES #3 has continued to invest in supporting teachers and leaders to meet the needs of all students through rigorous, collaborative professional development. This work led to significant increases in subgroup performance towards the end of this charter term and is positioned to continue to grow as the work focuses on long-term sustainable improvement strategies.

Areas of Challenge

There are a number of challenges that CNES #3 has continued to address through the life of this charter. One area of challenge has been math performance. Over the past three years, CNES #3 has undergone a comprehensive process to improve math achievement that included: 1) identifying a CCSS aligned curriculum, training and supporting teachers in the implementation of this new curriculum, 2) increasing the professional development for K-8 teachers by more than double (7 days to 16 days), revamping the assessment and data analysis processes, and supporting teacher leaders to accelerate learning across the schools. This focus on math and action steps resulted in the biggest single-year growth in CNES #3's history and puts math achievement slightly above publicly available resident school median data. Additionally, at the third and fourth grade level where students have received the curriculum for the longest part of their educational history with CNES #3, the data are consistently outpacing resident school data. However, math continues to be a focus at CNES #3 and will be one of the three school priority areas for the 2019-2020 school year.

Additionally, while there has been growth of ELA performance across CNES #3, there is a need to continue to focus on growing capacity across the school to continue to improve student achievement. One challenge presented by the data is the increasing percent of students entering CNES #3 who are either IFEP or EO. Additionally, as a PSC school, students enter into the school at various grade levels. The dual language model creates challenges for

some students who may be entering later in their educational career without prior school in a dual language model. To this end, this charter petition proposes the additional of an EO track for parent choice and later school enrollment to more effectively support all students.

Subgroup data indicates a need to continue to focus on supporting EL student achievement. During the 2018-2019 school year, CNES #3 partnered with the well-respected Center for Equity for English Learners (CEEL) at Loyola Marymount University to examine our program and make recommendations for improvement. This charter petition takes these recommendations into account in Element 1 and includes a shift in the percent of time students spend in Spanish and English and a continued focus on transference of Spanish to English across the grade levels.

Furthermore, CNES #3 will continue to hone the implementation of Dynamic Blended Inclusion for students with learning disabilities. Professional development for co-teachers will be an ongoing priority reflected in the annual scope and sequence. An emphasis on identifying and scaling effective intervention and remediation strategies in the general education classroom will also be a primary focus. The goal is to build teacher capacity to support the academic growth and outcomes of all struggling students, including those with identified learning differences. Ultimately, CNES School #3 strives to create a learning environment where teachers and leaders are equipped with the mindset and strategies to support all students towards achieving their full potential.

Student Population to be Served

CNES #3’s K-5 location, and the Jane B. Eisner campus, housing grades 6-8, collectively serve 789 students. Ninety-nine percent (99%) of the students qualify for free or reduced-price meals. The ethnic composition of the 2018-2019 student body at CNES #3 was 96% Hispanic, 99% socioeconomically disadvantaged, 54% English language learners, and 9% students with disabilities.

The majority of our students at CNES #3 reside within the West Adams/Byzantine Latino Quarter zip codes of 90007 and 90006. Data from the 2017 American Community Survey (United States Census Bureau) shown in the table below highlights the percentage of families in these neighborhoods who live below the poverty line is significantly higher than the city and national average, while the median income and high school graduation rate is significantly below both the city and national average. While overall high school graduation rates in these neighborhoods have improved slightly since 2014, the high school graduation rate for neighborhood Latino students remains especially low (45%). Besides challenges associated with high poverty and low educational attainment of their parents, many of our students also face language barriers when they enter school. An estimated 51% of residents in our neighborhoods are foreign-born, and approximately 42% of residents in our neighborhoods report speaking English “less than very well.”

	National Average	Los Angeles Average	Neighborhood Average
Residents living below the poverty line	15%	20%	36%
Median income	\$57,652	\$54,501	\$28,430

	National Average	Los Angeles Average	Neighborhood Average
Graduated high school			
General Population	87%	76%	61%
Latino or Hispanic	67%	54%	45%
Residents born outside the USA	13%	37%	51%
Residents who report speaking English “less than very well”	9%	26%	42%

The majority of students from these neighborhoods live in or pass through high-crime areas, which can impact if and how they show up to school. According to the most recent data available from the Los Angeles Police Department, via the Los Angeles Times crime map, during the six-month period from November 2018 to May 2019, the crime rate in Pico Union, where our K-5 Campus is located, is relatively high for the city. The rate of 146.0 crimes per 10,000 people in the neighborhood is higher than in nearby Koreatown and Adams-Normandie, for example. In nearby Harvard Heights where our 6-8 campus is located, the crime rate is even higher. Approximately 175.3 crimes per 10,000 people were reported over the same sixth-month period, exceeding rates in nearby Jefferson Park, Arlington Heights, Koreatown, Pico-Union and Adams-Normandie.

As a tuition-free, non-sectarian public school of choice, we do not discriminate against any pupil based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1). The underlying philosophy of CNES School #3 is that when underserved students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children acquire the tools to achieve academic success throughout their educational careers. For nearly twenty years, our eight schools have achieved the goal of enabling students to master rigorous content standards while addressing the needs of the community.

Five-Year Enrollment Rollout Plan

Enrollment Summary	2020-21	2021-22	2022-23	2023-24	2024-25
Year of Operation	10	11	12	13	14
TK	14	14	14	14	14
K	75	75	75	75	75
1	88	88	88	88	88
2	88	88	88	88	88
3	88	88	88	88	88

Enrollment Summary	2020-21	2021-22	2022-23	2023-24	2024-25
4	88	88	88	88	88
5	88	88	88	88	88
6	120	120	120	120	120
7	120	120	120	120	120
8	120	120	120	120	120
Enrollment	889	889	889	889	889

Goals and Philosophy

Vision and Mission Statement

The mission of Camino Nuevo Charter Academy (CNCA) 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.

Our vision is that CNCA is among the most high quality, innovative, place-based school networks for students and talented staff to thrive in. By 2022, more than 2,000 CNCA graduates will be equipped with the skills, knowledge, and worldview necessary to be literate, critical thinkers and independent problem solvers. As a result of this success, 90% will be accepted to, 80% will attend and 60% will graduate from a four-year college within six years.

Characteristics of an “Educated Person” In the 21st Century

As we enter the third decade of the twenty-first century, education continues to shift. Instead of relying on textbooks, teacher direction, and rote memorization of content knowledge, students must abstract from and apply this content knowledge to think critically about unfolding world events, collaborate with peers and adults, and make creative use of digital tools to communicate their ideas. In the past two decades, many experts have worked to codify what it means to educate students for the 21st century (Dede, Comparing Frameworks for "21st Century Skills", 2009). Research and synthesis conducted by The Partnership for 21st Century Learning concluded that one could condense the skills and competencies considered essential for students’ future success into interconnected components, for example essential knowledge in core subjects, life-long learning skills, literacy in diverse information and communications technologies, and socio-emotional competencies (Partnership for 21st Century Learning, 2019). CNES #3 synergizes these components to prepare our students to achieve high levels of success in the college and career of their choice by drawing upon their unique educational and experiential backgrounds and making decisions that positively affect themselves and the world around them.

Essential Knowledge in Core Subjects

CNES #3 believes that deep understanding of key subjects, such as English Language Arts, mathematics, science, and social studies, is essential to student success in college and career. As detailed in the next section, CNES #3 leads our students to developing these core academic understandings at elevated levels through implementation of research-proven instructional frameworks and curricula coupled with strong assessment and data-driven instructional decision-making practices.

Life-long Learning Skills

The skills required for college and career in the 21st century continue to grow more complex due to the emergence of increasingly sophisticated information and communications technologies. Growing proportions of the global

job market require expert thinking and complex communication to perform non-routine tasks that computers cannot do (Dede, Comparing Frameworks for "21st Century Skills", 2009). For success in these careers, one must be able to access their own continued learning and to make effective and innovative use of what they know. In addition to academic content, students must develop their skills to be effective communicators, collaborators, critical thinkers and independent problem solvers.

CNES #3 defines these skills as follows:

- **Communication**—the ability to use oral, written, and non-verbal communication skills to articulate thoughts, ideas, and opinions effectively in a variety of contexts and forms.
- **Collaboration**—the ability to contribute meaningfully to and work effectively with a variety of diverse teams.
- **Critical thinking and problem solving**—the ability to abstract meaningful information from a variety of complex data for analysis, synthesis, and evaluation in order to find both conventional and non-conventional solutions for novel problems.

In the next section of this petition, we have outlined how CNES #3 incorporates these skills into the instructional design of our school.

Literacy in Information and Communications Technologies (ICT)

So far, the 21st century has been marked by an abundance of information and communication through rapidly evolving technological tools. In addition to using technology as a means of increasing the effectiveness of more traditional instructional approaches, effective 21st century students must have a range of functional and critical thinking skills required to access these information and communication technologies in order to access information, collaborate, and make individual contributions through technology (Dede, 2009). In the next section of this petition, you will see how we work to develop these literacies in our students.

Social and Emotional Competencies

Today's students need to have developed social and emotional competencies to navigate complex environments in higher education, career, and life in the 21st century. The link between a person's ability to self-regulate socially and emotionally strongly relates to success in college and career as well as greater overall well-being (Vaughn, 2014; Zhoc, 2018). As the next section of this petition articulates, CNES #3's instructional design emphasizes development of competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making to prepare our students for a healthy and successful life well beyond college and career (Blum & Libbey, 2014; Durlak, Dymnicki, Taylor, & Schellinger, 2011; National Education Association, 2018)

How Learning Best Occurs

Our students learn best when they are given a variety of opportunities and contexts to absorb essential content and skills in academically rigorous environments that are supportive and safe. Building upon balanced constructivist approaches, these learning environments must be designed for universal access and tailored to capitalize on the unique experiences and funds of knowledge our students and families bring as well as support their diverse needs.

A constructivist approach promotes the belief that learning is an active, contextualized process of building knowledge. This learning process is based on individual experiences and environmental hypotheses tested through social negotiation (Ertmer & Newby, 1993). The constructivist approaches espoused by CNES #3 reflect the philosophies promulgated by educational authorities such as John Dewey, Jean Piaget, and Lev Vygotsky. Dewey argued that children learn best when they take an active role in the process of their own learning, having an opportunity to link academic content to prior experiences and knowledge and to demonstrate their knowledge creatively and collaboratively (Dewey J. , 2018). Piaget was an early proponent of “growth-mindset,” regarding cognitive development as a process which is influenced not only by biology, but also an interaction with the environment (Piaget, 1977). Vygotsky's strongly believed that cognition is the end product of socialization and social behavior, and that learning occurs in the Zone of Proximal Development—the distance between a learner’s ability to perform a task with support or collaboration and the ability to perform the task independently (Vygotsky, 1978) Vygotsky also emphasized the role of language and culture in cognitive development, purporting that they provide frameworks through which we experience, communicate, and understand reality (1978).

A prominent thread through the theories of constructivism is that lasting learning occurs when learning experiences are tailored to build upon students’ prior experiences and support their diverse needs. As a schoolwide Title I school, mitigating the impacts of poverty are one way in which the learning conditions must be tailored for our students to best learn. In his book, *Teaching with Poverty in Mind*, Eric Jenson identifies potential impacts of poverty as challenges to emotional regulation and control, increased likelihood for depression, cognitive lags, and health and safety challenges (Jensen, 2009). An effective educational program for our student proactively considers these potential challenges, and ensures the necessary structures are in place to create a trauma-informed approach.

Educational scholars also indicate that providing a constructivist approach is an issue of social justice (Meier & Wood, 2004). In the age of high-stakes testing, instead of many schools resort to *curriculum narrowing* (Clarke, et al., 2003; Donnelly & Sadler, 2009; Ross, 1998; Ryan & Brown, 2005; Urdan, 2004). Curriculum narrowing involved a reduction of material being taught in order to focus on content that will be tested often eliminating content altogether. Research into the phenomenon of curriculum narrowing has uncovered that it is especially prevalent in low socio-economic regions (Lomax, West, Harmon, Viator, & Madaus, 2015). In many cases, curriculum narrowing involves “reallocating time away from core subjects not tested on state examinations, and to eliminate, or curtail special projects, experiments, library research, extensive writing, or oral assignments (Ryan & Brown, 2005, p. 365).” Further research found that teachers in California were subjected to more narrowing and constraint in their autonomy in schools that were low-income or minority than their higher-affluent counterparts (Crocco & Costigan, 2007; Darling-Hammond, 2009).

Learning conditions must also be tailored to meet the needs of diverse learners, such as our students who are working to acquire academic English and our students with special needs. As illustrated by the Common Core State Standards, being prepared for college and career in the 21st century require that students demonstrate their understanding of content and communicate original ideas in a variety of verbal and non-verbal ways (California Department of Education, 2019). In order to meet the linguistic demands required to demonstrate mastery of essential content, all students—especially those who are acquiring academic English—require systematic and explicit development to not only acquire academic English, but also to retrieve and apply academic language to communicate ideas across disciplines (E. L. Achieve, 2019; National Research Council, 2005).

The learning environment must also be adapted to ensure accessibility for all students, including students with disabilities. A wide body of research supports that both students with and without disabilities achieve at higher

levels in an inclusive model of instruction. For example, a three-year study of inclusive settings found improvements in both academic and social skills for students with special needs in classrooms where co-teaching was practiced (Eccleston, 2010; Walther-Thomas, Bryant, & Land, 1996). A review of research on inclusion at both the elementary and secondary levels found that academic and social performance is equal to or better in inclusive settings for students with disabilities and students without disabilities, including high achievers (Salend S. J., 2016; Salend & Duhaney, 1999).

Research literature in education has also identified *relevancy* as a compelling way to unlock the educational potential of historically marginalized students (Ladson-Billings, 1995; Duncan-Andrade, The art of critical pedagogy: The promise of moving from theory to practice in urban schools). Instructional practices are substantially more effective when differentiated to align with the distinctive cultural priors that individual students experience outside of school and when they also affirm both cultural identity and critical social engagement (Gay, 2010; Freire, 2000). Recent research published by the American Educational Research Journal (Dee & Penner, 2017) found that culturally relevant curriculum implemented in a strongly supportive context is a highly effective means for improving outcomes for diverse, academically at-risk students. Dee and Penner's study found specific positive correlation between a culturally relevant instructional program and student attendance, grade point average, and credit attainment.

Synthesizing these educational philosophies and beliefs, we arrive at 5 key conditions for our students to learn best.

Students Learn Best Emerged in a Rigorous Academic Program

Now more than ever with the adoption of the Common Core State Standards, students need a deep foundation of understanding in core disciplines to succeed in the 21st century. More than simply learning facts of the discipline, students must understand the central ideas, concepts, and processes of inquiry and argument in essential disciplines in order to be prepared for success in college and beyond (Wilson & Peterson, 2006). Moreover, students must have the ability to organize, retrieve, and apply this knowledge in novel contexts, often across multiple disciplines. Students best acquire this deep understanding and capacity to think more critically when they are challenged with complex intellectual work spanning across disciplines, requiring they engage actively to solve authentic problems situated in meaningful and relevant contexts (National Research Council, 2005).

Students Learn Best Through a Meaningful and Relevant Curriculum

Educational research further emphasizes the importance of capitalizing on students' funds of knowledge and experiences as they construct new understanding (Hattie, Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement, 2019). Students, as all human beings, interpret information encountered from day to day to make meaning and construct understanding based on their unique experiences and funds of knowledge. Students bring these interpretations of their experiences and preconceptions to school with them. Engaging and building upon students' initial conception of content enables students to grasp new concepts and information more efficiently and more deeply, lessening the risk that students learn content simply for the purposes of an assessment, reverting to their preconceptions outside the classroom (National Research Council, 2005). Further, as each student brings a unique set of experiences, understanding, and skills to the classroom, capitalizing on these differences as resources for deeper understanding facilitates greater understanding for all students. Therefore, student learning best occurs when instruction is designed for universal access, building upon the unique strengths, funds of knowledge, and interests of the students.

Students Learn Best When Working in their Zone of Proximal Development

Considering the diverse needs of our student population, such as the range of English proficiencies, potential cognitive lags as a result of poverty and toxic stress, and the unique experiences that each student brings with them to school, educators must employ careful collaboration and planning to ensure all students are working within their zone of proximal development. Students learn best when instruction has been tailored through high-quality, data-driven collaboration of educators to ensure each student's unique learning needs are met.

Students Learn Best in Safe and Supportive Environments

Few educators would argue that environments conducive to high levels of learning are those in which students feel safe and supported—physically, socially, emotionally, and academically. In a safe and supportive environment, students feel valued and included as an integral part of their community and that their basic human needs are being met. A safe and supportive environment is a requisite condition for all students' learning, but perhaps even more essential for students who may be experiencing the effects of poverty and/or trauma. Students learn best in environments where peer to peer and peer to adult relationships are positive and intentionally cultivated; where pro-social and self-regulatory skills are explicitly taught, practiced, and integrated into the curriculum; where all stakeholders believe that intelligence is malleable and success is possible ("growth mindset"); and where physical and emotional needs are supported (Trauma and Learning Policy Initiative, 2019).

Annual Goals and Actions

LCFF STATE PRIORITIES	
GOAL #1	
Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science) that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.	<div>Related State Priorities:</div> <div>X1 X4 X7</div> <div>X2 <input type="checkbox"/>5 X8</div> <div><input type="checkbox"/>3 <input type="checkbox"/>6</div>
	<div>Local Priorities:</div> <div><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none">• Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classes will reinforce systematic ELD classes by integrating concepts from the systematic curriculum• One part time instructional coach/consultant or assistant principal will be added at the 6-8 level to provide additional instructional coaching and support	

- Support students in demonstrating proficiency on the ELPAC to facilitate reclassification
- Provide targeted intervention for stagnant English Learners and recent newcomers
- Provide authentic balanced literacy for all students
- Provide supplemental intervention to students reading below grade level
- Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time
- Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)
- Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science)
- Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards
- Maximize special education instruction to support students with IEPs
- Ensure student access to technology necessary to access online assessments
- All students have the necessary standards-aligned materials across a broad range of study
- •School leadership, Human Resources and the Talent Department ensure that all teachers have the correct credential to teach general ed, special ed, and EL students. Provide electives to complement and widen scope of students' learning
- Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives
- CNES #3 has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Office's Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program.
- School Leadership team will create systems to compile and build upon the intellectual preparation across a broad range of study each year

Expected Annual Measurable Outcomes

Outcome #1: Increase students' proficiency in English

Metric/Method for Measuring:

- The overall reclassification rate will increase each year.

APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)						
English Learners	9%	14%	14.25%	14.5%	14.75%	15%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase students' mastery of Common Core State Standards in English Language Arts and Mathematics

Metric/Method for Measuring:

- The percentage of all 3-8 students who score "Meets" or "Exceeds" on the annual SBAC for English Language Arts will increase each year

APPLICABLE STUDENT GROUPS	2017-2018 Baseline	<i>Prelim</i> 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	24%	30%	40%	45%	50%	55%	60%
English Learners	4%	7%	17%	25%	28%	32%	35%
Socioecon. Disadv./Low Income Students	24%	30%	40%	45%	50%	55%	60%
Students with Disabilities	6%	12%	22%	25%	28%	32%	35%
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Latino Students	18%	24%	34%	40%	45%	50%	55%
Students of Two or More Races	*	*	*	*	*	*	*
White Students	*	*	*	*	*	*	*

Metric/Method for Measuring:							
<ul style="list-style-type: none"> The percentage of students scoring above or meets in math will improve each year. 							
APPLICABLE STUDENT GROUPS	2017-2018 Baseline	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	15%	27%	37%	40%	45%	50%	55%
English Learners	9%	13%	23%	25%	28%	30%	35%
Socioecon. Disadv./Low Income Students	15%	27%	37%	40%	45%	50%	55%
Students with Disabilities	2%	11%	21%	25%	28%	32%	35%
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Latino Students	14%	27%	37%	40%	45%	50%	55%
Students of Two or More Races	*	*	*	*	*	*	*
White Students	*	*	*	*	*	*	*
LCFF STATE PRIORITIES							
GOAL #2							
Foster a school climate and culture centered on high levels of student achievement, restorative justice, and pride in bilingualism and multiculturalism.					Related State Priorities:		
					<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X5 <input type="checkbox"/> 8 X3 X6		
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal							
<ul style="list-style-type: none"> Develop support structures for struggling and/or disengaged students Both the elementary and middle schools have purchased The Great Body Shop curriculum for our advisory program. The K-5 campus purchased Second Step, a social-emotional learning curriculum. The middle school has continued partnerships with Homies Unidos, FIYA, CCSA, the Bresee Foundation, and Baby to Baby. Extensive ongoing development has been provided for teachers around positive behavior supports, trauma sensitive practices and restorative justice 							

- At the Middle School, students engaged in Camp Camino the first week of school, and then a subsequent quarterly Camp Camino day the first day of each new quarter.
- The Middle School continued to utilize DeansList to track and monitor data related to student engagement.
- Provide supports and services to engage and partner with families.
- Health and wellness courses and workshops for families were hosted at the middle school and the elementary school.
- Social and emotional development workshops for families were hosted at both campuses.
- Family leadership training and workshops were hosted at both campuses.
- There are several ongoing support groups for families at both campuses facilitated by mental health therapists.
- The middle school continued partnerships with outside organizations, such as PowerMyLearning, California Charter Schools Association, the Bresee Foundation, and Baby to Baby to deepen family engagement.
- The School Programs Dean attended external trainings on Restorative Justice, Peer Mediation, and School Attendance Review Board (SARB).
- Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination.
- Provide students with experiential learning opportunities
- Partner with outside agencies to provide extracurricular opportunities.
- Provide services to support students social and emotional development.

Expected Annual Measurable Outcomes						
Outcome #1: Increase Attendance Rate for K-5 and 6-8						
Metric/Method for Measuring:						
<ul style="list-style-type: none"> Attendance Rates 						
APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	95.0%	95.5%	96%	96.5%	97%	97%
English Learners	94.8%	95%	95.5%	96%	96.5%	97%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	94.4%	95%	95.5%	96%	96.5%	97%
African American Students	92.7%	93%	93.5%	94%	95%	95.5%
American Indian/Alaska Native Students	95.3%	95.5%	96%	96.5%	97%	97%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	94.9%	95.5%	96%	96.5%	97%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	95.3%	95.5%	96%	96.5%	97%	97%

Expected Annual Measurable Outcomes						
Outcome #2: Decrease Suspension Rate for K-5 and 6-8						
Metric/Method for Measuring:						
<ul style="list-style-type: none"> Suspension Rates 						
APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	1.2%	1%	1%	1%	1%	1%
English Learners	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	5.8%	5%	4.5%	4%	3.5%	3%
African American Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian/Alaska Native Students	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	1.9%	1%	1%	1%	1%	1%

Expected Annual Measurable Outcomes

Outcome #3: Decrease chronic absenteeism rate.

Metric/Method for Measuring:

The chronic absenteeism rate (students who are absent more than 10% of the instructional days that they were enrolled to attend) will decrease year to year.

APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	18-19 Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	46%	40%	35%	30%	25%	20%
English Learners	47%	40%	35%	30%	25%	20%
Socioecon. Disadv./Low Income Students	46%	40%	35%	30%	25%	20%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	44%	40%	35%	30%	25%	20%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	47%	40%	35%	30%	25%	20%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #4: Decrease middle school dropout rate.

Metric/Method for Measuring: Measured by the school's CALPADS EOY Report, which produces a count of drop-outs, divided that by the school's total enrollment for previous school year.

APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	2018-2019 Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	.1%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes						
Outcome #5: Maintain pupil expulsion rate.						
Metric/Method for Measuring: The pupil expulsion rate will remain at 0%						
APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	2018-2019 Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Expected Annual Measurable Outcomes

Outcome #6: Increase Percent of parents who self-report they feel welcome in the school at the K-5 and 6-8 level. **Metric/Method for Measuring:** The annual family survey will show an increased percentage of parents who self-report they feel welcome in the school.

APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	K-5: 88% 6-8: 80%	K-5: 90% 6-8: 82%	K-5: 92% 6-8: 84%	K-5: 94% 6-8: 86%	K-5: 96% 6-8: 88%	K-5: 98% 6-8: 88%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	95%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students						

Expected Annual Measurable Outcomes						
Outcome #7: Increase students' sense of belonging						
Metric/Method for Measuring: This outcome is aligned to a student survey question: How much do you feel like you belong at school? The percentage of students who answer favorably to this question will be 80%.						
APPLICABLE STUDENT GROUPS <i>*=Subgroup not numerically significant at this time.</i>	2018-2019 Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	51%	60%	65%	70%	75%	80%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Cultivating Motivated Learners

Our beliefs about student motivation come from the research and educational philosophies cited previously in the Goals and Philosophy section of this petition. Students' motivation paves the way for students to learn and acquire the knowledge that is essential for lifelong educational engagement. In addition to the current learning theories cited in the previous section, additional research, such as that conducted by Headden and McKay, has identified ingredients contributing to student motivation include students' belief that they are able to learn ("Growth-mindset"), an understanding of the value of the work and sense of control over how the work is approached, and an appreciation for how the work relates to the students' social group (Headden & McKay, 2015). Tied closely to the research and educational theories that undergird our philosophy of student learning, we believe students' life experiences both in and out of school also affects their educational motivation. Factors, such as

“toxic stress” resulting from conditions of poverty, may show up in students as distraction, difficulty with self-control, and distrust of others—all of which depress motivation (Dweck, Walton, & Cohen, 2014; Jensen, 2009). Synthesizing multiple data points with research and current educational learning theories discussed throughout this petition, CNES #3 has identified two overarching school goals for our Local Control Accountability Plan.

1. Foster a **rigorous, place-based** academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.
2. Foster a **school climate and culture** centered on high levels of student achievement, **personal agency** and **identity**, and a **sensitivity to the world**.

Our school goals are based both on demonstrated academic need and the need to build our students’ perseverance, improve their confidence, and enhance their sense of connectedness in order to continue increasing their intrinsic motivation to learn and arm them with the competencies that will support their lifelong learning.

Rigorous Academic Program

As previously discussed, for students to have the academic competence they require to be successful in 21st century college and career, academic expectations must be rigorous. We define academic rigor in terms of educational expectations that are academically, intellectually, and personally challenging; experiences that support students in understanding knowledge and concepts that are “complex, ambiguous, or contentious” (Great Schools Partnership, 2014). As identified in the section on how students best learn, academic rigor manifests when students are challenged with complex intellectual work that spans disciplines and requires them to engage actively to solve authentic problems situated in meaningful and relevant contexts. The other components of our school goals work in tandem to support students experience success and satisfaction in achieving these rigorous academic expectations. This success and satisfaction contribute to increased levels of intrinsic motivation over time (Lewis & Yates, 2019). In the next section, we describe how our curricular choices and instructional models put this belief into action.

Place-based Academic Program

Building upon the ideas promoted by Dewey, Piaget, and Vygotsky, a place-based academic program incorporates students’ unique experiences, funds of knowledge and interests into the instructional program and capitalizes on the school’s local community as a resource for learning. By valuing our students’ unique experiences and supporting their diverse needs in a variety of ways, a place-based program motivates students to engage fully to develop the skills they need to be successful in 21st century college, career, and life. Our place-based instructional model and curriculum design engages students in units of study that are meaningful and relevant and span multiple disciplines. Units are developed around themes, skills, and concepts that speak directly to our students’ experiences and interests, incorporating abundant opportunities for students to work collaboratively, cooperatively, and independently as they construct new understanding. As part of this place-based approach, an emphasis is placed on experiential learning opportunities that are connected to essential curricular understandings and support students in making meaning of core content in a real-world setting.

This place-based approach also illuminates our dedication to partnering with the community to provide even more opportunities for an enriched educational experience for our students. A variety of community partnerships support us in offering after-school and summer programs to continue developing academic competencies, engage students socially, and provide additional interventions to support students’ raising their Zone of Proximal Development. Community partnerships are also cultivated to support mentoring, fine arts education, health and

wellness services, community development, family engagement and support services, and educational enrichment.

Personal Agency

Personal agency refers to one's capacity to create and direct actions for a given purpose. It is influenced by the belief in one's ability to organize and execute courses of action to achieve specified goals. Closely connected to the concept of safe and supportive learning environments discussed in a prior section of this petition, this personal agency is fostered in environments where all stakeholders believe that intelligence is malleable and success is possible. These beliefs are cultivated by setting students up to experience success and satisfaction in achieving personal and academic goals within their Zone of Proximal Development.

As discussed in prior sections of this petition, the unique strengths, needs, and interests of each student must be considered in order to create learning experiences that yield this feeling of success and satisfaction. To this end, CNES #3 works to create an environment where relationships are positive, where pro-social and self-regulatory skills are incorporated in meaningful ways, and where physical, academic, and emotional needs are supported.

Personal Identity and Sensitivity to the World

Identity is a multidimensional construct composed of many, potentially competing past, present and future identities (Abrams, 1994; Burke P. J., 2003; McKown & Quintana, 2008). Identities can be personal, including aspects of the self that make one unique, or social, including aspects of the self that are rooted in various group memberships (Smith, 2004). Our identity is the very core of who we are as human beings.

Schools have an enormous influence on how we come to see ourselves, the hopes and dreams we acquire, and our achievement motivation. In his book, *Walking the Equity Talk: A Guide for Culturally Courageous Leadership in School Communities*, John Robert Browne states, "Historically underserved students' identity and achievement performance are inextricably intertwined. This relationship may be confounded by the extent to which significant others, including educators, help students negotiate race, culture, and social surroundings when developing their identities (Browne II, 2012)."

Children begin to develop their self-concept during early childhood. The impacts of poverty on the development of children's self-concept has been well-documented, beginning as early as age two and extending through high school (Black, Hess, & Berenson-Howard, 2012; Campbell, 2010; Entwisle, Alexander, & Olson, 2015). Children want to do well in school and attend college, but their actual attainment often lags behind their aspirations (Khattab, 2015). This "aspiration-attainment gap" affects some groups, such as boys and children of color, more than others (Poyrazli, Arbona, Amaury, McPherson, & Pisecco, 2012). Creating the spaces to influence this gap, in part, by affecting children's perceptions of what is possible for them and people like them in the future, is our moral obligation at CNES #3.

In addition to supporting students develop positive identity, CNES #3 works to intentionally develop students' sensitivity to the world around them, seeking to understand and value identities that may be different from one's own. As consumers in the 21st century, we are all connected through the increasing globalization of communications, trade, and labor practices. Research, such as Black and Mendenhall's comprehensive study (2010) on the impact of raising cultural sensitivity indicated a positive correlation with (a) development of greater feelings of well-being and self-confidence, (b) self-reported measures of relationship skills, and (c) development of appropriate perceptions relative to members of another culture.

To that end, we employ an asset-based approach to learning. We create intentional time and space to get to know our students on a human level, bringing their knowledge, experiences, skills, and values into the classroom. The staff at CNES #3 is deeply committed to establishing meaningful relationships with each of our students and

their families, demonstrating a belief in each student's potential and drawing on their natural curiosity to create authentic academic engagement.

Through vehicles such as our "Ethnic Studies for All" initiative, discussed later in this petition, and Tribes, we work intentionally to raise our students' awareness of how our identities are shaped and we support them to develop positive social identities based on membership in multiple societal groups. Further, we support them to develop both the language and the historical and cultural knowledge that affirms and accurately describes membership in multiple identity groups. In addition to Ethnic Studies and Tribes, at the middle school, the entire site engages in quarterly Camp Camino days designed to promote positive identity through understanding one another as individuals and as a part of the learning community. For part of these days, students attend sessions in cohorts of self-selected identity groups.

Through both dedicated and integrated work, we promote a belief in growth-mindset understanding that the brain is a like muscle that can be developed over time. Intentional reflection on growth to affirm this mindset happens continuously, for example at our publication celebrations where students share their most recent published work of writing and engage in reflection on all they've learned in the unit and the qualities (e.g., perseverance, pride, responsibility, empowerment, etc.) that contributed to their growth. We encourage students to use growth-mindset language, such as saying "I'm not yet able to..." rather than "I can't."

Curriculum and Instructional Design

Standards-Based Pacing Plans

Camino Nuevo Charter Academy is committed to the successful implementation of the Common Core State Standards (CCSS). We also believe that the teacher is the most critical key lever for student success and that no set curriculum meets the needs of all students in the classroom. Therefore, we hire staff that shares our commitment to the Common Core standards and our philosophy that teachers must "own their craft" by continuously reflecting on their effectiveness in the classroom and seeking out promising 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 (Marzano, 2003). In our effort to yield the greatest student achievement gains, the leadership team of CNES #3 maintains a strong commitment to ensuring a guaranteed and viable curriculum for all students. We ensure the quality of instruction for every student by guaranteeing *what gets taught* through teacher-created, Common Core aligned, standards-based pacing plans. The leadership team monitors *how it gets taught* through weekly observations, coaching meetings, and consistent professional development around pedagogy that meets the needs of our learners. The content delivered and the effectiveness of the delivery is measured through both ongoing formative assessments and more summative assessments, such as the Smarter Balanced Assessments.

Pacing plans aligned to the Common Core State Standards have been developed, implemented, and refined since our previous renewal petition. Pacing plans are revised informally throughout the year and more formally at the end of each quarter and over the summer. Teachers use grade level collaboration time to continue refining these plans building upon on Wiggins and McTighe's backwards planning approach (Wiggins & McTighe, 2005). This refinement approach involves teachers comparing the "Desired Results" of the pacing plan with the actual results collected by the identified "Evidence and Assessment" means. A comparative analysis drives teacher reflection on practice, and adjustments to the "Learning Plan" are made as needed. Further, collaboration by departments and grade-level teams allows teachers to continue refining these plans, sharpening the focus of articulation through the grade levels and capitalizing on interdisciplinary opportunities to promote higher levels of learning.

The principal and members of the Home Support Office Content Team and Learning group review pacing plans each year to ensure alignment of instruction and assessment.

Developmental Bilingual Program

One of the most distinctive features of CNES #3’s instructional approach is our research-based bilingual program. This model is designed to build academic fluency in both English and Spanish. The bilingual program plan aligns with the school’s mission to create literate, critical thinkers, and with our instructional vision to close the achievement gap by providing rich and rigorous academic instruction. This approach also supports implementation of the Common Core State Standards, by developing academic language in both languages, and providing a vehicle for bilingual and bi-literate students who are optimally prepared for college and career in a linguistically diverse world.

Since opening the school, we have implemented a Developmental Bilingual Program, starting in kindergarten with 80% of the instructional day in Spanish and tapering off to only 30% of the day in Spanish by 5th grade. However, student achievement data in both English and Spanish has demonstrated that this program design is not supporting our students to truly realize two of the primary goals of the program: 1) Student achievement in all content areas and 2) Literacy achievement in both English and Spanish. As such, we are transitioning to a Dual Language Program, defined as a program in which the target language (Spanish) is taught for a minimum of 50% of the day. By the 2021-2022 school year, the allocation of Spanish and English minutes in core academic subjects (not art, PE, dance, etc.) will be as follows:

	Spanish	English
Kindergarten	80%	20%
1st grade	70%	30%
2nd grade	60%	40%
3rd grade	50%	50%
4th grade	50%	50%
5th grade	50%	50%

This transition will occur over the course of two school years, with 4th grade going from 40% Spanish to 50% Spanish during the 2020-2021 school year and 5th grade following suit the subsequent year.

This change is strongly supported by dual language program research, indicating a positive correlation between English Learners’ academic achievement in English and the amount of instruction in their primary language (Collier and Thomas, 2010). With this in mind, we are also planning to extend Spanish instruction into the middle school beginning in the 2022-2023 school year. This will consist of at least two academic periods taught in Spanish, including one Spanish Language Arts block.

In addition to the changes described above, we will be adding a Structured English Immersion (SEI) strand (K-8) in order to ensure that all families have choice regarding their children’s language acquisition programs. This decision was made in response to family feedback and the fact that the school resides on a PSC campus, which

gives it an attendance boundary (i.e., families have little choice in school enrollment). We will implement this change with a kindergarten class, beginning in the 2020-2021 school year, and will expand the language program one grade at a time each year.

Achieving the Vision for the Developmental Bilingual Program: Instructional Practices

Curriculum and Instructional Planning

Teachers in our bilingual program use the same curricular frameworks and planning process for all subjects as teachers in our Structured English Immersion programs, with the exception of an additional Spanish phonics and word study program. For all other academic subjects (the components of balanced literacy, math, science, social studies, and ELD), teachers use the curricular frameworks described throughout the rest of this document to plan instruction in the appropriate language(s) for their grade level.

However, bilingual teachers at CNCA engage in additional planning work with our curricular frameworks to meet the needs of students within a bilingual program. This includes:

- The use of Spanish Language Arts standards alongside English Language Arts standards to create a language arts pacing plan that reflects the appropriate balance of time between the languages for the grade level
- Translation of curricular resources into Spanish, when Spanish materials are not available and the subject is to be taught in Spanish.
- Identification of which elements of the curriculum will be taught in Spanish, which will be taught in English, and which will be taught in both languages. For example, reading workshop in 1st grade is taught primarily in Spanish, but teachers allot some time for independent English reading and small reading group instruction in English and Spanish.
- The addition of transference lessons to connect instruction from one language to the other language (described in more detail below).

Daily Instruction and Assessment

Teachers' planning sets them up to implement the following common practices within our bilingual programs:

1. Maintaining the Language of Instruction

In order to ensure that students develop academic language abilities in both English and Spanish, teachers model staying in the language of instruction and avoid "code-switching," which is defined as alternating between multiple languages in a given conversation. While both English and Spanish are used in a single transference lesson (described below), during all other types of lessons, both teachers and students remain in one language. Teachers make clear to students which language they should use by:

- Speaking and writing in this language themselves;
- Clearly stating the language of instruction at the beginning of the lesson or portion of the lesson (e.g., "Change to your English channel now" or "It's time to put away our Spanish books and pull out our English books, so change your channels!");
- Using a visual or kinesthetic symbol as an additional reminder of the language of instruction (e.g., a laminated sign that reads "The language of the moment is English" on one side and "*El idioma del momento es el español*" on the other side and/or engaging all students in a "channel changing" motion with their fingers turning an imaginary dial on their brains).

It is natural for students to slip into their dominant language despite these practices. Teachers simply remind students to return to the language of instruction when this happens and create a classroom culture wherein students feel comfortable reminding each other, as well.

2. Transference Lessons

Transference is defined as the application of a set of skills to a new experience. This cognitive ability is especially important to foster within the context of a bilingual program because the goal is not to teach everything twice (once in Spanish and once in English). Rather, our instructional approach aims to support students to use what was learned in one language (usually Spanish) when engaging in new learning in the other language (usually English). In order to accomplish this, educators in the bilingual program understand the principles of transference and then intentionally plan instruction to support its occurrence.

Teachers cannot assume that students will automatically recognize positive transference opportunities. As such, teachers plan instruction in such a way that explicitly teaches and supports the application of skills and knowledge gained in one language to the other language. Teachers in a bilingual classroom also set the stage for transference by setting up similar routines and structures in both languages to increase the likelihood that students will make connections. This includes engaging in similar activities in both languages (e.g., word sorts for word study in English and Spanish), the use of sentence frames in both English and Spanish, and procedures for structured student talk (e.g., think-pair-share).

3. Spanish Language Development

The population we serve at CNCA brings a rich diversity of linguistic backgrounds to the classroom. In their homes, some families speak academic and conversational Spanish, some use a purely conversational or informal version of the language, some speak an indigenous dialect from their home regions of Mexico or Central America and use little to no Spanish, and some speak all or mostly English. In response to the needs of this diverse population, teachers implement Integrated Spanish Language Development throughout the Spanish language blocks of the instructional day. This ensures that all students build a solid academic foundation in the primary language of instruction in order to become truly literate in Spanish and in order to promote transference to academic English. Integrated Spanish Language Development employs the same planning approaches and instructional strategies described in the Integrated English Language Development section.

4. Assessment

Given that two of the goals of the Developmental Bilingual Program are literacy in Spanish and literacy in English, teachers assess students' literacy skills in both languages throughout the elementary years. These assessments, include:

- phonemic awareness and phonics assessments in both languages in grades K-2 (and higher as needed)
- reading level assessments (*Evaluación del desarrollo de lectura* in Spanish and the Teachers College Reading and Writing Project running records in English) in grades K-5

All other subjects are assessed in the language of instruction for that time of year and grade.

In order to ensure that students are meeting the goals of biliteracy and academic achievement in all subjects, teachers and leaders assign high priority to the analysis of assessment data and student work in *both* languages.

English/Spanish Language Arts (Core)

Balanced Literacy, a term originated by the California Department of Education in 1996, promotes the belief that reading and writing achievement are developed through a balance of teacher-directed instruction and student-centered activities designed to gradually release the responsibility of the skill to the students (Committee on the Prevention of Reading Difficulties in Young Children, 2001; Fountas & Pinnell, 2016; Freppon & Dahl, 1998; Fresch, 2016; Policastro & McTague, 2015). Research conducted by the National Academy's committee on the Prevention of Reading Difficulties in Young Children (2001) supports the idea that the successful teaching of reading requires skill instruction, including phonics and phonemics, in conjunction with stimulating reading and writing experiences. Balanced literacy programs include community and home involvement as well as a variety of systematic instructional components, such as read alouds, guided reading, shared reading, and independent reading and writing (Calkins, Pathways to the common core: Accelerating achievement, 2012; Fountas & Pinnell, 2016). Research suggests that in order to improve student's literacy, teachers need to (a) emphasize reading, writing, and literature by providing long, uninterrupted periods of successful reading every day, (b) create a positive, reinforcing, cooperative environment in the classroom, (c) set high but realistic expectations for all students, and (d) thoroughly integrate reading and writing across the curriculum (Asselin, 1999; Pressley, Wharton-McDonald, Allington, Collins Block, & Morrow, 1998).

In order to ensure our students are prepared to meet demands of 21st century college and career identified in part by the the Common Core State Standards, CNES School #3 uses a Reading and Writing Workshop approach across all grade levels. This approach teaches students to read closely, write with evidence, and think critically across the content areas (Calkins, Pathways to the common core: Accelerating achievement, 2012).

Based on the work of Lucy Calkins and the Teachers College Reading and Writing Project at Columbia University, Reading Workshop is a Common Core aligned approach providing both exposure to grade level text and time for students to practice grade-level skills at their "just right reading" levels. Similarly, Writing Workshop models the strategies of strong writers and invites students to emulate these traits in their own writing. Additionally, the workshop model supports CNES #3's bilingual model as students learn reading and writing strategies in the primary language of instruction which can be transferred to the second language as well.

A key component of the workshop model is the *mini-lesson*. Workshop mini-lessons begin with the *Connect* component, where the teacher activates students' prior knowledge, linking previous learning with the lesson for the day and articulating how today's lesson fits into the larger context of the unit. Teachers intentionally design these Connect components to incorporate students' unique experiences and interests, helping to engage students in the lesson even more deeply.

After connecting to prior knowledge, the teacher moves into the *Teach* component, inviting students to watch as he or she models the thinking and the skill that students will be expected to replicate in their own reading. After articulating the steps he or she took to apply the skill, the teacher invites the students to "try-on" the skill through a series of *Active Engagement* opportunities in which the teacher gradually releases independent responsibility of the skill to the students.

Once anecdotal data suggest that most students are ready to begin attempting the skill independently, the teacher brings the mini-lesson to a close with a *Link*, connecting the lesson to practice by inviting students to apply the skill in their “Just right” text (or on a class text in Middle School Humanities).

During this independent practice time, students create artifacts of learning, such as annotations on post-it notes or entries in a reading log demonstrating the application of the unit’s skills. While students are engaged in this independent practice, teachers offer individualized, direct support through one-on-one conferences or strategic small group instruction. The conferring schedule and small groups are informed by current academic data, helping to ensure all students are working within their Zone of Proximal Development.

At the conclusion of the Reading Workshop for the day, students are given an opportunity to share their thinking, inviting metacognition about their reading and learning styles.

The Writing Workshop follows similar routines and foundational concepts. Writing Workshop also begins with a mini-lesson followed by independent work time and a teaching share time. During independent writing time, students plan, write, or revise texts about self-selected topics while the teacher provides individual and small group coaching. Students move through the writing cycle of developing ideas, drafting, revising, editing, and publishing independently and at their own pace. Many of the skills and strategies our students need to master to be successful readers are also taught in writing, and the two workshops work in concert with one another to reinforce the reading-writing connection.

Balanced Literacy in K-5

The balanced literacy approach supports work students are doing in both languages. In grades K-1, reading and writing instruction is done almost exclusively in Spanish so that English time can prioritize English Language Development and English phonics. In grades 2-3, teachers work to build students’ primary language of Spanish and build transference skills by showing connections in both languages. For example, students self-select books at their level in both Spanish and English, and the teacher’s helps to ensure that students are choosing a balance of language and genre. Reading conferences with individual students are held in the language of the text. In grades 4-5, teachers primarily teach English Language Arts in English to ensure student mastery of grade level reading and writing skills. In the upper grades, content area reading and writing are a core part of Spanish Language Arts instruction.

There are several other components of the balanced literacy approach which support the work of the Reading and Writing Workshops. These components provide additional structures throughout the day for students to bridge the gap between their independent literacy level and grade level literacy expectations. Component work, like the workshops, are taught in the primary language of instruction. These components below are derived from the pivotal work of Kathy Collins (Collins K. , 2015) and Lucy Calkins (Calkins, Pathways to the common core: Accelerating achievement, 2012).

- **Shared Reading** – Students gather around a common text, such as a Big Book or class novel, to replicate the experience of a bedtime story. Teachers guide students through repeated readings of the text each day for a week to model and practice a variety of comprehension, decoding, and fluency skills.
- **Interactive Read Aloud** – Provides time for students to listen to and discuss rich texts that are most likely above their independent reading level. The teacher models the works that careful readers do to comprehend texts and to foster ideas and theories about stories and characters.
- **Small Group Work** – Teachers provide strategic, data-based instruction to a small group of students who all need similar support. There are two types of small group work that place within the workshop: strategy

groups and guided reading groups. Strategy lessons may be used for a group of students who need extra support with a particular skill or strategy. Guided reading lessons are for students on the verge of moving to or have just begun reading a more difficult level of text.

- **Word Study** – Systematic time to teach students about letter-sound relationships, spelling, and strategies for encoding and decoding words. Students must be taught to transfer the skills and strategies taught in Word Study to support their reading and writing work. At CNES School #3, the English word work curriculum is supported by Fountas & Pinnell Phonics Kits and Spanish phonics are taught through the *Estrellitas* program. These word study curricula provide a systematic and explicit approach to phonics development. At the middle school, this work focuses on morphological awareness and vocabulary development through a systematic study of roots and affixes. Teachers select high leverage academic vocabulary from the unit of study around which they design a weekly cycle of systematic morphological awareness lessons.
- **Interactive Writing** – The teacher and students co-create a text and “share the pen” to write a shared piece. Teachers use this shared experience as an opportunity to model planning, drafting, and revising strategies that they expect students to use in their own writing. Students typically follow along by writing their own version on white boards.

CNES School #3 strongly believes that students should engage in purposeful, authentic reading and writing each day. We also believe that all students deserve equal exposure to reading, writing, and working with words to become truly bi-literate.

To support the alignment of our Reading and Writing workshop approach to the Common Core State Standards, teachers use standards-based pacing plans that are derived from Reading and Writing Units of Study developed by Lucy Calkins and staff at Columbia’s Teachers’ College. These units outline developmentally appropriate standards and skills for each grade and provide recommended objectives to build students’ mastery of standards across the unit. Each unit embeds essential Common Core reading and writing standards that spiral throughout the year in preparation for summative assessments. These units also include suggested texts and resources to use in lessons and ideas for assessment.

The development of pacing plans built upon these units of study and adapted to incorporate the unique experiences, needs, and interests of our students ensures a guaranteed and viable curriculum for English and Spanish Language Arts throughout the grades at CNES School #3.

The chart below synthesizes the grade level expectations for English and Spanish Language Arts, aligned to the Common Core State Standards:

	Reading	Writing
K	<p>Students learn to:</p> <ul style="list-style-type: none"> - “read” the pictures of emergent story books in order to think and talk about text - apply phonics knowledge to text in order to decode - integrate sources of meaning (word, picture, and context) - continue a pattern across a pattern book in order to decode - read nonfiction books in order to learn information 	<p>Students learn to:</p> <ul style="list-style-type: none"> - craft petitions, letters, and signs that rally people to address problems in their class, school and world - write to teach readers about topics they know well: their family and their playground - plan, revise, and edit informational texts that teach readers procedures for doing things - tell stories from their lives by drawing, labeling, and writing - edit their work by focusing on getting more

	Reading	Writing
	<ul style="list-style-type: none"> - apply multiple strategies (letter-sound knowledge, picture clues, and story context) when tackling tricky words - study characters in fiction books by pretending and performing during and after reading - use books in order to make social connections with others - read fluently and with expression 	<p>letters and words onto every page and using increasingly conventional spelling</p>
1 st	<p>Students learn to:</p> <ul style="list-style-type: none"> - independently apply reading strategies learned in kindergarten - apply multiple strategies (letter-sound knowledge, spelling patterns, picture clues, story context) when tackling tricky words - study characters in fiction books by dramatizing characters and discussing stories in book clubs - read nonfiction in order to learn about the world, including the world of science - read across genres in order to study a topic 	<p>Students learn to:</p> <ul style="list-style-type: none"> - create interesting, convincing reviews that present and rank their favorite toys, television shows, and books - combine pictures, charts, and domain-specific vocabulary to create engaging teaching texts - craft many small-moment books, writing in ways that bring characters to life - use all they know about writing narratives to create their own series of fictional chapter books
2 nd	<p>Students learn to:</p> <ul style="list-style-type: none"> - independently apply reading strategies learned in kindergarten and first grade - integrate multiple sources of meaning and access multiple cuing systems in order to comprehend and decode increasingly difficult text - study characters' obstacles within fiction texts - read nonfiction and discuss texts in book clubs in order to learn about the world - maintain and deepen comprehension while reading across books in a series - deepen knowledge about a topic by reading across genres - use the predictable structures of folktales and fairy tales in order to comprehend stories within the genres - read about science topics in order to become experts 	<p>Students learn to:</p> <ul style="list-style-type: none"> - write letters and essays about their opinions about characters, scenes, or whole books, using examples from the text - write procedural texts, descriptions, and analyses about experiments, then use that to write science-based information books - study published texts to learn writing techniques to try in their own narratives
3 rd	<p>Students learn to:</p> <ul style="list-style-type: none"> - practice the habits of an avid reader - envision, predict, synthesize, and infer in order to learn more from characters in stories - maintain and deepen comprehension across books in a series - comprehend expository texts - use the predictable structure of a mystery text in order to comprehend books in the genre - use the predictable structure of narrative 	<p>Students learn to:</p> <ul style="list-style-type: none"> - write to persuade people about causes they believe in, using evidence, crafting techniques, and attention to audience - write chapter books about topics on which they are experts, employing a variety of structures and sub-structures - write personal narrative using the complete writing process, including drafts and revision - adapt and write their own fairy tales, learning

	Reading	Writing
	<p>nonfiction in order to comprehend biographies</p> <ul style="list-style-type: none"> - read content-area texts in order to research and write about a topic - study social issues (themes) within and across texts - read and interact with texts and questions on standardized texts 	<p>to use cohesive details, point of view, and story structure</p>
4 th	<p>Students learn to:</p> <ul style="list-style-type: none"> - practice the habits of an avid reader - envision, predict, synthesize, infer, and interpret in order to learn more from characters in stories - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres - use critical analytical lenses to navigate complex nonfiction text sets - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts - read content-area texts in order to research and write about a topic - study social issues (themes) within and across texts - read and interact with texts and questions on standardized texts 	<p>Students learn to:</p> <ul style="list-style-type: none"> - write claim-based, evidence-rich literary essays after close readings of complex texts - build arguments about topics they know well using logical structures and carefully arranged ideas and evidence - write research reports in which they use research skills to learn about a central topic and then elaborate - develop fictional characters with motivations and struggles and write these characters into carefully structured stories
5 th	<p>Students learn to:</p> <ul style="list-style-type: none"> - practice the habits of an avid reader - synthesize, infer, and interpret in order to learn more from characters in stories - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres - use critical analytical lenses to navigate complex nonfiction text sets - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts - read content-area texts in order to research and write about a topic - use an understanding of the elements of fantasy to read and discuss fantasy fiction - read and interact with texts and questions on standardized texts 	<p>Students learn to:</p> <ul style="list-style-type: none"> - write memoirs that combine essay and narrative structures to convey significant insights and personal themes - build powerful arguments using carefully-weighted evidence, analysis, and rebuttal of counter-claims - write through historical lenses and from primary sources, using multiple writing structures to build focused research reports - write personal narratives, making purposeful choices about the techniques, structures, and language they use to convey meaning - write memoirs that combine essay and narrative structures to convey significant insights and personal themes

Balanced Literacy in 6-8

Due to promising student achievement results, as defined by SBAC and Fountas and Pinnell reading levels, CNES #3 6-8 campus is transitioning from a teacher-created Humanities curriculum to the implementation of balanced

literacy with Readers and Writers Workshop. In addition to instructional practices that are aligned with those described in the K-5 section above, at the Middle School level, English Language Arts and History are aligned to reinforce literacy skills in the content areas. Brain research and theory suggest that students learn better through patterns, connections and thematic teaching than through fragmented pieces (Bosse, Lee, Swinson, & Faulconer, 2010). Other educators and scholars turn to the work of Vygotsky, constructivism, Gardner’s theory of multiple intelligences, and Rauscher’s research on the brain to support integrated approaches. Moreover, this is aligned to the expectations laid out in the 2016 California History-Social Science Framework and the California Common Core State Standards for English Language Arts/Literacy. Therefore, middle school students are expected to read, write, and think critically about major historical concepts in their Readers and Writers Workshop. This structure develops the analytical and evaluative skills students need for the rigors of high school, college, and life.

The chart below synthesizes the grade level expectations for English Language Arts in middle school, aligned to the Common Core State Standards:

	Reading	Writing
6 th	<p>Students learn to:</p> <ul style="list-style-type: none"> - practice the habits of an avid reader - study characters across the texts in a series - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres - develop analytical lenses to engage in research with informational texts - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts - develop interpretation skills while reading, discussing, and writing about texts - study social issues (themes) within and across texts - study an author’s craft across multiple works by the same author - read and interact with texts and questions on standardized tests 	<p>Students learn to:</p> <ul style="list-style-type: none"> - craft literary essays that make arguments about characters and themes, employing strategies to gather, analyze and explain evidence from the text to support their claims - research and write informational essays, books, and digital presentations or websites to teach readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action - write true stories, employing strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights
7 th	<p>Students learn to:</p> <ul style="list-style-type: none"> - practice the habits of an avid reader - study characters across the texts in a series - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres - develop analytical lenses to engage in research with informational texts - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts - develop interpretation skills while reading, discussing, and writing about texts 	<p>Students learn to:</p> <ul style="list-style-type: none"> - write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action - write innovative, reflective companion books that explain, develop, and extend ideas about books they love - write engaging short fiction, creating action-filled plots and believable characters and crafting nuanced, memorable scenes

	Reading	Writing
	<ul style="list-style-type: none"> - study social issues (themes) within and across texts - study an author's craft across multiple works by the same author - read and interact with texts and questions on standardized tests 	
8 th	<p>Students learn to:</p> <ul style="list-style-type: none"> - practice the habits of an avid reader - study characters across the texts in a series - use predictable text structures of expository text, narrative nonfiction, and hybrid nonfiction to comprehend texts of these genres - develop analytical lenses to engage in research with informational texts - apply historical content knowledge and an understanding of setting to comprehend historical fiction texts - develop interpretation skills while reading, discussing, and writing about texts - study social issues (themes) within and across texts - study an author's craft across multiple works by the same author - read and interact with texts and questions on standardized tests 	<p>Students learn to:</p> <ul style="list-style-type: none"> - write arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author's craft - write position papers that draw on evidence, contextualize their positions, and address multiple perspectives - use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives

English Language Development (Core)

CNES #3 ensures that language learners achieve qualitative and quantitative goals by providing both Designated and Integrated English Language Development. This is not only a requirement of California Department of Education's *ELA/ELD Framework*, it is also the necessary approach to ensure students designated as English Learners and students formerly classified as English Learners achieve parity with their English Only peers.

Designated English Language Development

Under the Common Core State Standards, our English Language Learners are the most challenged by the demands of content area reading and academic language. Therefore, English Learners require a systematic and explicit approach to teaching and practicing academic English (Goldenberg, 2008). Designated ELD "supports content-area success by strengthening language skills and teaching the language that native-English speakers already bring to their schooling" (E.L. Achieve). Further, English learners need to not only learn the academic language of each content area, but also the socio-academic language that is required to effectively interact with peers and adults in a range of contexts. Designated ELD creates a space for us to teach students different ways to clarify their thinking, ask questions, express their emotions, and disagree in productive ways (Dutro & Mendia-Núñez, 2018). After extensive research into effective programs, CNCA adopted a data-based methodology for teaching English Language Development, called *Systematic ELD*, in 2009. Systematic ELD is a framework based on the work of Susana Dutro and California's English Language Development standards. Using this framework, students are grouped and taught at their assessed ELD proficiency level at least four times a week for 40-60 minutes. During

this designated ELD time, students are explicitly taught forms and functions of language, which are intentionally sequenced across the levels of language development to reflect a research-based linguistic progression for language learning. Students are also taught high-utility vocabulary that they are unlikely to learn on their own or during other instructional blocks. This learning takes place through oral and written language practice in meaningful contexts.

In K-5, all students receive Systematic ELD instruction, no matter their EL designation, except in the case of a child for whom the school has ample evidence of academic achievement that is not hindered by language needs (e.g., reading above grade level in English, meeting or exceeding grade level standards for Speaking and Listening in English, exceeding grade-level writing expectations according to Teachers College Reading and Writing Project rubrics, etc.). The reasons for providing Systematic ELD instruction to nearly all students are:

- 1) The community we serve is characterized by a largely English learning population. As such, even if the parent indicates that their child speaks English at home, we have found that the vast majority of these students continue to present academic English development needs.
- 2) If a child reclassifies in early elementary school, he/she does so by demonstrating proficiency with English that is commensurate with the demands of that grade level. However, this often means that he/she presents additional academic language needs that arise due to the demands of subsequent grades.
- 3) The demands of the Common Core State Standards are such that academic language is essential for both access to standards-based instruction and completion of standards-based tasks.

If a child is not designated as an English Learner and demonstrates mastery of academic language such that Systematic ELD instruction would be inappropriate for him/her, then general education, multi-subjects teachers use grade-level Common Core Language standards to design more appropriate instruction to take place during this block of time. The pedagogical approach in this instance is aligned to our balanced literacy model and includes text-based discussion and interactive writing.

In middle school all English Learners are placed into Designated ELD classrooms. Thomas and Collier (2002) indicated that it takes the most advantaged students between 4 and 12 years of targeted language development in order for them to achieve native-like fluency, enabling them to fully compete with their native speaking peers.

In order to meet the needs of all students with academic language needs, teachers use the Systematic ELD framework to design lessons with clearly stated language objectives designed to build into and from content instruction (Tariba, 2014). Teachers guide students to mastery of these language objectives through a gradual release model of instruction that first explicitly teaches language patterns and vocabulary connected to a specific purpose for communicating—a “language function”—such as to describe a character or to relay a sequence of events. Then, students use familiar structured language practice routines to engage in ample oral practice, usually for 50% of the lesson. Finally, students connect oral language to its written form through guided, shared, and independent writing activities.

A Typical Systematic ELD Lesson (40-60 minutes)

Do Now or Opening (5-10 minutes)

- Written warm-up aligned to English Learners’ Proficiency Assessment (as developmentally appropriate)
- Connect previous ELD lessons to today’s learning

I Do (5-7 minutes)

- Explicit instruction of new language pattern and vocabulary
- Teacher models the language and engages students with choral responses, such as echo repeat

We Do Together (5-7 minutes)

- Closely monitored guided practice, usually whole group

You Do It Together (12-15 minutes)

- Collaborative independent practice

You Do It Independently (5-10 minutes)

- Monitored independent practice

Lesson Closing (2-3 minutes)

- Make connections to real-world applications of the language learned with a focus on building meta-linguistic awareness.

Curriculum for Designated ELD

In kindergarten through eighth grade, teachers plan designated ELD lessons using EL Achieve's Systematic ELD instructional units. The curriculum delineates the grammatical forms, language functions, and vocabulary that students are likely to need at each of three proficiency level spans—Emerging, Expanding, and Bridging—and at the following grade level spans: kindergarten, 1st-2nd grade, 3rd-4th grade, 5th-6th grade, and 7th-8th grade. The curricular guides provide enough language for teachers to choose the specific language to teach within each unit, week, and lesson based on their actual students' data-identified needs and interests.

The instructional units are an essential resource for Designated ELD teachers and provide several benefits to students and teachers. First, the units build language over time, moving from simpler grammatical forms to increasingly complex ones within the same proficiency level over the course of the year. The units are aligned to both the Common Core State Standards for ELA and California's ELD standards, helping teachers give students the foundational language skills they need to access the core curriculum. Additionally, the units ensure that Designated ELD instruction stays grounded in meaningful, worthwhile tasks and real-world themes. Examples of these themes include Healthy Living, Ecology, and Visual and Performing Arts.

Research supports the underlying premise of these tasks and themes in that effective language instruction does not consist of isolated grammar lessons, but is rather the explicit teaching of the language that students need to engage in authentic cognitive tasks (Ellis, 2005; Keck, 2006; Norris & Ortega, 2006; Saunders & O'Brien, 2006). In addition, these real-world themes have the added benefit of providing underserved students with social capital by exposing them to the world beyond their neighborhood.

This planning consistently incorporates the following common practices during Designated ELD time:

1. Gradual Release of Responsibility (See Figure 4)

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

2. Visual Supports

Observers in a Designated ELD classroom at CNES #3 will notice abundant visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support. Teachers model how students might use these visuals during oral and written practice, as well as support students toward independent language production without the use of a scaffold.

3. Structured Language Practice

During guided oral language practice, students engage in Structured Language Practice (SLP) routines, which promote focused, accountable talk. These routines are designed for whole class choral language practice (e.g., Echo Repeat) to small group activities (e.g., Talking Stick) to partner routines (e.g., Lines of Communication).

4. Written Application Tasks

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

5. Assessment

The following table (Figure 5) provides an overview of the types of Designated ELD assessments:

Figure 4

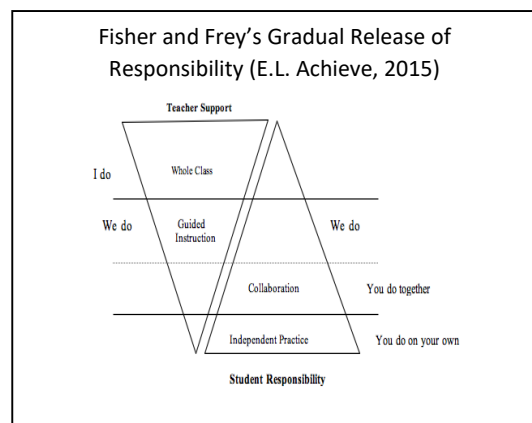


Figure 5

Kindergarten – 8th Grade ELD Assessment

Daily	Weekly	Unit (every 4-6 weeks)
<ul style="list-style-type: none"> Do-Now (pre-assessment or assessment of previous day's work) "You Do Independently" Task (e.g., exit slip) Ongoing Assessment Checklist – used to collect in-the-moment data while students practice oral language 	<ul style="list-style-type: none"> Weekly Application Tasks – found in the Systematic ELD instructional unit curricular guide 	<ul style="list-style-type: none"> Unit Assessments – found in the Systematic ELD instructional unit curricular guide <p><i>Unit Assessment scores are reviewed after Unit 1 and Unit 5 to determine students' readiness to move up an ELD level</i></p>

Integrated ELD

In order to ensure that English Learners achieve parity with their non-English Learner peers, teachers must provide both Designated and Integrated ELD. The California *ELA/ELD Framework* states, "Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs.... to ensure students strengthen their abilities to use English as they simultaneously learn content through English (Collins, Gunderson, & Cruz Allen, 2015)."

Identifying Language to Integrate

Research on the length of time needed to acquire native-like language proficiency suggests that intentionally designed Integrated ELD should in fact be provided to students past their initial reclassification. Research has indicated that it takes the most advantaged students 4-12 years of second language development to reach deep academic proficiency to compete successfully with native speakers (Thomas & Collier, 2001). Given meeting the criteria for reclassification does not necessarily indicate that one has achieved "deep academic (language) proficiency," CNCA provides Integrated ELD to all students in an effort to achieve this goal.

This approach is also supported by research related to the vocabulary gap between low- and upper-income children. According to E.D. Hirsch (2003), it is now well-accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap. We consider this along with the research showing that by age three, there is a 30 million word gap between children from the poorest and the wealthiest families (Hart, 1995). Over 95% of our students qualify for free and reduced-price lunch. As such, we believe that it is our moral obligation to ensure all students we serve benefit from continued language development.

As part of our work to design guaranteed and viable content pacing plans, CNES #3 applies the same principles of curricular articulation to creating a scope and sequence of meaningful, connected language instruction in all content areas. Research, such as that cited by Watermeyer in 2012, strongly supports the importance of this vertical and horizontal curricular articulation. From his research, Watermeyer concludes:

Learning requires connectivity and ability on the part of the learner to draw together both knowledge content and skills in a way that is useful and meaningful; certainly, where knowledge and skills in isolation are redundant and profligate. Articulating and aligning the curriculum while making explicit the thread and momentum of learning is therefore paramount to the formation of learners' active citizenship in the classroom and beyond (Watermeyer, 2012, p. 4).

In planning for integrated English language development, CNES #3 embraces the concept of language that is *high-leverage* and *portable*. This concept, coined by language acquisition experts, Susana Dutro and Raquel Núñez, means prioritizing the instruction of language that is essential for mastering grade level content (high-leverage) as well as very likely to be encountered in a plethora of academic and real-life settings (portable) rather than only applicable to one domain (Dutro & Mendia-Núñez, 2018).

In order to develop an articulated scope and sequence of high-leverage and portable language for integrated English Language Development, teachers begin with the anchor text to be used throughout the course of the unit of study. Because this text is connected to the big ideas of the unit, it will be discussed and studied collaboratively throughout the course of the unit, thereby providing English Learners with ample opportunities to practice academic language (Lesaux & Harris, 2015). Teachers analyze the anchor text and the content they are going to teach through three lenses:

- 1) general academic (Tier Two) vocabulary (such as *evaluate*, *justification*, and *evidence*),
- 2) content-specific (Tier Three) vocabulary (such as *onomatopoeia*, *scalene*, and *Czar*), and
- 3) grammatical forms for high-leverage and portable language functions.

Working with instructional leaders, grade-level teams, and department teams, teachers use this analysis to articulate meaningful language instruction for all content areas.

Identifying and Sequencing Vocabulary for Optimal Instruction

Given Tier Two vocabulary is omnipresent in academic settings and many English Learners are likely to be unfamiliar with this vocabulary, teachers of all content areas systematically and explicitly teach these words (Baker S. , 2014). Building on the work of Kate Kinsella, Dr. Charles Browne, and other experts in language acquisition, grade level and department teams work together to identify and sequence Tier Two words to teach across the program. Using agreed upon sources, such as the *New General Service List* and Kinsella's *Academic Toolkit*, they norm the definitions to be used (Browne, Culligan, & Phillips, 2013; Kinsella, Academic Vocabulary Toolkit, 2013). This vertically and horizontally aligned approach to Tier Two vocabulary instruction promotes clarity for students and increases the likelihood that they will apply new words across the instructional day.

Similar to the decisions made regarding when and how to teach Tier Two vocabulary, teachers make strategic decisions when planning instruction of Tier Three vocabulary. If understanding new Tier Three words requires schema that students will build throughout the lesson, teachers introduce these words and their definitions when they arise throughout the course of the lesson, rather than pre-teaching them (Bay-Williams, 2009).

When determining which general academic and content-specific words to teach, teachers distinguish between those that they will lead students to study in depth and those that will be quickly defined at the beginning or end of a lesson. They identify 5-10 words to study in depth over the course of 2-4 weeks (Lesaux & Harris, 2015). These words are those which are deemed both useful and complex after teachers analyze the words both in the context of the lesson and beyond.

Identifying and Sequencing Grammatical Forms and Functions for Instruction

The final level of language analysis that teachers conduct is related to the language function and the related grammatical forms that students will need to engage in the lesson. Language functions are the purposes for communicating in speaking or in writing. Examples of these include *to describe*, *to explain cause and effect relationships*, *to tell events in a sequence*, *to make a request*, etc.

Teachers identify the overarching function of the text that students will read or the function that students will need to accomplish the lesson objective. In doing so, teachers become aware of the complex grammatical forms and sentence structures with which students will need familiarity in order to complete a task successfully. For example, if students are to write an explanation of their mathematical thinking, they may need to express cause and effect relationships.

Because [cause or reason], *I decided that I needed to* [action you took].

Because [there are several groups of the same size], *I decided that I needed to* [multiply].

Similarly, if students are to read a text on the events leading up to the Revolutionary War, it would help them to anticipate and understand sequence phrases such as *before*, *meanwhile*, *not long after*, etc.

As CNES #3 solidifies this work and codifies it into pacing plans, we are beginning to amplify this work by using knowledge of students' language levels to differentiate for language complexity. Whereas a native English speaker may need to concentrate on grammatical forms for compound-complex sentences, this is likely inappropriate for a student who is just beginning to acquire English. Using this understanding, teachers are working to create portable menus of differentiated grammatical forms for each high-leverage language function. A differentiated menu of language to express cause and effect relationships in the upper grades might look like:

Language to express cause and effect relationships

$\left\{ \begin{array}{l} \textit{Because} \\ \textit{Given that} \\ \textit{Recognizing} \end{array} \right\}$ [subject] [past tense verb] [cause or reason], [subject] [past tense verb] [effect].

[Subject] [past tense verb] [effect] $\left\{ \begin{array}{l} \textit{because} \\ \textit{given that} \\ \textit{recognizing} \end{array} \right\}$ [cause or reason].

[Subject] [past tense verb] [cause or reason], *so* [subject] [past tense verb] [effect].

Because the grammatical forms and language functions are portable—useful in multiple contents and settings—students get systematic, meaningful practice with high-leverage language at their current language level and they are also exposed to more complex grammatical forms for the language function that they can be encouraged to try on as they are ready. Using this systematic approach, an observer might hear these grammatical forms being used in multiple classrooms. For example, you might hear a student with an expanding ELD designation say in her

history class, “Lucilla betrayed Marcus Aurelius, so he exiled her to Capri.” You might hear a student with a bridging ELD designation say in his English Language Arts class, “I rewrote the introduction of my essay given that I changed the supporting details in the body paragraphs.” You might see that a student who reclassified last year has written in her lab report, “Recognizing there was a positive correlation between the increased natural light in the classroom and scores on Science quizzes, I hypothesized that students with Science in the afternoon have an advantage in their science grades.”

Planning for an Integrated English Language Development

Once teachers have analyzed their lessons through the lenses of vocabulary and language function, they use these data to plan intentional language supports, such as vocabulary mini-lessons, visual supports, opportunities for structured student talk, and language frames, all of which are intended to teach and scaffold the general academic and content-specific vocabulary and complex grammatical forms that students will need to engage in the lesson.

Vocabulary Instruction

As described above, teachers engage in a prioritization process that helps them determine which words to pre-teach, both quickly and through an in-depth study, and which words to introduce during the lesson, once students have grasped an understanding of the concept represented by the vocabulary. Teachers define lower priority and more easily understood vocabulary in context, providing synonyms in English and, when possible, in Spanish. When engaging students in an in-depth study of key vocabulary words, teachers use graphic organizers to help students conceptualize important ideas related to the word, such as cognates in Spanish, definitions, related words, and example sentences. Teachers also use pictures, realia, and total physical response (TPR), to help students understand and remember the words. After the teacher introduces the words and their meanings, students practice using the words in a variety of contexts. For example, they may first be given a familiar language frame into which the target vocabulary has been written for them to engage in a Lines of Communication activity. After successfully completing that activity, they may be given another familiar language frame into which they must incorporate the word for a Talking Chip activity.

Most importantly, the words that have been selected for in-depth study are revisited often and in a variety of contexts—speaking, listening, reading, and writing. Students are required to use these words in writing and conversation, which support ensuring they internalize a deep understanding of the word meaning. (Lesaux & Harris, 2015)

Visual Supports

In addition to providing pictures of key vocabulary words and graphic organizers to organize information about these words, teachers utilize additional visual supports to ensure that English Learners can access content instruction. These visual supports include pictorial input charts, anchor charts with key concepts and processes defined in both pictures and words, additional graphic organizers (such as Thinking Maps) that help students visually display information, and words walls with high frequency and/or content-specific words and symbols.

Structured Language Practice

Research on English Learners’ language development has shown that there is a strong correlation between students’ oral English skills and their reading comprehension and writing abilities (August & Shanahan, 2006). As such, English Learners benefit from abundant oral practice throughout the course of a lesson. In order to be effective, this oral practice must be well structured (Goldenberg). As such, teachers teach and implement Structure Language Practice routines, or SLPs, that become very familiar to the students as they progress through

the school. These routines, described above in the Designated ELD section of this document, provide students with a structured time to practice the vocabulary and grammatical structures that characterize the academic and content language of the lesson. The routines ensure that there is an equitable balance of talk time among students and that students are held accountable for speaking and listening to their peers.

Language Frames and Sentence Starters

To help students perform the language function necessary to accomplish an oral or written task, teachers provide students with written language frames and sentence starters. These may include a sentence starter specific to a lesson or a high-leverage, portable language frame for a target language function that students can use in a variety of contexts.

Lesson-specific:

In chapter one, Charlie might be described as [quality] because [textual evidence].

High-leverage and portable:

*The { text says
author writes
presenter shared } "[quote]," and I know [prior knowledge], therefore I { infer
predict
conclude } [inference].*

Language frames and sentence starters utilize a consistent format developed by E.L. Achieve so that students are able to access and even adapt these supports over time. For example, a student who is working to acquire basic English proficiency may use the frames to articulate the basic language. A student who has a more advanced proficiency in English, recognizing that words in red are verbs, may be encouraged to substitute or may independently incorporate more advanced verbs into the frame.

Teachers consistently introduce to students all new language frames, modeling how to use the frame and providing time for students to use the frame in familiar contexts before asking students to begin incorporating the frame with new content. Frames are memorialized on anchor charts and reviewed throughout the unit of study, with the goal being for the students to internalize this language over time and use it independently without prompting.

Implications for Assessment

While English Language Learners do not necessarily require separate assessments in the content areas, teachers take language into consideration when designing content-area assessments. Students' language needs are accounted for to ensure that teachers can gauge student understanding of the content itself without language hindering students' ability to express this understanding. Teachers do this by designing assessments with appropriate language supports embedded. Such language supports might include translated directions, word banks or glossaries, academic language frames, pictorial support for key terms, allowing students to respond in their primary language, and/or revoicing passages at students' language level.

As with any scaffold, language supports are used prudently so as not to develop an over-reliance on the support. Teachers also consciously prepare students for settings in which they will need to use academic language to express their understanding of material without certain language supports, such as on the Smarter Balanced assessments. Teachers do this by intentionally removing a language scaffold as soon as a student or group of students demonstrates readiness and by administering some assessments and/or some assessment items without

language scaffolds in order to both determine readiness for independent language use and to provide students with practice in independent language use on an assessment.

Mathematics (Core)

The Common Core State Standards for Mathematics (CCSSM) call for “learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing ‘habits of mind’ that foster mastery of mathematics content as well as mathematical understanding (Kirst & Torlakson, 2014).” The two types of standards included for mathematics are mathematical practice standards identical for each grade level and mathematical content standards that vary by grade level. Together, these standards address both “habits of mind” that students must develop to foster mathematical understanding and what students need to know and be able to do. As such, the standards are designed to prepare students to be mathematically competent individuals who can use mathematics in their personal lives, at work, and as a means for comprehending and influencing the world in which they will live after they graduate from high school.

The scope and sequence outlined in the CCSS align with conclusions from research, such as that synthesized by the National Council of Teachers of Mathematics (2014), the National Science Board (2016), and the National Assessment of Educational Progress (National Assessment of Educational Progress, 2013), among others. This research concludes that:

- The focus of math in school should be problem solving.
- The study of mathematics should emphasize higher order thinking skills, deep understanding of concepts, mathematical communication, making connections, and applying mathematics to other areas of learning.
- Basic skills in mathematics should go well beyond computational ability and should be integrated to include things like logic, numeration, patterns, and relations.

The goal of mathematics instruction at CNES #3 is to ensure all students have a deep conceptual understanding of grade-level mathematics and computational fluency necessary to meet the demands of mathematics in high school, college, career, and life in the 21st century. Our mathematics program aims to (a) guarantee all of our students can solve problems accurately, flexibly and efficiently; (b) clearly communicate thinking using mathematical language and representations; (c) demonstrate conceptual understanding, thinking and reasoning beyond the procedural application; (d) persevere through problem solving; and (e) demonstrate mathematical understanding on standardized assessments and high quality performance tasks.

Instructional Approach

Our instructional approach in mathematics is centered around five research-proven strategies: cooperative learning, student talk, mathematical environment, problem-based learning, and mixed-space practice.

Cooperative learning. Extensive research from the past 30 years, such as that discussed previously in this petition, supports the belief that students learn ideas more deeply when they discuss ideas with classmates. (e.g., Casteel & Bridges, 2007; Parker & Hess, 2001; Yoder & Hochevar, 2005). It is unusual in educational research to see such consensus of findings in both individualistic settings and randomized experiments. The consistency of the research over a wide span of age groups and a wide set of topics indicates that a fundamental learning principle is involved in cooperative learning settings: social interaction increases the ability to learn ideas and the ability to integrate these new ideas into existing cognitive structures (Yamarik, 2007). The main conclusion from tens of thousands of hours of research into cooperative learning is that cooperative learning is a more effective way than direct instruction for students of all ages to learn most concepts—and is especially effective for students learning

non-linguistic concepts (e.g., (Qin, Johnson, & Johnson, 1995; Tjosvold, Druckman, Johnson, Smith, & Roseth, 2019).

In addition to the benefit of collaborative learning for developing content understanding, collaborative learning opportunities support the development of “soft skills” that more businesses are becoming insistent that new hires have. Skills such as an ability to work within a team environment, an ability to listen to the ideas of others, and an ability to communicate one’s own ideas are also intentionally developed through cooperative learning.

Social Interdependence Theory describes conditions essential for effective cooperation learning. The five basic elements are (a) positive interdependence, in which group members perceive that they are linked with their group mates in such a way that they cannot succeed unless all members succeed; (b) individual accountability, in which all group members realize that each of them is responsible for contributing a fair share of the group's work; (c) promotive interaction, in which group members encourage and facilitate each other's efforts to achieve; (d) interpersonal and small group skills, such as communication, leadership, trust building, decision making, and conflict resolution; and (e) group processing, in which the group reflects on how well the group members are working cooperatively and how it would be possible to do even better (Johnson & Johnson, 2009).

Building on this research base that shows students learn more when students work with each other in heterogenous cooperative groups (Johnson, Johnson, & Smith, 2006), cooperative learning is a hallmark of mathematical instruction at CNES #3. There may be times when groups turn in one collective assignment, but often students will still turn in individual work. Either way, all students produce work daily in their math classes.

At CNES #3, we group students heterogeneously. Teachers create and nurture the culture for collaborative learning by re-enforcing the message that everybody has different strengths and that there are many ways to demonstrate mathematical ability. Teachers praise students for mathematical skills such as drawing, representing, organizing information, explaining and questioning, not just getting the right answer. This helps teachers broaden the definition of success in mathematics, thus increasing the number of students who see themselves as mathematicians.

There are four key instructional practices employed in our mathematics classroom to ensure collaborative learning is effective: clear expectations, group roles, teacher circulation and monitoring, and participation quizzes.

Clear expectations. As part of establishing and maintaining a culture conducive to effective collaborative learning, each teacher develops a clear list of norms and expectations clearly stating how all students should participate in their groups. For example, in one mathematics classroom the expectations are stated as follows:

An effective, participating team member will:

1. Respect the right of others to learn.
2. Help anyone on the team who asks—by giving hints and asking good questions, but not by giving answers right away.
3. Justify and explain ideas.
4. Listen carefully to all team members and consider their responses.
5. Support all members to stay together, not leaving anyone behind or letting anyone work ahead.

In the upper grade levels, these expectations are usually co-created with the class while they may be determined by the teacher in advance in the primary grades. Either way, the expectations are unpacked formally and rehearsed with the class at the beginning of the year. Teachers refer to these expectations frequently and continuously review them before and after group work time.

Group roles. Positive interdependence is fostered in our math classes' collaborative groups using group roles. Leading experts on collaborative learning cite myriad potential benefits of group roles. For example, group roles offer an opportunity for high quality, focused interactions between group participants. Participants are more likely to stay on task and pay closer attention to the task at hand when their roles in the collaboration are clear and distinct. Group roles provide all students with a clear avenue for participation. Students are less likely to feel left out or unengaged when they have a particular responsibility that they are responsible for completing. Along the same lines, assigning group roles reduces the likelihood of one individual completing the task for the whole group, or "taking over," to the detriment of others' learning.

Additional benefits of group roles include their encouragement of individual accountability. Group members are more likely to hold each other accountable for not completing work if a particular task is assigned to them. Group roles also allow students to strengthen their communicative skills, especially in areas that they are less confident in volunteering for. Finally, group roles can help disrupt stereotypical and gendered role assignments, which can be common in group learning (Hirshfield & Chachra, 2015).

At CNES #3, the cooperative learning groups in our math classes often use the following four roles:

- the Resource Manager, who is responsible for getting materials and asking the teacher questions;
- the Facilitator, who is responsible for keeping the team working together;
- the Recorder/Reporter, who is responsible for verifying that his or her team is writing justifications and explanations; and
- the Task Manager, who is responsible for facilitating an effective, participating team.

Teacher circulation and monitoring. During collaborative student work time, teachers consistently walk between groups with targeted intention, asking questions and supporting student participation. Before each lesson, teachers consider the possible misconception that may arise during the assignment. They prepare questions that will put the burden on students to think about the concepts and confront their own misconceptions.

Another goal for this time is to assign status and competence to students who may not consider themselves to be good at math. Listening extra carefully to these students, teachers draw attention to their ideas or praise them for their skills in drawing, explaining, asking questions, etc. This helps more students see themselves as mathematical thinkers and prevents them from disengaging from math classrooms.

Participation quizzes. While students work together in collaborative groups, the teacher takes public notes, such as on a document camera or on the white board. These notes capture data regarding the quality of the group work—the "social moves"—and the quality of the mathematical discussions—the "math moves." As a part of lesson planning, teachers decide on a focus for these quizzes based on anecdotal data from their class(es). Early in the year, a teacher may focus on establishing norms, such as getting a quick start by reading problem promptly and making sure group understands, while later in the year, the teacher may focus on refining a norm that a particular class is struggling with, such as making statements with reasons. The teacher communicates and unpacks this focus with students before launching into collaborative work. At the conclusion of the collaborative

task, the teacher debriefs these notes with the class. This focus approach to “bookending” collaborative practice is a powerful way to reinforce the kinds of cooperative behaviors that teachers want to establish.

Student talk. Research discussed previously in this petition verifies how crucial classroom conversations are for learning (e.g., (Yoder & Hochevar, 2005; Casteel & Bridges, 2007; Parker & Hess, 2001). This is especially important in mathematics. Having students illuminate their thinking by explaining the details of their math ideas, engaging with the details of others’ mathematical ideas, and having others engage with their own thinking is critical for conceptual mathematical understanding (Sammons, 2018).

The most effective type of student-talk is exploratory talk (Mercer, 1995). Research, such as that conducted by Dawes, Littleton, and Mercer (2011) found that the way students use language during exploratory talk within groups positively affects the way students solve problems independently. In exploratory talk, students engage critically but constructively with each other’s ideas by offering suggestions for joint consideration that may be challenged and countered. These challenges are justified and alternative perspectives are offered.

Exploratory talk makes students’ knowledge and reasoning more visible. Bringing students thoughts to the surface—be they correct or erroneous—fosters an environment that is ripe both for examination by the teacher and other students and for eliciting rich discussion where students talk to one another, building on each others’ thoughts and ideas, and collaboratively sharpening mathematical reasoning and understanding. The way teachers and students talk with one another in the classroom is critical not only to what students learn about math, but also how they come to see themselves as mathematical thinkers.

Four key instructional practices support our focus on student talk in math.

Open-ended questioning. Asking students questions that are open-ended creates the space for them to do the thinking. Examples of open-ended questions often heard in our math classes include: Might there be a situation where this would not be true, or is it always true? How might you prove that? What evidence supports your solution? Does your method always work or only sometimes work? Why?

Teachers consistently use questions such as these, and they encourage students to ask these questions to each other. Visual aides, such as language anchor charts, role cards with language frames included, or table tents with key questions for mathematical conversations support students to internalize and utilize these open-ended questions during mathematical discourse.

In addition to these high-leverage and portable questions, teachers plan before each lesson one to three essential questions that are particular to the lesson content. The lesson is situated so that by the end, students will be able to defend mathematically sound answers to these questions either through discussion or informal assessments, such as quizzes or exit slips.

Language frames. As discussed previously in the Integrated ELD section, support for ongoing language development in content is essential for all our learners. In addition to the strategies discussed previously, CNES #3 uses targeted, specific language frames in our math classes to promote student talk and academic language. Specifically, these language frames are developed to promote students’ clear articulation of mathematical thinking.

For example, when sharing solutions to problems, a student response of, “I think the answer is ten,” does not illuminate the student’s thinking. Answers such as this do not communicate student understanding—we cannot even be sure the student did not simply guess. To support students in articulating their thinking, a language frame

such as “I think [thought] because [justification]” promotes student responses such as “I think x equals ten because we already know that $2x$ is the same as 20. Two times ten is 20, so x must be ten.”

Teachers work to develop, teach, and practice with the students these high-quality language frames, both broad (“high-leverage and portable”) and specific. As with open-ended questions, teachers use visual reminders, such as language anchor charts, consistently encouraging students to use these language frames through positive reinforcement or other incentives as needed.

Revoicing. The distinction between revoicing and repeating is that *repeating* involves saying again the words someone just said, whereas *revoicing* calls for listeners to say what they heard *in their own words*. Revoicing is a way for listeners to try on another person's thinking (Kazemi & Hintz, 2014).

Through revoicing, students and the teacher are able to hear an idea again in another way, giving the sharer of the original idea a chance to confirm, change, or clarify what was said so others better understand his or her thinking. Math teachers at CNES #3 use revoicing to tease out nuances in an idea, affirm a tentative student's participation, and direct the discussion a certain way. Hearing ideas multiple times in different ways also supports students who struggle with the text, idea, or language (Moschovich, 1999).

Additionally, revoicing serves to make and keep discussions mathematical as students' statements are often reformulated with more precise language and in terms that are closer to the standard mathematical language. For example, consider Moschovich's transcript of a math lesson in which students are comparing rectangles to triangles.

T: What is one difference you notice between this shape [rectangle] and this shape [triangle]. Julian?

Julian: The rectangle has a parallelogram [running his fingers along the lengths of the rectangle], and the triangle does not have parallelogram.

T: He says that this [a triangle] is not a parallelogram. How do we know this is not a parallelogram?

Julian: Because when they go straight, they get together, [runs his fingers along the two sides of the triangle].

T: So, Julian is saying that if these two sides were to continue straight out [runs his fingers along the sides of the triangle], they would actually intersect, they would go through each other. Very interesting. So, this is not a parallelogram and it is not a rectangle.

In this excerpt, the teacher revoices Julian's phrase, “the parallelogram,” to “the sides,” which is more specific because it refers to the sides of a quadrilateral rather than any two parallel lines. Additionally, the teacher revoices Julian's informal phrase, “they get together,” to “intersect,” which is more precise and aligned with standard academic discourse in math (Moschovich, 1999). Not only is revoicing a tool to model mathematical precision of language, as students continue to learn and internalize the language of mathematical discourse, teachers guide students themselves to use revoicing as a tool to practice attending to precision.

When students are sharing key ideas or bringing out common misconceptions in our mathematics classrooms, observers may hear teachers foster revoicing through questions such as, “Who can restate in their own what Meredyth just shared with us?” After a student revoices Meredyth's idea, the teacher or the student may follow-up with, “Meredyth, did they get that right?” providing Meredyth an opportunity to reflect on her original idea as well as evaluate her precision of language based on the revoicer's understanding of the idea. This then is the

impetus for a rich mathematical discussion as the class builds upon and explores this idea facilitated by the teacher or students' open-ended questions, such as those articulated in the previous section.

Think time. The term *wait time*—periods of silence that followed teacher questions and students' completed responses—was first coined in research conducted by Mary Budd Rowe (1972). In this study, Rowe noted that “on average, teachers paused only 1.5 seconds after asking a question; some wait only a tenth of a second. When that time was extended to three seconds, there were positive changes to students' and teachers' behaviors and attitudes.” Further, Rowe concludes that “exploration and inquiry require students to put together ideas in new ways, to try out new thoughts, to take risks. For that they not only need time, but they need a sense of being safe (p. 4).”

Building upon Rowe's work, Robert Stahl more precisely named this concept “Think time,” which he defined as “a distinct period of uninterrupted silence by the teacher and all students so that they both can complete appropriate information processing tasks, feelings, oral responses, and actions (Stahl, 1994, p. 2).”

Further research demonstrates that wait time tends to (a) increase the length and correctness of student responses, (b) decrease the number of no answers or “I don't know” responses, (c) greatly increase the number of students who volunteer answers, and (d) correlate to increased academic achievement as measure by assessment scores (Mirra & Rogers, 2015; Walsh & Sattes, 2015).

At CNES #3, think time in math is promoted in several ways, including *quick writes* and *think-pair-shares*. Teachers utilizing quick writes will pose a question and give students one to two minutes to jot down their ideas in their math journal. The expectation is that all students write about what they know, even if they don't know the answer to the question. Think-pair-shares begin similarly with a posed question after which several students are called upon to revoice the question to ensure understanding. Then, students are given less than a minute to think about the question on their own followed by structured partner talk, often using common sentence frames. A visitor to one of our math classrooms might hear the teacher instruct, “The partner with the longest hair shares first. Remember to use our academic language when discussing your ideas, such as ‘I think [idea] because [justification]. Feel free to use our language anchor charts or your question table-tents to support your precision of language. At the end of two minutes, I will be calling on several people to share out their ideas, so please make sure you are prepared. Ready to discuss? The question again is _____. Two minutes.”

Rich mathematical environment. The classroom environment plays a prominent role in shaping how students learn so much so that many constructivist approaches to education, such as Reggio Emilia and Montessori, promote the idea that three educators are in the classroom at any one time: the teacher, the child, and the environment. Research supports this idea.

Barrett, Davies, Zhang, and Barrett (2017) investigated the impact of various environmental factors on performance in reading, writing, and mathematics across 153 classrooms at 27 urban schools. Barrett's team found that the biggest impact from classroom environment was on mathematical progress, “where the individualization of the classroom to the child appears to be of paramount importance (p. 446).” Their work demonstrated that an optimization of classroom environments, specifically factors that contributed to a feeling of student *flexibility* and *ownership*, positively correlated to an improvement in mathematical performance by nearly 12% (p. 441).

Barrett's (2017) team defined flexibility, which they found had a particularly large correlation with math progress, as the degree to which the environment is designed for the particular students (p. 426)—specifically clear transitions and spaces for various groupings of students and formal, well-defined zones on the walls for co-

created learning tools and student work (p. 442). They defined ownership as the degree to which the environment is individualized for both the class as a whole and for each pupil, with the aim of creating a child-centered environment that is seen to be important for learning (p. 426).

In alignment with these findings, CNES #3, we use our classroom walls as opportunities to display classroom-created anchor charts to remind students about important ideas. Personalized math journals in desks, a prominently displayed number line wraps around the room passing atop the math word wall zone and the zone to display high quality student work. Tubs of algebra tiles and other carefully organized manipulatives are stationed in resource zones, allowing students to get what they need independently whenever they need it. Desks and tables are situated to seamlessly transition to collaborative learning groups, partner talk, small group instruction, and whole group instruction.

Creating and maintaining the rich mathematical environment is coupled with teaching the students to consistently use the resources and how to metacognitively determine which of the abundant resources in the classroom support their learning style and when.

While there will be some variation from classroom to classroom as teacher individualize the environment for their particular students, an observer can expect to find anchor charts, word walls, number lines, and displays of student work in all K-8 math classrooms at CNES #3.

Anchor charts. As discussed previously in this petition, the use of anchor charts is a high-leverage practice used across the school program. Additional research, such as that conducted by Carney and Levin (2002) and Bui and McDaniel (2015) affirm that easily accessible anchor charts and visual aides correlate to increased achievement in math.

In planning for these anchor charts, teachers first unpack standards to determine the vocabulary, models, and strategies that would be useful for students to reference regularly. Then, they design lessons to elicit these ideas from students. Cultivating a sense of ownership and flexibility with our math students, these anchor charts are cocreated during the lesson, capturing on chart paper students' their ideas and insight into the concept, model, or vocabulary at hand. Once this learning has been captured on the anchor chart, the teacher posts it prominently in the zone dedicated to anchor charts, referencing it frequently and adding to it as students uncover new ideas and vocabulary applicable to the anchor chart.

Word walls. Language has become increasingly important in mathematics classrooms as students are acquiring conceptual understanding through explaining their thinking orally and in writing using the academic language appropriate for expressing those ideas with precision of language (National Council of Teachers of Mathematics, 2014). Preliminary research on the complexity of vocabulary within high-stakes assessments indicate that students are expected to understand words along a wide continuum (Pierce & Fontaine, 2009). This research along with that previously discussed in this section (e.g., (Dawes, Littleton, & Mercer, 2011; Sammons, 2018; Lesaux & Harris, 2015; Baker S. , 2014) illuminate that the depth and breadth of a student's mathematical vocabulary is now more likely than ever to influence a child's success in math.

According to a study conducted by Firmender, Gavin, and McCoach (2014), math teachers who used words walls to support general mathematical vocabulary development and to construct viable mathematical arguments scored higher than controls on high stakes assessments in math.

Given the essentiality of precise mathematical language for student success, each of our math classroom has a zone in the classroom designated as their math word wall to memorialize learned vocabulary. Each term is

coupled with a small poster that includes a student created definition, visual model, and an example. At the beginning of the year, the word wall is blank. As students learn vocabulary and concepts, teachers and students make small posters either together or independently. Teachers refer to the words on the wall frequently, modeling how students might use it as a resource.

Quality student work display. Displaying high quality student work communicates clearly to students that they are capable of creative and critical thinking and sophisticated inquiry and communication. It makes transparent for students the criteria for success in a math classroom. In their book, *Creating Curriculum: Teachers and Students as a Community of Learners* (1991), Carolyn Burke and Kathy Short suggest that too often, we expect students to do something akin to putting together a 1000-piece jigsaw puzzle without the picture on the front of the box. Displaying high quality student work elucidates for students what might be possible.

Displaying student work can also affirm students' sense of mathematical competency and provides even more opportunities for them to learn from one another. In an earlier research study, Barret, Zhang, Davies, and Barret (2015) found that in classrooms where high quality student work was displayed, students not only felt a greater sense of responsibility for their learning but were also more likely to remember the material.

As with word walls, a zone in each math classroom at CNES #3 is designated to displays of high-quality student work. Before students begin a task, teachers introduce them to the criteria for *high quality*, including using multiple strategies, using visual models, and justification. This introduction is coupled with examples and non-examples, and the teachers regularly refer to and coach the students to refer to as they are working. Once a task is completed and samples are selected for display, these criteria are posted alongside the student work, deepening all students' internalization of these critical mathematical skills.

Number lines. A growing body of research suggests the importance of number lines as tools for helping students develop greater flexibility in mental arithmetic as they actively construct mathematical meaning, number sense, and understanding of number relationships (Frykholm, 2010). Number lines are beneficial to burgeoning mathematicians of all ages, from supporting primary students with basic operations to supporting middle school students deepen their understanding of integers. From the first day of the school year, each of our mathematics classrooms has a number line that is easy to see and refer to, often on the front wall near the ceiling. These number lines display 0-150 in the elementary classrooms and at least 50 integers on either side of zero for the middle school classrooms. Teachers refer to these number lines frequently during instruction, and they coach students to use this tool as a resource independently.

Problem-based learning. Problem-based learning involves working collaboratively on problems in order to develop both an understanding and a procedure for finding solutions. This contrasts with a more traditional approach of students practicing a procedure that's been defined already. With a problem-based learning approach, students not only develop conceptual understanding more deeply, they also acquire learning skills that are directly transferrable to other real-world contexts and work towards life-long learning (Alfieri, Brooks, Aldrich, & Tenenbaum, 2011).

The effectiveness of problem-based learning, and even more specifically, the effectiveness with communities who share our demographic, is supported by a plethora of research. For example, Songer, Lee & Kam (2002) studied 19 urban sixth-grade classes showing students in all classrooms made significant content and inquiry gains through a problem-based learning approach. Kahle, Meece & Scantlebury's (2004) report on eight middle schools in Ohio where teachers who used problem-based learning positively and significantly influenced the achievement of urban majority-minority students. The study of Marx et al. (2014) on approximately 8000 students in the Detroit

public schools showed a statistically significant increases on test scores and that this positive effect continued to increase for each of the three years that students were in problem-based learning programs. What these research pieces demonstrate is that the goals of long-term learning are maximized by problem-based learning and that virtually all students can benefit from this instructional approach.

Mixed-space practice. Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years. Researchers agree that learning is improved when the learning practice is spaced over time, rather than happening all at once and not revisited. In the past 70 years, dozens of researchers of psychology, workplace training, and education have validated this “spacing effect.” For example, research by both Carpenter et al. (1998) and Son & Simon (2012) show that as long as students have at least a latent memory of earlier learning of a skill, delaying the reinforcement by spacing improves both transfer and long-term learning.

The research on mixed practice shows its effectiveness. Rohrer & Taylor (2006) found that student “performance was vastly superior after mixed practice.” D. Rohrer & Pashler (2010) found that “interleaving of different types of practice problems markedly improves learning.” An earlier result from the research by Hatala et al. (2003), also showed support for mixed practice and concluded that students studying subjects other than mathematics and science can benefit from this strategy.

In his article for the Journal for Research in Mathematics, D. Rohrer (2009) provides a strong rationale for incorporating both spaced and mixed practice regularly. He concludes:

Spacing provides review that improves long-term retention, and mixing problem types improve students' ability to pair a problem with the appropriate concept or procedure. Mixed review is also more rigorous than blocked practice because students cannot assume that every problem is based on the immediately preceding lesson, the apparent benefits of mixed review suggest that this easily adopted strategy is underused.

Expected Outcomes and Curriculum in Math

Our instructional approach for mathematics is supported through carefully selected curriculum: Bridges for students in K-5, and College Preparatory Math (CPM) for middle school students. The curriculum supports our students achieve the following CCSS-aligned learning outcomes:

<i>K</i>	<i>1st Grade</i>	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths
Compare numbers	Add and subtract within 20	Understand place value		Use place value understanding and properties of operations to	Use equivalent fractions as a strategy to add
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from		Use place value understanding and properties of operations to add and subtract			

<i>K</i>	<i>1st Grade</i>	<i>2nd Grade</i>	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
Work with numbers 11- 19 to gain foundations for place value	<p>Work with addition and subtraction equations</p> <p>Extend the counting sequence</p> <p>Understand place value</p> <p>Use place value understanding and properties of operations to add and subtract</p> <p>Measure lengths indirectly and by iterating length units</p>	<p>Measure and estimate lengths in standard units</p> <p>Relate addition and subtraction to length</p>	<p>Multiply & divide within 100</p> <p>Solve problems involving the four operations, and identify & explain patterns in arithmetic</p> <p>Develop understanding of fractions as numbers</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition</p>	<p>perform multidigit arithmetic</p> <p>Extend understanding of fraction equivalence and ordering</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations</p> <p>Understand decimal notation for fractions, and compare decimal fractions</p>	<p>and subtract fractions</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</p> <p>Graph points in the coordinate plane to solve real-world and mathematical problems</p>

<i>6th Grade</i>	<i>7th Grade</i>	<i>8th Grade</i>
<p>Collect, organize, and display data in multiple ways.</p> <p>Analyze data using measures of central tendency.</p> <p>Represent data sets using various methods and analyze how changes in data impact the representation.</p> <p>Represent and compare quantities using manipulatives, diagrams, and number expressions.</p>	<p>Use integers and complete operations with integers and rational numbers, including using the Order of Operations.</p> <p>Use diagrams and equal ratios to represent part-whole relationships.</p> <p>Use percents and scale factors to determine percent increase or decrease, discounts, and markups.</p> <p>Use variable expressions to represent quantities in contextual problems.</p>	<p>Represent a linear function with a graph, table, rule, and context and create any representation when provided one of the others.</p> <p>Solve systems of equations by using tables and graphs.</p> <p>Symbolically manipulate expressions to solve problems including those with fractional coefficients.</p> <p>Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses</p>

6 th Grade	7 th Grade	8 th Grade
<p>Represent multiplication using rectangular arrays.</p> <p>Represent integers on number lines and with manipulatives.</p> <p>Make sense of multiple representations of portions (decimal, fraction, percent) and convert from one form to the other.</p> <p>Compare fractions and generate equivalent fractions.</p> <p>Recognize ratios in tables and graphs and solve corresponding problems.</p> <p>Use ratios to describe relationships with similar plane figures and other situations.</p> <p>Use models and standard algorithms for computations with fractions and decimals.</p> <p>Simplify variable expressions by combining like terms and using the Distributive Property.</p> <p>Evaluate variable expressions and solve simple equations and inequalities.</p> <p>Solve distance, rate, and time problems.</p> <p>Solve percent problems including those with discounts, interest, and tips.</p> <p>Compute area, surface area, and volume of rectangular solids.</p> <p>Represent solids using nets.</p>	<p>Simplify variable expressions by combining like terms and using the Distributive Property.</p> <p>Solve linear equations, including those with fractional coefficients and those with no solutions or infinitely many solutions.</p> <p>Solve and graph one-variable inequalities.</p> <p>Compare experimental and theoretical probabilities.</p> <p>Distinguish between dependent and independent events and calculate the probability of compound independent events.</p> <p>Represent probabilities of multiple events using systemic lists, area models, or tree diagrams.</p> <p>Design, conduct, and analyze surveys.</p> <p>Collect and compare data and describe the distribution of sets of data.</p> <p>Solve distance, rate, and time problems.</p> <p>Compare ratios and calculate unit rates.</p> <p>Recognize and solve problems involving proportional relationships.</p> <p>Recognize and use the properties of similar figures and scale factors to solve problems.</p> <p>Describe angles, angle pairs, and their measures.</p> <p>Compute area and perimeter of standard and compound shapes.</p> <p>Compute the volume of a variety of solids</p>	<p>to assist with writing and solving a variable equation.</p> <p>Describe various geometric transformations on a coordinate grid.</p> <p>Represent data using scatterplots and describe associations.</p> <p>Collect and analyze data and make predictions based on the trend of the data.</p> <p>Compare ratios and calculate unit rates and slope ratios.</p> <p>Analyze the slope of a line graphically, numerically, and contextually.</p> <p>Recognize and solve problems involving proportional relationships.</p> <p>Graph and analyze non-linear functions.</p> <p>Recognize and use the properties of similar figures to solve problems.</p> <p>Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions.</p> <p>Use square roots and cube roots.</p> <p>Represent and simplify expressions using positive and negative exponents.</p> <p>Represent and compare large and small numbers using standard and scientific notation.</p> <p>Perform operations with numbers represented in scientific notation.</p> <p>Use the relationships between angles created by parallel lines with transversals and the Triangle Angle Sum Theorem to solve problems.</p> <p>Compute the volume of a variety of solids.</p>

Mathematics assessments at all grades range from Bridges or CPM module assessments to teacher created exit slips. All students are also assessed regularly with SBAC aligned assessments (e.g., assessments that use questions from the SBAC item specifications) to ensure essential standards are taught to mastery. Students in Kindergarten through Second grade take middle and end-of-year benchmark assessments to ensure their progress towards third grade readiness. Teachers use assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need. Student progress is also assessed on a daily/weekly

basis through quizzes and daily informal assessment strategies such as “thumbs checks,” choral response, white board responses, and problem sets.

Bridges

Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration capitalizing on existing knowledge, intelligence, and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich and mathematically powerful.

The Math Learning Center, the authors of Bridges, grew out of a project funded by the National Science Foundation (NSF) to improve the teaching of mathematics. The founders spent several years traveling to schools to observe classrooms and visit with teachers and students. Over time they developed a philosophy that emphasizes building a deeper understanding before engaging more abstract concepts. Motivated to continue creating new methods of math instruction, they established MLC as a nonprofit corporation in 1976. A few years later, a convincing body of research emerged suggesting visual approaches to teaching and learning have universal validity. MLC experimented with a variety of applications to math education and, with additional funding from NSF, refined the results into an integrated system of visual models that build across the grade levels. Bridges Second Edition is the third generation of elementary math materials published by MLC. All materials are based on well-established research and reflect best practices in teaching. A full bibliography of Bridges is available at mathlearningcenter.org/bridges.

The following describes the philosophy, assumptions and expectations inherent in Bridges:

We believe...

Learning is a collaborative and social endeavor.

Learning is a process of constructing meaning to make sense of concepts.

Learning requires perseverance and willingness to experience disequilibrium.

Bridges teachers...

Encourage students to be responsible for their own learning.

Use good questioning strategies and draw out student thinking.

Promote discourse while creating a safe learning environment.

Bridges students...

Solve problems using visual models and manipulatives.

Make and test conjectures while recording their thinking.

Talk and move around the classroom as they actively engage in learning

College Preparatory Math (CPM)

CPM Educational Program, a California non-profit corporation, has provided problem-based instructional materials and professional development for teachers since its inception in 1989. Although CPM predates the Common Core State Standards for Mathematical Practice, aligned strategies and pedagogy have always been a

core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the Common Core State Standards for Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).

CPM curricular design. The CPM curriculum emphasizes reasoning, critical analysis, mathematical modeling, and gathering evidence; students are active participants in their learning. The problem-based nature of each lesson provides guided, purposeful work that supports deep conceptual understanding of the mathematical objective. The "problem set" structures students' work so that they see how an idea develops, how it is related to other ideas, and why a particular algorithm works. Procedures are based upon principles of mathematics rather than memorized algorithms. One of the strengths of a CPM course is its coherence: big mathematical ideas flow throughout it, so that individual lessons do not become a series of disconnected topics. Problems accommodate different learning modalities, especially visual and kinesthetic learners. For example, in addition to the written text and teacher instruction, geometric representations help students visualize algebraic abstractions.

The CPM textbooks contain fewer problems than a typical mathematics book, allowing students to concentrate more on the mathematics and persevere in solving any given problem. The problems are (a) non-routine, encouraging transference and extension, (b) team-worthy, requiring reasoning and collaboration, and (c) engaging, leading to a more positive disposition toward mathematics. Additionally, the problems ask for a variety of outcomes, such as reports, diagrams, models, and presentations. Justification of thinking and communication of mathematical arguments are constantly expected.

Our students make sense of mathematics through frequent work in the classroom in study teams. When inquiring into complex problems, students benefit by working interdependently in these teams: sharing information, insights, and expertise; providing clarification to each other; analyzing; building on each other's ideas; and productively critiquing each other's work. By working in teams, students can access higher-level, more sophisticated problems. Furthermore, many tasks are simply more interesting when done within a team, leading to more persistence and therefore more success.

The teacher structures and directs the teams by clarifying instructions and offering guidance. In addition, the teacher gives direct instruction or conducts whole-class discussions as appropriate. Teachers use anecdotal and assessment data to determine the degree to which a mathematical challenge will be structured or open. While students are in teams, the teacher checks for understanding, and questions student processes to guide them. The regular interaction with the students in a problem-based setting allows teachers to monitor the individual progress of each student and the class as a whole by moving among the student study teams as each lesson progresses. In this way, the teachers can intervene with an individual or team to help overcome a moment of confusion and correct errors. When necessary, the teachers can pull the class together and address a challenging concept, correct a misconception, or provide additional information with a brief lecture. As they circulate during the lesson, they make notes about anything that needs to be addressed during the lesson's closure.

At the close of each lesson, the teachers assure that the big mathematical ideas of each lesson are consolidated and conveyed to students. The curriculum guides teachers to this closure. As part of a lesson's closure activities, the teachers frequently ask students to explain what they have learned by making an entry in their "Learning Log." This activity gives them a chance to individually consolidate an idea. Teachers soon review the concept so that students can verify that their Learning Log entry is complete and accurate. Shortly thereafter, usually within a

lesson or two, the idea is given formally in a “Math Notes” entry along with an example. Math Notes present formal vocabulary and notation, emphasize key ideas, and provide explicit examples of concepts and algorithms.

The Teacher Edition is designed to support teachers working with students of varied mathematical backgrounds and needs. It reinforces the spaced-practice structure of the text that gives students multiple opportunities to learn, practice, and master an idea. There are specific suggestions for addressing students who are making normal progress, those who need additional time or help, and those who would benefit by enrichment or acceleration, as well as those with special needs and English learners. To support students who have recently arrived to the country and may be just beginning to acquire English, the CPM curriculum also includes eBook lessons. Each lesson in the eBook has a link to a multi-language translator, a dictionary, and a glossary. Students may translate a word, sentence, or paragraph with a couple of clicks, or find the definition of a word they do not understand.

The design of the curriculum recognizes that not all students learn at the same pace. A spaced practice approach addresses this reality by giving students the opportunity, in both classwork and homework, to practice, revisit, and eventually master and then extend ideas that may have been difficult at first. The classroom structure allows considerable opportunities for teachers to work individually with students who need assistance.

CPM provides teachers who are using the curriculum for the first time with five days of professional development workshops during the summer and two days during the school year. CPM mentor teachers, who use the curriculum in their own classrooms, conduct the sessions using carefully developed workshop plans after attending training at annual CPM Leadership Institutes. The workshops emphasize how to use the teaching strategies described in this document. These workshops strengthen teaching methodologies, review the mathematics of the course, and discuss suggestions for using the assessment resources and managing the classroom.

Scheduling for Math

CNES #3 Mathematics Instructional Time	
TK/K-1	60 minutes 5 days per week in self-contained classrooms (300 minutes per week)
2-8	60-80 minutes 5 days per week (or 300-400 minutes per week)

Social Studies and History (Core)

Understanding the many facets of society and how they work together is an essential component of life in the 21st century. At CNES #3, we view Social Studies as a vehicle to help support our students grow up to be informed, responsible citizens with a sensitivity towards the world.

Our approach towards Social Studies instruction works to holistically develop the students’ critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies

instruction is to foster a culturally sensitive perspective of the world rooted in civic-mindedness and democratic principles, to help students develop an ethical empathy towards social justice, and act to according to these ethics within their community. These competencies are developed in active learning classrooms and community-based projects that further the development of the whole student. Teachers strive to connect the content standards to students' personal context.

Elementary teachers use the 2012 Houghton Mifflin Social Studies textbook as a resource, along with other reference materials to access the knowledge needed for the units. Students also tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips are planned to neighborhood historical landmarks and museums to study the evolution of their community. Teachers use relevant stories and biographies to provide necessary background knowledge for learning. Furthermore, instructors try to build background knowledge through the use of videos and other multimedia so that students can better connect to the content material. Graphic organizers, particularly Thinking Maps are used to record new information and support the students with making connections to previous knowledge. Word walls are used to record new vocabulary for students to easily access.

In sixth through eighth grades, students engage in a history block which provides opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking, and writing. Students are constantly practicing literacy strategies from English Language Arts in History, and infusing historical content into the ELA lessons. Through rigorous reading, writing, exploration of primary sources, and real-world connections, history at CNES #3 is not simply a content area, but a means of developing students' critical literacies.

CNES School #3 continues to implement the California State Standards for Social Studies, with the infusion of concepts from the 2016 California History-Social Science Framework, including integrated literacy, inquiry-driven study, and the infusion of an ethnic studies approach that connects history content to a social justice perspective and to our students' lived realities. The table below represents an overview of topics studied in each grade level:

Grade	Topics for Learning
TK/Kindergarten	<ul style="list-style-type: none"> • Temporal order in relation to events, places, and people • Calendars, historical holidays, historical places and figures involved in history. • Concept of civic behavior and how students interact respectfully, follow rules, and respect the rights of others.
1 st	<ul style="list-style-type: none"> • Awareness of cultures today versus long ago. • Compare and contrast the lives of earlier generations to their own experiences and to cultures throughout the world. • Absolute and relative locations of places, locate places on the map, and describe how location and physical environment can impact the way people live.
2 nd	<ul style="list-style-type: none"> • Ancestors from distinct cultural backgrounds • History of their families through the use of primary and secondary documents in their community • Historical figures have impacted other communities and develop an understanding of biographies through reports, presentations and role playing about famous people "who made a difference."

Grade	Topics for Learning
3 rd	<ul style="list-style-type: none"> • How a community develops through its use of local resources. • Native-American tribes adaptation to their region's natural resources. • Local history of the City of Los Angeles and research the changing urban landscape and the causes and effects of urbanization.
4 th	<ul style="list-style-type: none"> • California history, including the economic development of the state—agriculture, industry, and the Gold Rush. • Compare the settlements of different cultural groups—Native American tribes, Spanish missionaries, Mexican ranchers, Chinese workers, and the gold miners • Study the historical trend of conquest to understand the relationship of different groups in California's history.
5 th	<ul style="list-style-type: none"> • Historical reasons and implications of the American Revolution. • Rationale and means for overthrowing a government and creating a new form of government. • Systematic governing principles of the American Republic.
6 th	<ul style="list-style-type: none"> • Development of ancient civilization and the roles of religion, geography, economy, and government in shaping people's lives. • Discover various forms of government and compare different ruling styles to understand the political context of ancient communities. • Influence of history on the current constructs (religious, economic, geographic, and sociocultural) of their own society.
7 th	<ul style="list-style-type: none"> • World history from the Rise of Islam to the Age of Reason, with a strong focus on the relationship between religion and government, • Advent of human reason and the beginnings of the philosophy of humanism during the Renaissance. • Social and governmental structures that maintained such a war-making effort.
8 th	<ul style="list-style-type: none"> • Develop an appreciation for the American enterprise—the rationale for the founders separating Church and state and the reasoning for the democratic form of government. • Various immigrant groups who make up the United States. • Impact of economy, social class, and race is explored through an analysis of the events leading up to the Civil War and its aftermath. • Debate and re-enact the various events that led up to the American Revolution and Civil War

Assessment of historical content knowledge is done in both formative and summative ways. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions assist teachers in understanding students' progress and where interventions are necessary. Formal assessments include performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-

assessments, and other response writing tasks. In the middle grades (6-8), traditional history assessments, such as short response tests and essays are combined with project-based assignments. Culminating unit assessments combine writing and history standards in a single inter-disciplinary writing task. For example, seventh grade students use their research skills to write expository essays about renaissance inventions and eighth graders integrate argument and persuasive writing skills to debate the modern implications of the Constitution.

Science (Core)

The goal of the science curriculum at CNES School #3 is to provide comprehensive instruction that includes the essential skills and knowledge all students will need to be scientifically literate. The implementation of our standards-based curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that is phenomena-driven and builds upon the knowledge of previous grade levels, as well as the inherent curiosities of students. Because of the interdisciplinary nature of the Next Generation Science Standards (NGSS), The Common Core standards for Math and Language Arts are also incorporated into the science curriculum for grades K-8.

CNES #3 began transitioning to the NGSS in 2014. With these standards, teachers use Next Generation's *Crosscutting Concepts (CCCs)* to vertically-articulate big ideas in science across both content areas and grades. Teachers plan for the integration of the *Science and Engineering Practices (SEPs)* in all elements of learning, from inquiry to investigations. Teachers use the CCCs and SEPs to plan instructional segments that dive into the Disciplinary Core Ideas. They use this 3-dimensional learning structure, as well as anchoring phenomena, to plan for learning experiences that will prepare them for the California Science Test (CAST). Teachers in grades 5 and 8 have been administering the CAST since 2016-2017, with the pilot test, and have since developed methods for weaving in experiences to set them up for success on this assessment, including having students engage in computer simulations and solving phenomena-based problems.

Students in grades K-8 are teaching NGSS-aligned units developed by Amplify, STEMScopes, and Discovery in a pilot context. The goal of this work is to ensure that multiple stakeholders are involved in selecting the curriculum that makes most sense for the context of our students. There are multiple criteria taken into consideration, including accessibility in Spanish for our dual-language instruction structure as well as how well the lessons support the learning of students with Individualized Education Plans (IEPs). CNES #3, as well as other schools in our organization, are engaging in this work together via the CNES Science Framework and Curriculum Adoption Committee, which consists of teachers across our grades, sites, and contexts (including bilingual teachers and resource specialist program teachers). Our Director of Science and Technology is working closely with Achieve's Director of Special Projects and Initiatives to guide the committee's work, which also includes developing a CNCA Science Framework that will inform how teachers plan for instruction with the selected curriculum. The Framework will include research-based practices, including the Student Talk Moves recommended in TERC's Talk Science Primer, as well as the 5 Innovations of NGSS.

The four strands within NGSS include Earth and Space Science (ESS), Life Science (LS), Physical Science (PS), and Engineering, Technology, and the Application of Science (ETS). In grades 6-8, CNES #3, as well as CNCA's other middle schools, have chosen to teach California's Preferred Integrated Model. This means that, across grades K-8, our students are engaging in all four strands of science each year. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments.

The following list includes the specific standards-based topics at each grade level and demonstrates a progression of how knowledge is built upon each year. These topics, referred to as instructional segments, were developed for the California Science Framework in 2016 and were created to organize the performance expectations of the NGSS in each grade or grade band into coherent storylines.

Grade	Overview of Instructional Segments (NGSS)
TK/Kindergarten	<ul style="list-style-type: none"> • Plant and Animal Needs • Animals and Plants Can Change Their Environment • Weather Patterns • Pushes and Pulls
1 st	<ul style="list-style-type: none"> • Plant Shapes • Animal Sounds • Shadows and Light • Patterns of Motion of Objects in the Sky
2 nd	<ul style="list-style-type: none"> • Landscape Shapes • Landscape Materials • Landscape Changes • Biodiversity in Landscape
3 rd	<ul style="list-style-type: none"> • Playground Forces • Life Cycle for Survival • Surviving in Different Environments • Weather Impacts
4 th	<ul style="list-style-type: none"> • Car Crashes • Renewable Energy • Sculpting Landscapes • Earthquake Engineering • Animal Senses
5 th	<ul style="list-style-type: none"> • What is Matter Made Of? • From Matter to Organisms • Interacting Earth Systems

Grade	Overview of Instructional Segments (NGSS)
	<ul style="list-style-type: none"> Patterns in the Night Sky
6 th (Preferred Integrated Model)	<ul style="list-style-type: none"> A cell, a person, and planet Earth are each a system made up of subsystems. Weather conditions result from the interactions among different Earth subsystems. Regional climates strongly influence regional plant and animal structures and behaviors. Human activities can change the amount of global warming, which impacts plant and animals.
7 th (Preferred Integrated Model)	<ul style="list-style-type: none"> Living and nonliving things are made of atoms. Matter cycles and energy flows in systems of all scales within the Earth system. Natural processes and human activities have shaped Earth's resources and ecosystems. Human activities help sustain biodiversity and ecosystem services in a changing world.
8 th (Preferred Integrated Model)	<ul style="list-style-type: none"> Objects move and collide. Noncontact forces influence phenomena locally and in the solar system. Evolution explains life's unity and diversity. Human activities help sustain biodiversity and ecosystem services in a changing world.

Building from the research and pedagogy discussed at length in the ELA and Math section of this petition, Science incorporates variety of similar instructional strategies at all grade levels. In adherence to one of NGSS's 5 Innovations, "All Standards, All Students," teachers deliberately plan for the SEPs and explicitly engage students in thinking through the CCCs so that they are at an advantage as they learn new concepts. Additionally, strategies utilize multiple modalities of learning to accommodate all of the different types of learners that exist within our classrooms. Many visual and kinesthetic teaching strategies are utilized for our significant population of English Learner students, including Total Physical Response (TPR), engaging with multimedia, and reciprocal teaching. Vocabulary development utilizing pictures and kinesthetic provide a foundation to understand the text. Science word walls are present in classrooms to further support students' vocabulary development. Reading comprehension strategies such as understanding apposition, which requires students to use the text surrounding

vocabulary terms to infer the definitions of the words, are employed beginning in third grade. Teachers also use the science text as a teaching tool, requiring that students demonstrate the ability use the table of contents, glossary, index, and cross-reference with other sections of the text to answer comprehension questions.

Writing is another literacy component incorporated in science. Through science journals and Thinking Maps students demonstrate their understanding of and reflect upon the science content. The science journals vary by grade level. They include a variety of components such as notes, lab write-ups, and reflective components. Thinking Maps are used for categorizing, classifying, and organizing information from the text. For example, in the 8th grade, students use the flow map to describe their process for lab experiments. Science journals play an integral role in the student-centered nature of NGSS. For example, in all science journals across K-8, students engage in SEP #2 (Developing and Using Models) as they make sense of a phenomenon they are presented with and devise a model to explain the system or forces responsible for the phenomenon.

Scientific concepts are presented in an investigative environment through hands-on and project-based learning experiences that are driven by an anchoring phenomenon. Hands-on-learning consists of experiential activities that teach individual concepts within a unit and involve student inquiry to discover scientific principles in action. Our teachers aim to have student inquiry and sense-making at the core of all learning experiences. By ensuring that teachers act as facilitators of knowledge, by questioning and providing ample and creatively devised opportunities for students to engage in all of the SEPs, teachers are able to accomplish this. All of the lessons follow some type of coherent storyline, where students are making sense of a phenomenon through the 3 dimensions. In some cases, these can be project-based. In all cases, students particularly in the upper grades are able to incorporate a wide range of skills and activities that include hands-on experiences, building of background knowledge, learning protocols, labs, and reflection.

Student progress is measured through a variety of formative and summative assessments focused on ensuring the enduring understandings. Formative assessments conducted throughout a unit include regular checks for understanding, quizzes that are either teacher-created or publisher designed, vocabulary quizzes, teacher observations, background knowledge assessment through a KWL chart, portfolios, and presentations. Summative assessments include chapter tests, lab reports, and science investigations and presentations. In order to shift to the current state of technology and prepare students for success on the CAST, our teachers assess students both formatively and summatively on the computer, whether it's on a Google Classroom Document, an exit slip submitted through STEMScopes, or students taking a benchmark assessment on an instructional segment through Amplify's item bank in Illuminate.

Health (Non-Core) and Physical Education (Non-Core)

A wide body of evidence supports the positive correlation between student health and fitness and academic performance. A review of research conducted by Rasberry et al. (2011) found that 11 of 14 correlational studies of physical activity during the school day demonstrate a positive relationship to academic performance. This rapidly growing body of work suggests that time spent engaged in physical activity is related not only to a healthier body but also to a healthier mind (Hillman, et al., 2009). For example, some of the specific findings include (a) children respond faster and with greater accuracy to a variety of cognitive tasks after participating in a session of physical activity (Tomprowski, Davis, Miller, & Naglieri, 2008; Budd, Voelcker-Rehage, S-Pietrabyk Kendziorra, & Tidow, 2008; Hillman, et al., 2009; Pesce, Crova, Cereatti, Casella, & Bellucci, 2009; Ellemberg & St-Louis-Deschênes, 2010); (b) a single bout of moderate-intensity physical activity increases neural and behavioral functions associated with the allocation of attention to a specific cognitive task (Hillman, et al., 2009; Pontifex, Scudder, Drollette, & Hillman, 2012); and (c) when children who participated in 30 minutes of aerobic physical

activity were compared with children who watched television for the same amount of time, the former children cognitively outperformed the latter by a significant amount (Ellemborg & St-Louis-Deschênes, 2010). These findings align with the conclusions presented in a meta-analysis conducted by Fedewa and Ahn (2011), which additionally found the strongest relationships between aerobic fitness and achievement were in mathematics, followed by IQ and reading performance.

As discussed previously in this petition, there exists a *health gap* between students of poverty and their more affluent peers (Jensen, 2009). A recent comprehensive review conducted by Bach (2011) studied the literature on how children's health and health disparities influence academic performance and learning. Bach draws on empirical evidence to suggest that education reform will be ineffective unless children's health is made a priority. Bach concludes that "schools may be the only place where health inequities can be addressed and that, if children's basic health needs are not met, they will struggle to learn regardless of the effectiveness of the instructional materials used."

Based on the research-proven need for physical education and health, CNES School #3 is committed to diverse health and physical education programs. The goal for the physical and health education programs at CNES #3 is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits.

Physical Education (Non-Core)

All students K-5 participate in PE once per week and middle school students engage in PE five days per week for at least half of each school year. Physical education teachers engage in the backwards design process to create units of study based on the California Standards for Physical Education.

Students in grade five and seven participate in the standardized physical performance test, the California Fitness Gram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility. Students are also informally assessed in PE through journal entries, observations, and participation. Students in the upper grades also take written quizzes and tests.

In addition to the physical education classes during the day, the middle school offers a robust competitive sports program for volleyball, basketball, baseball, softball, running, cheer leading, and soccer.

Health (Non-Core)

At the CNCA K-8 campuses, all students receive health education as a component of advisory or integrated into core or content classes using the newly adopted Great Body Shop curriculum or teacher-created materials. The Great Body Shop model employs research-based educational pedagogy that has been shown to impact student behavior and achievement during the middle school years. Developmental research on young people ages 11- 14 reveals that students in this period of development have unique social, emotional and cognitive needs. In order to meet those needs, The Children's Health Market has drawn upon the fields of educational psychology, neuroscience, cognitive and developmental psychology, linguistics and neurobiology to develop the instructional strategies found in the Middle School curriculum. Brain-based learning strategies are deeply embedded in the implementation and design of every lesson and support activity. These activities provide the teacher with an array of learning strategies that meet the diverse learning styles of students. The units of study for Health are based on the California Standards for Health, and include topics that cover all aspects of physical, mental, social, emotional health, and safety.

Technology (Non-Core)

In the 2018-2019 school year, Camino Nuevo Charter Academy partnered with PowerMyLearning, a national nonprofit organization specializing in personalized and blended learning, to assess the current state of technology education at CNCA. As a result of this work, CNES #3 has begun to develop and implement a scope and sequence for technology skills to be taught TK/K-8 both in integrated (within core content classrooms) and designated technology contexts. These designated contexts include a K-5 STEM class that all elementary students have once a week, as well as a technology elective available to middle school students. The technology skills taught are intended to prepare students for college and career, as well as for high-stakes computer-based tests, such as the SBAC and CAST. In addition, students at the middle school level are exploring the world of coding through the CASA Code curriculum, which we were able to adopt due to a partnership with UnidosUS.

The Arts (Non-Core)

CNES #3 is committed to providing high quality arts instruction to all of our students. The arts not only enrich our lives, communities and culture, but they are vital to a child's education. A strong arts education promotes the skills children need to be successful. A growing body of studies presents compelling evidence connecting student learning in the arts to a wide array of academic and social benefits. For example, exposure to art education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. Additionally, research has shown that what students learn in the arts may help them to master other subjects, such as reading, math or social studies. The evidence is clear: study of the arts contributes to student achievement and success in school and beyond.

In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school (Catterall, 2002; Deasy, 2002).

Additional research released by the Dana Foundation in 2008 found a clear correlation between exposure to the arts and improved skills in cognition and attention for learning. One of the study's major findings was that children motivated in the arts develop attention skills and memory retrieval that also apply to other subject areas (Asbury & Rich, 2008).

In addition to cognitive benefits, access to arts education in school offers distinct benefits to economically disadvantaged youth and students at risk of dropping out. An 11-year national study examining youth in low income neighborhoods found that students at risk of dropping out of school indicate their participation in the arts as a reason for staying in school (Barry, Taylor, Walls, & Wood, 2008). Additionally, an ethnographic study of seventh grade boys in special education revealed use of the visual arts helped them become more sophisticated, less reluctant readers. Described as learning disabled, the boys were encouraged to use visual forms of expression to convey their understanding of reading assignments. After a nine-week course of *visualization training*, they also took a more active role in reading and began to interpret text rather than passively reading it (Wilhelm, 1995).

As we prepare our students for high school, college, career, and life in the 21st century, we must recognize that creativity and innovation is highly valued by employers. A report issued by The Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resources Management (2006) states that the creativity and innovation utilized in the artistic process will be highly valued by employers

in the United States in the coming years as we continue to shift into a global economy. This report found that employers believe that applied skills, such as critical thinking, problem solving, teamwork, and creativity/innovation, will surpass basic knowledge such as reading comprehension, mathematics, science, and history on the combined list of skills that respondents say will increase in importance over the next five years. Of those skills, creativity and innovation ranks among the top five. In a similar study (Ofek & Turut, 2008), business leaders agreed that innovation is essential to competitive advantage, and are placing greater value on finding and employing creative workers. The findings also suggest that arts-related study in college was found to be a key creativity indicator to potential employers.

All CNES #3 students engage in at least one arts class, which may include art, music, and/or dance. The arts program are aligned to the California State Standards for the Arts. CNES #3 is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression providing a vehicle for them to channel emotions into creative forms, with the objective of instilling value and a lifelong pursuit of the arts, as well as tolerance and respect for diversity.

Art (Non-Core)

The goal of art instruction is to expose students to a variety of artistic media and to develop their understanding and enjoyment of creating visual art. Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography, and ceramics. Following state standards, the primary elements of art that are incorporated include line, color, shape/form, texture, and space. Students' complete projects which are assessed on standards-based rubrics. Students' artwork is prominently displayed in the school and the community. The CNES #3 K-5 campus contracts with an outside provider to provide art instruction offered over a series of 10-12 sessions during the school year to students in grades K-5. At the CNES #3 6-8 campus, art may be offered to students as an elective.

Dance (Non-Core)

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

Dance instruction is offered to students in grades K-5 once per week. Kindergarteners and first graders begin with creative movement, followed by second graders who study multicultural dance, third graders who focus on tap dance, while fourth graders learn modern dance, fifth graders learn jazz, and middle school students study hip-hop, modern and jazz. This dance program culminates in year-end performances for the entire student and parent body. The Dance program is additionally supported by Everybody Dance! Through the Gabriella Axelrad Education Foundation provides dance instruction at little or no cost to ethnically diverse, economically disadvantaged children.

Music (Non-Core)

Students at the elementary level also have the opportunity to engage in music classes each week. This class, taught by a dedicated professional musician, brings out all students' creativity in unique ways. Based on the California State Standards for Performing Arts, music class at CNES #3 teaches students to identify musical notes, analyze and describe music, and carry a beat with a variety of instruments. Students in the upper grades learn to evaluate and compare tempo, rhythm, and cadence of music from around the world. Music classes also encourage singing and teach students to harmonize, sing in a round, and hold a note. Like dance, students from the historically underserved community of the Byzantine Quarter benefit greatly from exposure to the musical arts. At the Eisner campus, an afternoon music elective is offered to students through the support of the LOUD program.

Innovative Curricular Components

“Dynamic Blended Inclusion”

At CNES #3 students with disabilities are held to the same rigorous academic expectations as their peers without IEPs. We routinely disaggregate data for students with IEPs to determine if there are performance trends that need to be addressed to ensure students with IEPs are receiving access to the general education curriculum. In their article “On Track for Success,” Bruce, Bridgeland, Hornig Fox, and Balfanz identify the following measures as key indicators for adequate progress in school as well as beyond graduation: (a) reading level and attendance starting in kindergarten; (b) suspension rates, (b) ELD level growth and reclassification starting in middle school; and (d) class passage rates in high school (Bruce, Bridgeland, Fox, & Balfanz, 2011). We pay close attention to these key indicators at the school level as well as at the central office to identify students with IEPs who may be at risk.

There is a wide body of evidence supporting our model. In their book, *Successful Inclusion: Practical Strategies for a Shared Responsibility*, Kochhar, West, and Taymans (2000) draw from the research to articulate the benefits of inclusion across grade levels. For example, they conclude that for students with disabilities, inclusion (a) facilitates more appropriate social behavior because of higher expectations in the general education classroom; (b) promotes levels of achievement higher or at least as high as those achieved in self-contained classrooms; (c) offers a wide circle of support, including social support from classmates without disabilities; and (d) improves the ability of students and teachers to adapt to different teaching and learning styles.

Walther-Thomas et al. (1996) found benefits for both special and general education students in a three-year study of elementary inclusive settings where co-teaching was practiced. Improvements in social skills for special education and low-achieving students were found, and all students were reported to have developed a new appreciation of their own skills and accomplishments. In addition, all learned to value themselves and others as unique individuals. In a review of research on inclusion at both the elementary and secondary levels, Salend and Duhaney (1999) also report that academic performance is equal to or better in inclusive settings for general education students, including high achievers. Social performance also appears to be enhanced because students have a better understanding of and more tolerance for student differences. Hang and Rabren (2008) found students with disabilities in inclusive classrooms show academic gains in a number of areas, including improved performance on standardized tests, mastery of IEP goals, grades, on-task behavior and motivation to learn

Hunt (2000) similarly reports positive effects. Academic benefits include having additional special education staff in the classroom, providing small-group, individualized instruction, and assisting in the development of academic adaptations for all students who need them. The author also reports that students have a better understanding

of individual differences through learning in inclusive settings. In a meta-analysis of the effects of inclusion on students with special needs, Baker and Zigmond (1995) found that inclusive practices had a positive effect on the academic and social outcomes of pupils in elementary schools. Another study reporting perceptions of middle school students, their parents, and teachers indicated a shared belief that middle level students with mild disabilities included in the general classroom experienced (1) increased self-confidence, (2) camaraderie, (3) support of the teachers, and (4) higher expectations. The study also indicated that these students avoided low self-esteem that can result from placement in a special education setting (Ritter, Michel, & Irby, 1999).

The Dynamic Blended Inclusion (DBI) model is a collaborative initiative to educate all students in inclusive settings. This data-based, proactive approach identifies and addresses the dynamic learning strengths and needs of *all* students through strategic collaboration and targeted differentiation in as inclusive of a manner as appropriate.

When we say, *dynamic*, we mean that student services are individualized across a spectrum of supports. Services are delivered in collaborative settings, and data from regular progress monitoring is used to constantly adapt to the changing needs of students with and without documented disabilities.

By *blended*, we mean that students with IEPs are not designated into either a Resource or a Special Day service model. Intervention is no longer considered strictly supplemental or separate from daily high-quality, universally designed instruction in the general education setting. The level of services is fluid and based on data-informed need. At times, a student demonstrates that he or she is in need of a more intensive intervention such as Lindamood Bell reading intervention or Behavior Intervention Implementation services while at other times, that student is able to successfully access a curriculum without intervention.

Inclusive refers to the fact that all students have maximized access to general education curriculum and setting, with varying levels of support as needed. Teachers with General Education credentials and those with Special Education credentials partner together to co-plan, co-instruct, and co-assess all students. School leadership and staff work to ensure that *all* adults in the school community are responsible for *all* students, and historically marginalized subgroups have increased access to core curriculum and to a college-going pathway.

A key component of our DBI model is Universal Design for Learning (UDL). UDL breaks the learning process down into three components: engagement, representation, and action & expression. Based on these three components of learning, Universal Design examines barriers to learning and then, in the unit and lesson planning stages identifies the universal supports that address those barriers proactively. Universal supports organized under each component are designed to assist learners in nine categories: (a) recruiting interest, (b) sustaining effort & persistence, (c) self regulation, (d) perception, (e) language & symbols, (f) comprehension, (g) physical action, (h) expression and communication, and (i) executive functions.

The curricular frameworks adopted by CNES #3 are particularly well-designed for inclusion. They are research-based, feature multi-modality and interactive lesson formats, incorporate individualization as an essential part of the pedagogy and practices, and efficiently map on to the UDL approach. For example, in balanced literacy, students spend much of both Reading and Writing Workshop working in their Zone of Proximal Development as they read Just Right books at their reading level and selected by them. They make choices about their writing based on their current development as writers. The Balanced Literacy approach honors students' simultaneous need for development in phonics and decoding, fluency, comprehension, reader and writer identity, encoding, and higher order thinking skills. Students don't have to wait for their decoding to be up to grade level before they access grade level standards and opportunities for critical thinking. The curricular resources from Teachers' College provides guidance on appropriate co-teaching models during the mini-lesson as *one teach-one assist*,

where both teachers take turns presenting the teaching point on various days or weeks, or *team* teaching, particularly when co-teachers want to model a partner strategy, present multiple ways of approaching a task, or discuss multiple different perspectives. Co-teachers both confer with students, gathering data to share during co-planning, and they both lead guided reading groups and strategy groups.

There are three critical components to ensuring DBI is successful for our students: Scheduling and staffing, Collaboration, and Classroom Culture.

Scheduling and staffing. Before the school year begins, students with disabilities are prioritized for scheduling to ensure they receive their services according to the offer of a Free and Appropriate Public Education (FAPE) outlines in their IEPs. The site leadership teams design the master schedule to ensure there is time for co-planning in the contracted school day for each co-teaching partnership. Student schedules and RSP Teacher schedules must both align with all students' offer of FAPE. These master schedules and course programming are overseen across the year to ensure changes are made as appropriate, such as after an IEP meeting takes place and services are adjusted.

When creating these master schedules, we cluster students who receive IEP-prescribed co-teaching services into common classes class periods for English and math. This practice helps ensure we have ample staffing to meet the current and future needs of our students, keeping our focus on high-quality collaborative partnerships. All classes, including the cluster classes, are balanced to ensure there is a truly heterogeneous diversity of students with and without disabilities, various levels of English Language learners, behavioral needs, and students who are high performing.

School leaders support RSP teachers in prioritizing co-planning and co-teaching by strategically scheduling IEP Meetings and helping teachers develop contingency plans for when they have to adjust their schedules from week to week.

Collaboration. The foundational elements of a highly successful collaborative partnership between a General Education Teacher and a Resource Specialist are (a) relationships and rapport; (b) time, space, and support for effective co-planning; (c) mutual expertise on both the content and strategies for diverse learners, a foundation for credibility and parity; and (d) shared responsibilities for planning, teaching, and assessing.

Because the co-teaching partnership is such an integral part of student and teacher success, co-teachers have the instructional same coach. This coach provides both proactive and as-needed opportunities for co-teachers to build rapport, to establish common goals and expectations for the partnership and for students, and to engage in long-term planning together.

Inclusive classroom culture. In a successful inclusion model, classroom culture supports and enhances inclusive practices. Students understand that learning is a process, and they believe that they and their peers can learn anything with time and effort. Teachers establish and reiterate a growth mindset by celebrating mistakes, praising effort, and incorporating reflection in the learning process. Teachers also support inclusive classroom culture by establishing and maintaining the expectation that ridicule is unacceptable in the classroom. Teachers also select learning experiences that require collaboration rather than competition; they share stories and celebrate role models, including those who overcome challenges and work hard at their craft to become better; they design seating charts, peer partners, and student groups strategically to ensure students are set up for success in working with one another; they leverage restorative practices, such as engaging the class in the practice of circle as needed.

“Ethnic Studies for All”

Ethnic studies arose as a counter to the traditional mainstream curriculum. Numerous content analyses of textbooks have found an ongoing marginalization of scholarship by and about African Americans, Latino/as, Native Americans, and Asian Americans (Valenzuela, 1999; Banks, 2012; Gay, 2010; Ladson-Billings, 1995). Research finds that the overwhelming dominance of Euro-American perspectives leads many students who identify as a member of one or more historically marginalized groups to disengage from academic learning (e.g., (Aud, Fox, & Kewal-Ramani, 2010; Stetser & Stillwell, 2018).

Ethnic studies courses have been found to positively affect student outcomes through the creation of a relevant and meaningful curriculum that affirms students’ identities, draws from their funds of knowledge, and builds their critical intellectualism (Banks, 2012; Cammarata, 2007; Giroux & Simon, 1999; Sleeter & Bernal, 2011; Tintiangco-Cubales, et al., 2015). A 2017 study of at-risk students placed into an Ethnic Studies course found that students who participated in an Ethnic Studies program had increased student attendance (i.e., reduced unexcused absences) by 21 percentage points, cumulative GPA by 1.4 grade points, and credits earned by 23 credits (Dee & Penner, 2017). Further, several field-based randomized trials of Ethnic Studies programs provided as interventions that “buffer” students against stereotype threat have shown a reduction in achievement gaps (Schmader & Inzlicht, 2012; Dee T. , 2015; Yeager & Walton, 2011)

Additionally, California has incorporated Ethnic Studies into the new Social Studies Framework, and the state is currently developing and approving model Ethnic Studies curriculum.

Camino Nuevo Charter Academy is leading the effort in California for charter school networks to also develop Ethnic Studies programs. As our students, the overwhelming majority of whom are students of color, advance towards college and career in the 21st century, CNCA has launched an *Ethnic Studies for All* initiative to ensure that by 2022, all of our students across the LEA receive an education that is relevant, meaningful, and affirming of their identities. The initial phase of this district-wide initiative, led by a cross-campus Ethnic Studies Task Force composed of 40 CNCA teachers and administrators from all of our campuses, involved collaborative professional development led by experts in the field. The task force worked to create Ethnic Studies units and lessons, which they executed in their individual classroom. These initial lessons are being refined and compiled with the intention that they are available for all CNCA teachers.

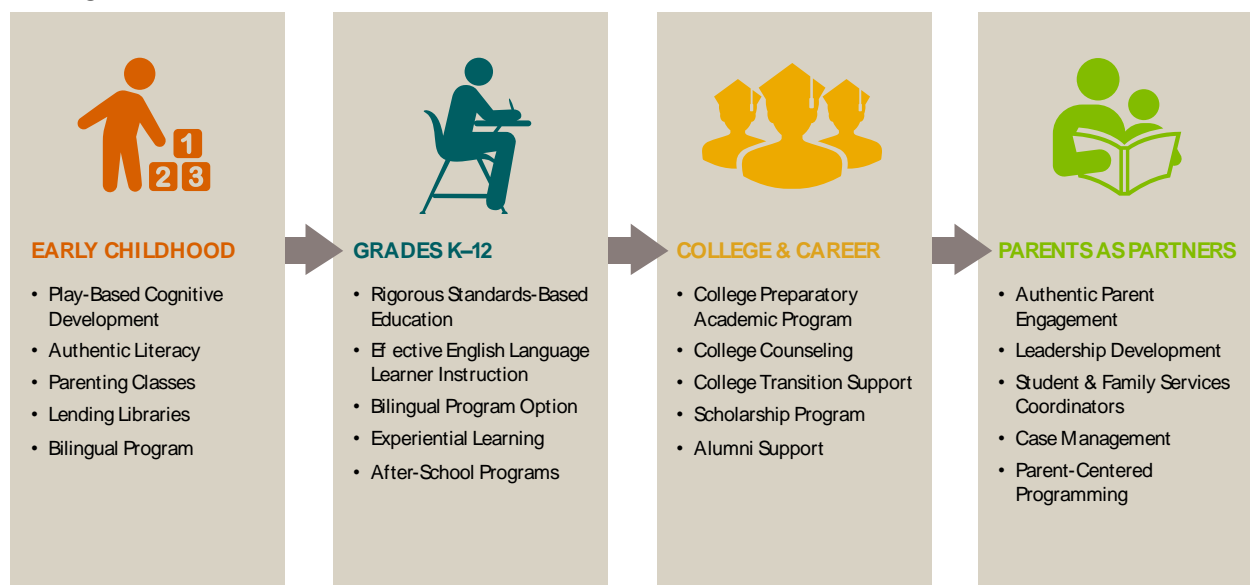
Our ethnic studies courses combine culturally relevant, socially just community responsiveness with other research-based pedagogical approaches focusing on literacy and critical thinking skills. At CNES #3, we have begun this work by providing initial and ongoing professional development to our teachers alongside teachers across our LEA to create units of study for Ethnic Studies K-12. In 2018, the Middle School campus established our first official ethnic studies course—*Identity and Language*.

“Continuum of Care”

Before expecting students to reach their potential, we must meet students at their current levels. Humanist psychologist, Abraham Maslow’s, suggested that our actions are motivated to achieve a certain need (Maslow, 1954). Maslow believed that people have an inborn desire to be self-actualized, but before individuals meet their full potential, they need to satisfy a hierarchy of needs. Maslow theorized that a person’s physiological need must be met first, followed by the need for safety, the need to belong and be loved, and then the need for esteem. Only when these needs are being met can a person reach self-actualization.

Maslow believed that these needs are similar to instincts and play a significant role in motivating behavior. He coined physiological, security, social, and esteem needs as *deficiency needs*, which arise due to deprivation. The data and statistics for the population we serve at CNES #3 make it essential for us to proactively ensure these needs are met so that our students can enjoy the academic success of which we know they are capable. Poverty may impede the attainment of these needs. Healthy food may be difficult to come by (physiological need); financial security, health and wellness, and personal safety are not always a given (security and safety needs); students and their families may not feel a sense of belonging in our community due to recent migration and transiency, negative community interactions, etc. (social needs); a sense of accomplishment and prestige and even personal worth may also be lacking (esteem needs).

In response to the diverse needs of our community CNCA articulated a comprehensive “Continuum of Care” in 2012. CNES #3’s *Continuum of Care* refers to the ongoing and intentional socio-emotional supports designed to respond to critical community needs, integrating academic rigor, experiential learning, family involvement, and wellness to empower students to succeed in college and career. Specifically, the five strands of CNCA’s Continuum of Care work in concert to address the unique needs of the community we serve. Students and families who may have limited resources have access to programs to build social-emotional health, cultural capital, critical thinking skills, and college readiness. Through the Continuum of Care, we prepare students to lead healthy, educated, and fulfilling lives.



Our Continuum of Care is comprised of three prongs: Family partnerships, whole child supports, and experiential learning.

Family Partnerships. The research conclusion on family involvement in their child’s education is clear: Students do better academically and socially when schools build positive relationships with families. A study conducted by the National Center for Family and Community Connections with Schools found that regardless of family income or background, students whose families are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (Henderson & Mapp, A new wave of evidence: The impact of school, family, and community connections on student achievement, 2002). The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child’s achievement, and becomes involved in the child’s education at school (National PTA, 2000). When parents are involved at school, the performance of all the children

at school, not just their own, tends to improve; further, the more comprehensive and well planned the partnership between school and home, the higher the student achievement (Henderson & Berla, A new generation of evidence: The family is critical to student achievement, 1995).

At CNES #3, we seek to move beyond parent *involvement* and work to actively *engage* families as authentic partners. Drawing upon the research regarding family partnerships, we strongly believe that our students will experience greater levels of success in college and career when their most important advocates develop a positive relationship and work together in the best interest of the student.

As part of our Professional Learning Community, the educators at CNES #3 reflect on the following questions:

- Do I consistently value and acknowledge the strengths and gifts that diverse families bring to the learning process?
- To what extent do I implement varied approaches to engage diverse families as meaningful partners?
- Is my engagement relevant to families' context and needs?
- Is my practice rooted in reciprocity, knowing that the funds of knowledge each family brings to school are rich with possibility?

The team at CNES #3 seeks to deepen partnerships with families around all aspects of their children's educational lives through (a) frequent, open communication by teachers and staff; (b) a variety of workshops targeting academics, socio-emotional concepts, and wellness; (c) case management, liaising between families and community resources; (d) special events to bring our whole community together, such as Día de los Muertos and Multi-Cultural Night; and (e) opportunities for families to volunteer and directly support during the school day.

Components of our robust family services program, articulated in the chart below, incorporate the five focus areas of our Continuum of Care: Academics, Socio-emotional health, Wellness, Case Management, and Volunteer opportunities.

Academic Workshops	<p>Understanding Academic Language</p> <p>Common Core State Standards</p> <p>College Preparatory Math</p> <p>Successful Family Conferences</p> <p>Reading and Literacy</p> <p>College Field Trips for Families</p>
Socio-emotional Workshops	<p>Love and Discipline</p> <p>Parent Support Groups</p> <p>Protective Factors</p> <p>Community Building and Engagement</p>
Wellness Workshops	<p>Preventing Chronic Illnesses</p> <p>Nutrition and Physical Activity</p> <p>Healthy Living</p>
Case Management	<p>Student and Family Services Coordinator</p> <p>Wellness Referrals</p> <p>Community Resource Guide</p>
Volunteer Opportunities	<p>Site Based Council</p> <p>Cross-site Committees</p> <p>Family Ambassadors</p> <p>Jaguar Sports Boosters</p> <p>Field Trip Chaperoning</p> <p>School Dance Chaperoning</p> <p>School wide Event Planning and Support</p>

All staff members at CNES #3 work to establish and maintain positive, authentic, meaningful relationships with the families of our students. As a school, we distribute regular correspondence, we employ several home-school communication vehicles make home visits, and schedule family conferences to foster a team approach to meeting the needs of all students.

Whole Child

The second key component of our Continuum of Care is our focus on the *whole child*. By this, we mean addressing students' comprehensive needs inside and outside of school—ensuring that each student is healthy, supported, engaged, and challenged—setting the stage for comprehensive and long-term student success.

To support the shared aspirations of the community and desire for each student to thrive and succeed in life, support is provided to ensure basic health, human, and social needs are met. CNES #3 has made a commitment to extend our mission beyond rigorous academics by providing a healthy school environment and a strong culture of care for our students and their families.

A vital element in this process are the roles of the Assistant Principal of Student Supports and the Student and Family Coordinator, who are responsible for case management and for providing vital connections and follow-up to referrals for social, emotional, and health services.

All CNES #3 teachers and staff members proactively contribute to a network of caring adults who work relentlessly to ensure students and families achieve their full potential. We work to become sensitive to a myriad of social issues and traumatic experiences that may impact a student's overall health and success in school. Paying attention to powerful family stories, working together to develop concrete goals, and matching appropriate services on a case-by-case basis allows CNES #3 to deliver a personalized and culturally relevant education for all students.

Experiential Learning (EXL)

Experiential Learning is more than just field trips. Broadly speaking, experiential learning is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations. Experiential learning teaches students the competencies they need for real-world success, motivates students, and fosters self-directed learning and independent problem-solving.

Over a students' time with CNES #3—from PK through eighth grade—we aim to provide balanced, experiential learning opportunities in civic engagement, arts and culture, exposure to the world, college readiness, and health and wellness.

Experiential Learning (EXL) opportunities focused in these areas are offered to students in a variety of formats including assemblies and presentations, class projects, student workshops, curricular and community excursions, guest speakers, community service events, and high school and college campus visits.

Community Building

To maintain students' perseverance and love of learning, despite any manifestation of poverty, language barriers, or other challenges that may be present, CNES #3 places a special focus on building positive school culture through community building. This time each day may take on different forms, including the practice of circle, team builders, goal setting, or reflection. These activities are intended to further address the social-emotional needs of our students and create a supportive, personal connections between teachers and students.

In grades K-5, community building usually takes place in the context of "Morning Meeting". Taking place every morning, Morning Meetings give students a consistent time and place every day to explore and practice social skills and to merge social, emotional, and academic learning. Morning meeting also nurtures empathy by offering students an opportunity to practice taking care of others. The goals of Morning Meeting are:

1. To set a tone for respectful and engaged learning in a climate of trust
2. To create positive power of community by fulfilling students' need to belong, to feel significant, and to have fun
3. To model and practice social and emotional skills
4. To merge social, emotional, and academic learning

During Morning Meeting everyone gathers in a circle for 20-30 minutes at the beginning of the school day and proceeds through four sequential components. First is the Greeting, in which students greet each other by name, often includes handshaking, singing, movement, and other activities. After this, student engage in Sharing. During Sharing, students share some news or information about themselves and respond to each other, articulating, their thoughts, their feelings, and ideas in a positive way. Next is a Group Activity wherein the whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation. Finally, the last component is the Morning Message. The Morning Message allows students practice academic skills and warm up for the day ahead by reading and discussing a daily note to the class posted by their teacher.

In the middle school, positive school culture is built in the Tribes period. These daily 35-minute periods allow students moving from period to period to have a consistent "home base." Tribes are intended to build classroom community and team spirit, whereby each tribe has a color, a song, and their own unique identity. Tribes classes may compete against one another in monthly Spirit Days, which are positive reinforcements to bring the middle school together. Teachers use this space to conduct circles when students need a safe space to share, and also to set academic and social goals each week.

Enrichment Programs

CNES School #3 also offers opportunities for enrichment and extension for advanced students. Students who read above grade level may take the Advanced Literature class, emphasizing classics and high school level texts. There are also many enrichment activities for advanced students. Students at the middle school level are encouraged to participate in Student Council, which leads school-wide service activities, such as a toy drive during the holiday time and collect school supplies for low-resourced schools in Africa. Students may also continue developing their leadership capacity through our Peer Mediators program. Also, the middle school has established a partnership with PowerMyLearning, which provides free laptops to students along with a robust series of family and student workshops geared towards life-long learning through technology. The middle school also partners with the LOUD program, which provides year-long classes in music and video production and the EPIC program, which provides empowerment education through art.

Instructional Materials

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

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

- Level of rigor of the materials

- Alignment with the Common Core State Standards and Next Generation Science Standards
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of at-risk students
- Alignment with the needs of our students as indicated by data from internal benchmarks and the Smarter Balanced assessment standardized assessments
- Cost

As of 2019-2020, all instructional materials are current and aligned to the Common Core State Standards.

Subject Area	Curriculum and Instructional Materials
English Language Arts	Lucy Calkins Units of Study in Reading (TK-8) Lucy Calkins Units of Study in Writing (TK-8) Units of Study for Phonics (TK-2) Words Their Way Word Study program (TK-5) iReady, computer-based (TK-5)
Spanish Language Arts	Lucy Calkins Units of Study in Reading (TK-5) Lucy Calkins Units of Study in Writing (TK-5) Estrellitas Spanish Phonics program (TK-1) <i>Palabras a su paso</i> (word study) (TK-5) <i>Cancionero</i> (1-2) CCSS aligned texts in Spanish (TK-5)
Mathematics	Bridges (TK-5) College Preparatory Math (6-8) Manipulatives (TK-8) iReady, computer-based (TK-5)
Science	Amplify, computer-based (TK-8) STEMScopes, computer-based (TK-8) Discovery, computer-based (TK-8)
Social Studies	Houghton Mifflin Social Studies Textbook (TK-5) History Alive! (6-8)

Subject Area	Curriculum and Instructional Materials
English Language Development	EL Achieve's <i>Systematic ELD</i> resource binder (TK-8) EL Achieve's <i>Systematic ELD</i> Thematic Units by level (TK-8)
Community Building	Cool Tools (TK-8) Responsive Classroom (TK-8) Morning Meeting resources (TK-8) The Great Body Shop (TK-8)

Instructional Methods

In addition to the instructional strategies by course discussed at length above, the following general structures provide the essence of the instructional design at CNES School #3. These common structures are utilized across content and across grade-levels to ensure consistency and academic excellence.

- **Individualized conferences and/or small group instruction.** Teachers use data from exit slips and formative assessments to provide targeted differentiation for struggling students.
- **Bi-Weekly assessments in Language Arts and Mathematics.** These computer-based assessments are given weekly or bi-weekly via the Illuminate platform to formatively assess student progress in incremental chunks. Consistent structures are in place for ongoing analysis of these data, for example weekly Data Action Team meetings where departments meet to engage in a weekly Critical Friends Group (CFG) to analyze the week's data and collaborate around actionable next steps.
- **Systematic vocabulary instruction.** Based on the work of Kate Kinsella and detailed at length above, the structures used to teach vocabulary in ELA classes (e.g., "New Vocabulary Graphic Organizer," structured language practice routines, language mini-lessons, etc.) are used across disciplines.
- **Structured language practice routines.** Detailed above in the ELD section, these structured language practices, based on the work by Susana Dutro and E.L. Achieve, are used across all disciplines.
- **Thinking Maps.** All teachers at the middle school have been trained in and support to utilize these tools to promote meta-cognition. These consistent graphic organizers are used throughout the school day to support comprehension and mastery of content.
- **Reading strategies.** Based on the work outlined in *Mosaic of Thought* by Keene and Zimmerman. These strategies include: Visualize, Connect, Decide What's Important, Question, Infer & Predict, Synthesize, Repair.
- **Non-linguistic representation.** Use of visuals, realia, and Total Physical Response (TPR).
- **Kagan cooperative learning strategies.** Role-based group learning structures that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction.
- **Gradual release of responsibility.** The "I Do, We Do, You Do" structure is utilized in a majority of courses, the exception being mathematics where a conceptual discovery approach is taken as described above.
- **Regular informal assessment and feedback.** Frequent checking for understanding through the use of "fist to five," thumbs up/down, whiteboards, and exit slips.

- **Understanding by Design (UbD).** Teachers backwards plan instruction from the expectations of the summative assessment. This ensures instructional activities are directly aligned to the goals of the curriculum and specifically address student needs.
- **Consistent classroom management practices.** Many classroom routines build upon strategies outlined in Teach Like A Champion are consistent across the sites. Similarly, basic behavior management structures, including rewards and consequences, are consistent from classroom to classroom.

Mastery of the Common Core State Standards

The academic program at CNES #3 is designed to ensure student mastery of California content and performance standards. Our instructional frameworks, such as Reading and Writing Workshop, offer rich opportunities for students to engage with authentic texts and practice close, purposeful reading, writing, speaking, and listening as demanded by the standards. Similarly, the use of the Bridges and College Preparatory Math curriculum ensure students move beyond computational skills to deep conceptual understanding of mathematical concepts. Furthermore, CNES #3 has prioritized students' language skills and Common Core's demands of academic vocabulary through designated and integrated language development practices and curricula as discussed above. Professional development and coaching are aimed at deepening teachers' understating of the standards, both how each standard in a content relates to another as well as how standards sets articulate to grades above and below, so that teachers have an internalized understanding of the scope and sequence of learning required.

In addition to curricular and instructional materials, teachers leverage a balance of formative and summative assessment to inform instruction, measure student progress towards standard-based learning targets, and drive data-driven differentiation. For ELA, Math, ELD, Science, and PE—courses for which there are released assessment items from high-stakes assessments in the respective course—teachers work to ensure their formative and summative assessments are aligned in terms of content, rigor, and language. When a course uses curricular assessments, such as in middle school math for example, teachers analyze theses published assessments against the released items from Smarter Balanced to ensure the way in which they are assessing formatively and summatively across the year will translate to familiarity with the design of the SBAC in Mathematics. Teachers of courses whose curriculum does not include formal formative and/or summative assessments used the released assessment items from their content to create formative and summative assessments that similarly align to the released items. Where appropriate, formative and summative assessments are given via online platform (e.g., Illuminate) that largely mirrors the online format of the high-stakes assessments. Teachers also use additional released materials, such as the SBAC Writing Rubric, as both an instructional and evaluative tool across the content areas.

As part of our Professional Learning Community, these data are reviewed regularly by teachers and site leaders both individually and in a variety of collaborative spaces to hone teachers' capacity to plan and execute efficient and effective responses to ongoing data, reassessing over time until mastery is demonstrated. For example, at the middle school, teachers meet in departments at the end of each week for "Data Action Teams." In this structure, the week's assessment data is reviewed, and teachers and leaders engage in a collaborative Critical Friends process to identify actionable next steps. These spaces begin each week with a report out of actions taken from the prior week's action plan along with data-based outcomes from those actions, fostering a sense of mutual accountability for student learning.

Another consistent structure for this data-driven work is quarterly data meetings. Each teacher meets with his or her coach for an extended period of time once per quarter to review the previous quarter's data in depth and co-

create a series of actionable next steps to be taken during the new quarter paired with expected student outcomes for learning. As with Data Action Teams, each of these meetings begins with a review of next steps, actions, and student outcomes from the prior quarter's data meeting, again, fostering a sense of mutual accountability for student learning. The leadership team engages in a similar quarterly process with the Education Team at our Home Support Office.

Other consistent structures for this work, discussed elsewhere in this petition, include weekly teacher coaching, monthly grade-level Critical Friends Groups, COST and SST meetings, student programming meetings, and a full day of professional development dedicated to this analysis and response at least once per quarter.

Integration of Technology

Students and educators use technology for a variety of learning tasks. All teachers are equipped with a laptop computer and a Smart Board used to design and deliver interactive instruction. Additionally, all classrooms have access to computers and/or tablets, either in the form of a workstation of desktops as in the middle school technology lab, or mobile laptop and computer carts available for extended classroom use.

As discussed in the research in a previous section (Callbackcitation; Partnership for 21st Century Learning, 2019) ensuring students have technology-based skillsets to help them read and learn from digital texts and media is essential to meeting 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, and computer graphic design. To that end, all students at CNES #3 receive designated technology instruction at the K-5 level in the context of a STEM class and at the middle school level in a technology elective.

Students also develop these technology-based skillsets in their other content classes as they use technology to engage in learning activities related to their current units of study. For example, in the third quarter, middle school students engage in a research unit in their Humanities course in which they are taught to locate, evaluate, and cite online sources for their research. Students are then required to use word-processing software to type and submit their final research project, as with all culminating tasks in Humanities, and prepare a PowerPoint presentation to present during the publication celebration. In their math class, middle school students often use tablets to engage in mathematical review activities such as Kahoot, and students who are new to the country have dedicated time during the school day to use online language acquisition programs, such as Rosetta Stone or Duolingo, to give them a boost in acquiring Basic Interpersonal Communication Skills (BICS) in English complementing the designated and integrated language development support they are receiving in their other classes.

Students take weekly computer-based assessments in ELA and Math, described above, that are aligned to SBAC assessments in terms of format, rigor, content, and language working to arm students with the technological skills necessary to be successful on the actual SBAC assessments. Multiple times per quarter, students also take the Interim Assessments using the same online platform used to take the actual SBAC. In addition to this parallel assessment practice, students also use technology for assessments in reading three times per year via Achieve 3000 as well as technology-based assessments and learning activities in other intervention spaces.

Transitional Kindergarten

CNES School #3 offers a Transitional Kindergarten program that is prepared to serve up to 15% of the kindergarten class. Transitional Kindergarten, or TK, is the first year of a two-year kindergarten program for students who will

have their fifth birthday between September 2 and December 2. The CNES #3 TK model provides a slower, more developmentally appropriate curriculum to support young students in acclimating to the routines of school. These students gain early exposure to following a structured class schedule, interacting with peers, listening and following directions, and other pivotal skills that are foundations to successful learning.

The goal of Transitional Kindergarten is to ensure students are ultimately prepared to meet the Common Core standards for Kindergarten at the end of their two year program. This is accomplished through an emphasis on developing oral language skills and providing integrated experiences in language and literacy, mathematics, physical development, the arts, science, social studies, and English Language Development. Transitional Kindergarten uses the same core curriculum and materials as the traditional kindergarten program, with curricular modifications and developmentally appropriate practices as needed. There is a balanced approach of teacher-guided and child-initiated learning experiences, facilitated by credentialed teachers. CNES #3's TK program emphasizes opportunities for language development, play-driven exploratory learning and social-emotional growth.

The integration of Transitional kindergarten has been beneficial in a variety of ways. Academic and social assessments indicate that TK students are better prepared for success in first grade and beyond. Also, families have an opportunity to ensure their child enters kindergarten with the maturity, confidence, and skills they need to excel. There are benefits for CNES #3 as well. When students undergo a slower and more thorough kindergarten experience, they are more likely to succeed academically and require less remediation and intervention in later grades, which allows us to dedicate resources more strategically.

Intervention Program

The school has a comprehensive intervention program. All students in grades TK-5 have intervention built into the instructional week, through a class provided by an intervention teacher. The teacher utilizes the computer-based program iReady to provide targeted support in math and language arts. While students receive computer-based instruction through the program, they also receive targeted, small-group and individualized instruction from the teacher who utilizes data from the program to accelerate student learning.

At the middle school level, students performing below grade level are rostered to math intervention, literacy intervention, and/or language lab, depending on their needs. Data from formative and summative assessments are used to place students into these classes, which are taught by core subjects teachers who have knowledge of both the content and the student need.

Middle School Course Offerings

The following courses represent the range of possible courses that may be available to students in grades 6-8 throughout the course of this charter term.

Course Name	Description
Advanced Literature	Advanced Literature is an elective course that covers representative works of a particular genre or a specific theme or works of a particular era of literature. The course presents students with the opportunity to improve their critical thinking skills as they determine the underlying assumptions and values presented in literary works. Oral discussion and written composition are integral parts of the course emphasis.

Course Name	Description
Advanced Science	Advanced science is an integrated science course that cover topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. The course present students with the opportunity to study scientific concepts such as systems, models, energy, patterns, stability and change, building off of concepts learned in students' grade-level science course. The course also investigates principles of engineering design and California's Environmental Principles and Concepts.
Advisory	Advisory is a social emotional learning course that covers topics such as: self-awareness, impulse control, empathy, teamwork, and responsible decision-making. The course present students with the opportunity to develop habits of self-discipline, implement time management skills, plan for personal growth outside the classroom, identify their unique strengths and develop a healthy self-image.
Art Appreciation	Art Appreciation introduces students to a survey of significant works of art, artists, and artistic movements that have shaped the arts world, and have influenced, or reflected periods of history. The course covers the connections of the arts to social, political, and historical events in the world/nation or series of artists, women in art, as well as contemporary issues and developments. Included is the analysis of visual images as they have been used and are used to express the needs and ideals of society, as well as those of the individual. The course provides for students to experience creating, performing/presenting/producing, responding, and connecting their own works as well as the works of others.
Athletic Training	Athletic Training is a physical education course that covers topics that allow students to develop and expand their motor skills and movement, by applying strategies, biomechanics, motor learning, and fitness principles to their participation in a variety of athletic training activities. This course provides students with the opportunity to improve their personal fitness by goal setting and participation in specific activities that lead to improved health.
Creative Writing	Creative writing covers topics such as writing craft, logical development and statement of thought, and the refinement of basic writing skills. The course provides students with a chance to improve their writing skills, with a particular focus on the narrative and poetic genres.
Dance (6-8)	Dance covers the artistic processes, choreography and performance of various kinds of dances, including but not limited to ballet, modern, jazz, ethnic, and folk dance. The course is designed to enable students to achieve dance literacy. Students will develop specific knowledge, skills, and values that allow for fluency and deep understanding of dance. This includes discovering the expressive elements of dance; knowing the dance-based theory, terminology, and symbolic language that is used to comprehend dance; having a clear sense of embodying dance; and being able to reflect, critique, and connect personal experience to dance

Course Name	Description
	and the professional dance community. Students will explore and discover their personal connection to the deep human tradition that is dance and prepare them for a life-long immersion in the socio-cultural-political meanings and experience of dance as well as the learning and enjoyment that performing, studying, and viewing dance brings.
Drama	Theatre covers production, performance, stage technique, voice, stage design, costuming, properties, and theater history. Students create plays or scenes and perform them from scripts or with improvised dialogue and action. Students may take part in pantomime, dialogue, monologue, improvisation, and role-playing.
English Language Arts 6	ELA 6, 7, and 8 cover topics that build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. English Language Arts presents students the opportunity to write persuasive and creative multi-paragraph thematic essays and compositions, and develop literary analysis skills. This course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students write essays and learn the techniques of writing research papers.
English Language Arts 7	ELA 6, 7, and 8 cover topics that build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. English Language Arts presents students the opportunity to write persuasive and creative multi-paragraph thematic essays and compositions, and develop literary analysis skills. This course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students write essays and learn the techniques of writing research papers.
English Language Arts 8	ELA 6, 7, and 8 cover topics that build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. English Language Arts presents students the opportunity to write persuasive and creative multi-paragraph thematic essays and compositions, and develop literary analysis skills. This course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students write essays and learn the techniques of writing research papers.
English Language Development	English Language Development courses are offered at the Emerging, Expanding, and Bridging levels. The courses cover topics such as basic structures, forms, and functions of the English language. English Language Development courses present students with the opportunity to participate in extensive listening and speaking exercises.
Ethnic Studies	Ethnic studies covers an in-depth study of multiple ethnic groups, including their history, culture, achievements, contributions, barriers and strategies to overcome these barriers, and status in the United States. Ethnic studies presents students with an opportunity to learn about the characteristics of America's ethnic groups and the similarities and differences of these groups in both their past and present

Course Name	Description
	experiences from multiple perspectives. Students learn that Americans, as descendants of many cultures, races, religions, and ethnic groups are bonded by a democratic vision of liberty, equality, and justice.
General Art (6-8)	General Arts covers design elements and principles, language, materials, and creative processes used to produce various kinds of visual arts. This course provides students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Students address the artistic processes of creating, presenting, responding and connecting and become artistically literate within the art form. The use of skills such as communication, creativity, critical thinking, and problem solving are part of every course, the 21st Century Skills, which contribute to student success in a global economy and in culturally diverse environments. This course includes the traditional fine arts such as, but not limited to, drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts such as urban interior, product, and landscape design as well as the folk arts.
Health	This course covers topics related to the six content areas of health education, as defined in the Health Education Content Standards: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.
Health and Nutrition	This course covers topics related to the six content areas of health education, as defined in the Health Education Content Standards: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.
Humanities 6	Humanities 6, 7, and 8 cover the study of beliefs, thoughts, and traditions of humankind as reflected in history and literature. The courses integrate grade-level English and History standards into one cohesive curriculum.
Humanities 7	Humanities 6, 7, and 8 cover the study of beliefs, thoughts, and traditions of humankind as reflected in history and literature. The courses integrate grade-level English and History standards into one cohesive curriculum.
Humanities 8	Humanities 6, 7, and 8 cover the study of beliefs, thoughts, and traditions of humankind as reflected in history and literature. The courses integrate grade-level English and History standards into one cohesive curriculum.
Introduction to Music	Introduction to Music covers topics that regularly engage students in singing, playing instruments, and moving to music at an introductory level. The course presents students with the opportunity to create, listen to, analyze, and evaluate music and music performances.

Course Name	Description
Language Lab	Language Lab is a course intended for emerging English Language Learners who need additional support in language acquisition. The course provides instruction in topics such as basic structures, forms, and functions of the English language. Language Lab presents students with the opportunity to participate in extensive listening and speaking exercises.
Leadership	Leadership covers topics that allow students to practice small group government in a school setting. The course presents students with the opportunity to represent the entire student body by sponsoring and organizing activities that range from service projects to dances.
Learning Center	The Learning Center course covers topics that support special education students to be successful in grade-level academic courses. Learning Center presents students with the opportunity to receive additional instruction to assist them in their regular academic courses.
Math 6	Math 6, 7, and 8 cover topics such as arithmetic using rational numbers, the numeration systems, simple data analysis, and place value. The courses include basic algebra, basic geometry, and basic statistics, concepts of rate and ratio. Math courses present students with the opportunity to reinforce concepts and skills in mathematics and apply these skills to real world problems and situations.
Math 7	Math 6, 7, and 8 cover topics such as arithmetic using rational numbers, the numeration systems, simple data analysis, and place value. The courses include basic algebra, basic geometry, and basic statistics, concepts of rate and ratio. Math courses present students with the opportunity to reinforce concepts and skills in mathematics and apply these skills to real world problems and situations.
Math 8	Math 6, 7, and 8 cover topics such as arithmetic using rational numbers, the numeration systems, simple data analysis, and place value. The courses include basic algebra, basic geometry, and basic statistics, concepts of rate and ratio. Math courses present students with the opportunity to reinforce concepts and skills in mathematics and apply these skills to real world problems and situations.
Media Studies	Media Studies covers topics that allow students to follow sequential, developmentally appropriate instruction in the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various and combined mediums and forms, including moving image, sound, interactive, spatial and/or interactive design.
Music (6-8)	Music covers topics that regularly engage students in singing, playing instruments, and moving to music. The course presents students with the opportunity to create, listen to, analyze, and evaluate music and music performances.

Course Name	Description
Music Appreciation	Music Appreciation includes topics such as guided listening, analysis, discussion, and hands-on experimentation-including informal performance, improvisation, or composition-focused on how various styles of music apply musical elements to create expressive or aesthetic impact. Music Appreciation presents students with opportunities to develop an understanding of music and its importance in the music experience and/or their lives.
Peer Counseling	Peer Counseling provides students with skills in conflict resolution. Peer Counseling presents students with the opportunity to mediate disagreements through nonviolent means and learn the importance of a neutral third party who can assist in negotiating a solution to any potential conflict.
Physical Education (6-8)	This course covers topics that allow students to develop and expand their motor skills and movement, by applying strategies, biomechanics, motor learning, and fitness principles to their participation in a variety of physical activities. This course provides students with the opportunity to improve their personal fitness by goal setting and participation in specific activities that lead to improved health.
Reading Block	Reading Block is an intervention course that covers topics such as reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, self-directed learning, and student motivation. Reading Block presents students with the opportunity to accelerate growth in reading ability, through motivational factors such as interest, relevance, identity, and self-efficacy. Reading course content depends on students' abilities entering the course
Reading Intervention	Reading Intervention is an intervention course that covers topics such as reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, self-directed learning, and student motivation. Reading Block presents students with the opportunity to accelerate growth in reading ability, through motivational factors such as interest, relevance, identity, and self-efficacy. Reading course content depends on students' abilities entering the course.
Science 6	Science 6, 7, and 8 are integrated science courses that cover topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. The courses present students with the opportunity to study scientific concepts such as systems, models, energy, patterns, stability and change. These courses also investigate principles of engineering design and California's Environmental Principles and Concepts.
Science 7	Science 6, 7, and 8 are integrated science courses that cover topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. The courses present

Course Name	Description
	students with the opportunity to study scientific concepts such as systems, models, energy, patterns, stability and change. These courses also investigate principles of engineering design and California's Environmental Principles and Concepts.
Science 8	Science 6, 7, and 8 are integrated science courses that cover topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. The courses present students with the opportunity to study scientific concepts such as systems, models, energy, patterns, stability and change. These courses also investigate principles of engineering design and California's Environmental Principles and Concepts.
Science Enrichment	Science Enrichment is an integrated science course that uses the Project Lead the Way Curriculum for middle school. It builds off of students' grade level science course and provides them with real-world, hands-on applications of concepts studied.
Service Learning	Service Learning covers topics that ask students to define community service and civic responsibility, track service hours, reflect on services performed and may include a final project or product. The course presents students with the opportunity to make a difference in their community, while developing greater sensitivity toward the world around them.
Student Government	Student Government covers topics that allow students to practice small group government in a school setting. The course presents students with the opportunity to represent the entire student body by sponsoring and organizing activities that range from service projects to dances.
Technology	Technology covers, through hands-on operation, the use of programmable devices. Students develop skills necessary to operate computing devices that perform a variety of tasks based on needs and preferences.
United States History	United States History covers major turning points in American history and emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; and the emergence of a modern economy. United States history courses present students with the opportunity to study the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the development of the United States as a world power.
Women's Studies	Women's Studies is a history-social science elective course that involves the study of the unique history and current socio-political context of women, both in the United States and around the world.

Course Name	Description
World History: Ancient Civilizations	World History: Ancient Civilizations covers topics such as the socio-economic, political, and ideological conditions of the ancient world, as well as significant historical events and cultural achievements of world regions. The course presents students with the opportunity to learn about the achievements of civilizations and countries, particularly in the fields of science, technology, and the arts, and how they spread through cultural diffusion. Students will compare and contrast the development and beliefs of the major world religions, explain how they spread to other regions, and resulted in ideological conflicts throughout history.
World History: Medieval Times	World History: Medieval Times covers topics such as the socio-economic, political, and ideological conditions of the world during the Medieval Period, as well as significant historical events and cultural achievements of world regions. The course presents students with the opportunity to learn about the achievements of civilizations and countries, particularly in the fields of science, technology, and the arts, and how they spread through cultural diffusion. Students will compare and contrast the development and beliefs of the major world religions, explain how they spread to other regions, and resulted in ideological conflicts throughout history.

Below is the academic calendar for the 2019-2020 school year. There are 185 instructional days and 15 pupil-free days allocated throughout the year for teacher professional development.

The figure displays 12 monthly calendars arranged in a 4x3 grid, covering the period from July 2020 to June 2021. Each calendar is a table with days of the week (Su, Mo, Tu, We, Th, Fr, Sa) as columns and dates (1-31) as rows. The cells are color-coded: orange for 'No class', green for 'Class', red for 'No class', and yellow for 'Class'. Some cells contain text indicating specific events or statuses, such as 'PTF' (Personal Time Off) or 'SD' (Sick Day).

July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	NT	NT	NT	NT	NT	25
26	NT	NT	NT	NT	NT	

August 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	BD	SD	SD	SD	SD	8
9	X	X	X	S	X	15
16	X	X	X	S	X	22
23	X	X	X	S	X	29
30						

September 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					S	5
6	H	X	X	S	X	12
13	X	X	X	S	X	19
20	X	X	X	S	X	26
27	X	X	X			

October 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					S	3
4	X	X	X	S	X	10
11	SD	SD	SD	S	X	17
18	X	X	X	S	X	24
25	X	X	M	S	X	31

November 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	M	X	X	S	X	7
8	X	X	H	S	SD	14
15	X	X	X	S	SD	21
22	PTF	PTF	PTF	H	H	28
29	X					

December 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	S	5
6	X	X	X	S	X	12
13	X	X	X	S	M	19
20	X	PTF	PTF	H	H	26
27	H	H	H	H		

January 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					H	2
3	PTF	PTF	SD	SD	SD	9
10	X	X	X	S	X	16
17	H	X	M	S	M	23
24	X	X	X	S	X	30
31						

February 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			X	X	X	6
7	X	X	X	S	X	13
14	H	X	X	S	PTF	20
21	X	X	X	S	X	27
28						

March 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	X	X	X	S	X	6
7	X	X	X	S	SD	13
14	X	X	X	S	X	20
21	X	M	SD	SD	SD	27
28	H	H	H	H		

April 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				H	H	3
4	X	X	X	S	X	10
11	X	X	X	S	X	17
18	X	X	M	S	M	24
25	X	X	X	S	X	

May 2021						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	X					

KEY:	
X	Regular Instructional Day
M	Minimum Day
SD	Staff Development (In-service, pupil free day)
H	Holiday
S	Shortened Days
NT	New Teacher
BD	Buyback day
PTF	Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work)
SD/P	Site Specific PD (11/8: KAY/BUR and 11/15: CAS/EIS/CIS)

Holidays:	
7/4/2020	4th of July Observed
9/7/2020	Labor Day
11/11/2020	Veteran's Day
11/26/2020-11/27/2020	Thanksgiving Break
12/23/2020-1/1/2021	Winter Break
1/1/2021	New Year's Day
1/18/2021	Martin Luther King Jr. Day
2/15/2021	Presidents Day
3/29/2021-4/2/2021	Spring Break
5/31/2021	Memorial Day

Other:			
8/10/2020	First Day of School	8/3/2020-8/6/2020	SD
6/17/2021	Last Day of School	10/12/2020-10/14/2020	SD
2/19/2021	MOY Retreat	1/6/2021-1/8/2021	SD
3/12/2021	Success Conference	3/12/2019	SD
10/12/2020-10/14/2020	PT Conference	3/24/2021-3/26/2021	SD
1/6/2021-1/8/2021	PT Conference		
3/24/2021-3/26/2021	PT Conference		

Q1:	43	23%	8/10/2020 - 10/9/2020
Q2:	41	22%	10/12/2020-12/21/2020
Q3:	48	26%	1/11/2021-3/23/2021
Q4:	53	29%	4/5/2021-6/17/2021
Total:	185	100%	

	X	S	M	SD	Total Inst. Days	Total Work Day
Jul	0	0	0	0	0	0
Aug	12	3	0	4	15	19
Sep	17	4	0	0	21	21
Oct	12	5	2	3	19	22
Nov	10	3	1	1	14	15
Dec	11	3	1	0	15	15
Jan	9	3	2	3	14	17
Feb	14	4	0	0	18	18
Mar	12	3	1	4	16	20
Apr	14	4	2	0	20	20
May	16	4	0	0	20	20
Jun	9	2	2	0	13	13
Total	136	38	11	15	185	200

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Bell Schedule CNES #3: Kinder/1st

Monday/Wednesday			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	9:00 AM	60
Recess	9:00 AM	9:15 AM	15
Instruction	9:15 AM	11:10 AM	115
Lunch	11:10 AM	11:50 AM	40
Instruction	11:50 AM	3:10 PM	200
Total Day Instructional Minutes			375
Number of Days			67
Total Year Instructional Minutes			25125

Tuesday/Friday			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	9:00 AM	60
Recess	9:00 AM	9:15 AM	15
Instruction	9:15 AM	11:10 AM	115
Lunch	11:10 AM	11:50 AM	40
Instruction	11:50 AM	1:30 PM	100
Recess	1:30 PM	1:45 PM	15
Instruction	1:45 PM	3:10 PM	85
Total Day Instructional Minutes			360
Number of Days			67
Total Year Instructional Minutes			24120

Thursday			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	10:53 AM	173
Lunch	10:53 AM	11:33 AM	40
Instruction	11:33 AM	1:00 PM	87
Total Day Instructional Minutes			260
Number of Days			39
Total Year Instructional Minutes			10140

Minimum Day			
Activity	Start Time	End Time	Minutes
Instruction	8:05 AM	10:15 AM	150
Lunch	10:15 AM	10:45 AM	30
Instruction	10:45 AM	12:30 PM	85
Total Day Instructional Minutes			235
Number of Days			11
Total Year Instructional Minutes			2585

Bell Sched (K/1)	Day Count	Instructional Minutes
Thursday	40	10140
Minimum Day	12	2585
Regular Day	141	49245
CAS Total	193	61970

Bell Schedule CNES #3: 2nd/3rd

Regular Day			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	9:17 AM	77
Recess	9:17 AM	9:32 AM	15
Instruction	9:32 AM	11:55 AM	143
Lunch	11:55 AM	12:35 PM	40
Instruction	12:35 PM	3:10 PM	155
Total Day Instructional Minutes			375
Number of Days			134
Total Year Instructional Minutes			50250

Thursday			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	11:35 AM	215
Lunch	11:35 AM	12:15 PM	40
Instruction	12:15 PM	1:00 PM	45
Total Day Instructional Minutes			260
Number of Days			39
Total Year Instructional Minutes			10140

Minimum Day			
Activity	Start Time	End Time	Minutes
Instruction	8:05 AM	10:50 AM	165
Lunch	10:50 AM	11:20 AM	30
Instruction	11:20 AM	12:30 PM	70
Total Day Instructional Minutes			235
Number of Days			11
Total Year Instructional Minutes			2585

Bell Sched (2/3)	Day Count	Instructional Minutes
Thursday	40	10140
Minimum Day	12	2585
Regular Day	141	50250
CAS Total	193	62975

Bell Schedule CNES #3: 4th/5th

Regular Day			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	9:35 AM	95
Recess	9:35 AM	9:50 AM	15
Instruction	9:50 AM	12:42 PM	172
Lunch	12:42 PM	1:22 PM	40
Instruction	1:22 PM	3:10 PM	108
Total Day Instructional Minutes			375
Number of Days			134
Total Year Instructional Minutes			50250

Thursday			
Activity	Start Time	End Time	Minutes
Instruction	8:00 AM	12:17 PM	257
Lunch	12:17 PM	12:57 PM	40
Instruction	12:57 PM	1:00:00 PM	3
Total Day Instructional Minutes			260
Number of Days			39
Total Year Instructional Minutes			10140

Minimum Day			
Activity	Start Time	End Time	Minutes
Instruction	8:05 AM	11:25 AM	200
Lunch	11:25 AM	11:55 AM	30
Instruction	11:55 AM	12:30 PM	35
Total Day Instructional Minutes			235
Number of Days			11
Total Year Instructional Minutes			2585

Bell Sched (4/5)	Day Count	Instructional Minutes
Thursday	40	10140
Minimum Day	12	2585
Regular Day	141	50250
CAS Total	193	62975

Sample Day at CNES #3: TK/K/1st

Sample Monday/Wednesday	
8:00-8:20 Morning Meeting/ Calendar	20 min.
8:20-8:40 Word Study	20 min.
8:40-9:00 Interactive Reading	20 min.
9:00 – 9:15 Recess	
9:15 – 10:00 Readers Workshop	45 min.
10:00-10:30 Writers Workshop	30 min.
10:30-11:05 ELA	35 min.
11:10-11:50 Lunch	
11:50-12:40 Math	50 min.
12:40-1:15 Designated ELD	35 min.
Specials – 1:15-3:10 (PE, Music, STEM)	115 min.
Total Instructional Minutes	375 min.

Time	Thursday	
8:00-8:20	Morning Meeting	20 min.
8:20-8:47	Word Work	27 min.
8:47-9:29	Readers Workshop	42 min.
9:29-10:11	Writers Workshop	42 min.
10:11-10:51	Specials	40 min.
10:53-11:33	Lunch	
11:35-12:15	Math	40 min.
12:17-1:00	ELA (Phonics, Shared Reading, Small Guided Reading Groups)	43 min.
Total Instructional Minutes		260 min.

Sample Tuesday/Friday	
8:00-8:20 Morning Meeting/ Calendar	20 min.
8:20-9:00 Word Study	40 min.
9:00 – 9:15 Recess	
9:20 – 9:40 Interactive Reading	20 min.
9:40-10:30 Readers Workshop	50 min.
10:40-11:05 Writers Workshop	25 min.
11:10-11:50 Lunch	
12:00-12:20 Writers Workshop	20 min.
12:20-1:20 Math	60 min.
1:30-1:45 Recess	
1:45-2:15 Designated ELD	30 min.
2:15-3:10 ELA (Phonics, Shared Reading, Small Guided Reading Groups)	55 min.
Total Instructional Minutes	360 min.

Sample Day at CNES #3: 2nd/3rd

Sample Monday/Wednesday	
8:00-8:30 Morning Meeting/ Number Corner	30 min.
8:30-9:15 Interactive Read Aloud	45 min.
9:17-9:32 Recess	
9:35-10:05 Designated ELD	30 min.
10:05-11:10 Writer's Workshop	65 min.
11:10-11:50 Dance	40 min.
11:55-12:35 Lunch	
12:40-1:55 Math	75 min.
1:55-3:10 Reader's Workshop	75 min.
Total Instructional Minutes	375 min.

Sample Tuesday/Friday	
8:00-8:30 Morning Meeting/ Number Corner	30 min.
8:30-9:15 Writer's Workshop	45 min.
9:17-9:32 Recess	
9:35-10:05 Designated ELD	30 min.
10:07-11:07 PE	50 min.
11:00-11:50 STEM	50 min.
11:55-12:35 Lunch	
12:40-1:55 Math	75 min.
1:55-3:10 Reader's Workshop	75 min.
Total Instructional Minutes	375 min.

Sample Thursday	
Arrival	
Morning Meeting/ Number Corner	30 min.
8:30-9:30 Reader's Workshop	60 min.
9:30-10:30 Math	60 min.
10:53-11:33 PE	40 min.
11:35-12:15 Lunch	
12:20-1:00 Social Studies	40 min.
Total Instructional Minutes	260 min.

Sample Day at CNES #3: 4th/5th

Sample Monday/Wednesday	
8:00 - 8:20 Morning Meeting	20 min.
8:23 - 9:13 PE	40 min.
9:15 - 10:05 Music	40 min.
10:07 - 10:22 Recess	
10:22 - 11:22 Math	60 min.
11:22 - 12:00 Science	38 min.
12:00 - 12:42 Designated ELD	42 min.
12:42 - 1:22 Lunch	
1:25 - 2:15 Readers Workshop	50 min.
2:15 – 3:10 Writers Workshop	55 min.
Total Instructional Minutes	375 min.

Sample Tuesday/Friday	
8:00 - 8:20 Morning Meeting	20 min.
8:20-9:15 Reader's Workshop	45 min.
9:15 - 10:05 Writer's Workshop	50 min.
10:07 - 10:22 Recess	
10:22 - 11:37 Math	75 min.
11:37 - 12:42 Science	65 min.
12:42 - 1:22 Lunch	
1:25 - 2:15 ELD	50 min.
2:15 – 3:10 Spanish	55 min.
Total Instructional Minutes	375 min.

Sample Thursday	
8:00 - 8:45 STEM	45 min.
8:45-9:45 Math	65 min.
9:45 - 10:35 Reader's Workshop	50 min.
10:35-11:30 Writer's Workshop	55 min.
11:30-12:15 Designated ELD	45 min.
12:17-12:57 Lunch	
Total Instructional Minutes	260 min.

The CNES #3 6-8 campus offers an average of 55-minute periods for core content, such as English Language Arts, Math, Science, History, and academic electives, such as English Language Development and Math Lab. There is a shorter 30-minute period for Tribes, which is an advisory period to emphasize community building and character education.

Thursdays are a shortened day to provide time for teacher professional development. On these days, class begins at 10:15 am. Minimum days are scheduled before holidays and at the end of the quarter to provide teachers' time for grading and end-of-quarter paperwork. Schedules for shortened day and minimum day are below.

Shortened Day			
	Begin	End	Mins
Warning Bell	10:10		
Per 1	10:15 AM	11:00 AM	45
Per 2	11:03 AM	11:48 AM	45
Per 3	11:51 AM	12:36 PM	45
Lunch	12:36 PM	1:11 PM	35
Per 4	1:14 PM	1:59 PM	45
Per 5	2:02 PM	2:47 PM	45
Per 6	2:50 PM	3:35 PM	45

Minimum Day			
	Begin	End	Mins
Warning Bell	8:10		5
Per 1	8:15 AM	8:52 AM	37
Per 2	8:55 AM	9:32 AM	37
Per 3	9:35 AM	10:12 AM	37
Per 4	10:15 AM	10:52 AM	37
Lunch	10:52 AM	11:27 AM	35
Per 5	11:30 AM	12:07 PM	37
Per 6	12:10 PM	12:47 PM	37

A Sample Day at CNES #3 6-8:

	Begin	End	Mins	Sample 6th Grade	Sample 7th Grade	Sample 8th Grade
Per 1	8:15 AM	9:12 AM	57	English Language Arts 6	English Language Arts 7	English Language Arts 8
Per 2	9:16 AM	10:13 AM	57	Mathematics 6	Mathematics 7	Mathematics 8
Nutrition	10:13 AM	10:23 AM	10	Nutrition	Nutrition	Nutrition
Per 3	10:27 AM	11:24 AM	57	Science 6	Science 7	Science 8
Per 4	11:28 AM	12:25 PM	57	History 6	History 7	History 8
Lunch/Tribes	12:29 PM	12:59 PM	30	Lunch	Tribes 7	Tribes 8
Tribes/Lunch	1:03 PM	1:33 PM	30	Tribes 6	Lunch	Lunch

	Begin	End	Mins	Sample 6th Grade	Sample 7th Grade	Sample 8th Grade
Per 5	1:37 PM	2:34 PM	57	Physical Education	English Language Development	Math Lab
Per 6	2:38 PM	3:35 PM	57	Science Enrichment	Technology	Physical Education

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	136	372	38	260	11	237	0	0	185	36000	63079	27079
1	Yes	136	372	38	260	11	237	0	0	185	50400	63079	12679
2	Yes	136	372	38	260	11	237	0	0	185	50400	63079	12679
3	Yes	136	372	38	260	11	237	0	0	185	50400	63079	12679
4	Yes	136	372	38	260	11	237	0	0	185	54000	63079	9079
5	Yes	136	372	38	260	11	237	0	0	185	54000	63079	9079
6	Yes	136	372	38	260	11	237	0	0	185	54000	63079	9079
7	Yes	136	372	38	260	11	237	0	0	185	54000	63079	9079
8	Yes	136	372	38	260	11	237	0	0	185	54000	63079	9079
9	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
10	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
11	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
12	No	0	0	0	0	0	0	0	0	0	64800	0	-64800

Ongoing Professional Development

CNES #3 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. CNES #3 firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment.

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 (Schmoker, 2006).”

Research also 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, DuFour, & Eaker, 2008).”

All members of CNES #3 receive extensive professional development, from teachers, to administrators, to support staff. The site Principal is responsible for the development and delivery of a data-based annual professional development scope and sequence that embeds CNCA's core professional development focus areas. In 2019-2020, the organizational-wide focus areas for professional development are standards-based instruction, intellectual preparation, data-based decision making, and subgroup performance.

The site Principal works with the leadership team to consider student data, organizational focus areas, and all available spaces for learning (e.g., Thursday PDs, Tuesday Team Meetings, Data Action Teams, Coaching, department meetings, etc.). Together, the leadership team develops a yearlong PD calendar that is unique to the needs CNES #3, including professional developments to be delivered internally, to be delivered by outside experts, and any additional PD opportunities in the form of trainings or conferences off site. Although the majority of the PD plan is dedicated to standards-based classroom instruction, mandatory trainings, such as mandated reported training and emergency procedures, are also incorporated into the plan. The Chief Learning Officer (CLO) in consultation with the Education Team at the Home Support Office reviews this Professional Development Plan to ensure high levels of quality and alignment. The CLO and Home Support Office Education Team provide support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement.

The Annual CNES #3 Professional Development Plan is designed with a processes, similar to the Understanding By Design process used by teachers, in which measurable targets and expected outcomes are backwards mapped into a scope and sequence of learning activities and success indicators that are then sequenced into meaningful units of study. In addition to the overall expected outcomes, each focus area or unit of study articulates similar expectations with specifically identified success indicators. These outcomes and success indicators are strictly monitored by members of the Leadership Team over the course of the year. The team regularly analyzes data from the identified success indicators in a manner and space similar to the teacher analysis and response cycles described above, and actionable next steps are agreed upon and implemented. This accountability and oversight happen regularly in Leader-Leader coaching meetings and in weekly Leadership team meetings.

Professional Learning Community (PLC)

All of our Professional Development spaces work in tandem to foster a strong Professional Learning Community (PLC). A PLC is a model grounded in the mindset that the core mission of formal education is to ensure that students *learn*—not simply to ensure that they are taught (Dufour, DuFour, & Eaker, 2008). Having a PLC mindset at CNES #3 means that we all work together to ensure our focus remains on student learning.

As part of a professional learning community, all staff members at CNES #3 work together to achieve their collective purpose of learning for all. Accordingly, structures and spaces are designed to promote a collaborative culture characterized by systematic processes in which educators work together to analyze and improve their classroom practice. Educators work in teams, engaging in an ongoing cycle of inquiry that promotes deep team learning, which in turn leads to higher levels of student achievement.

To facilitate this powerful process, every adult on campus belongs to at least one team that focuses on student learning. Each team has structured time to meet during the workday and throughout the school year. Teams focus their efforts on crucial questions related to learning and generate products reflecting that focus, such as lists of essential outcomes, various kinds of assessment, analyses of student achievement, and strategies for improving results. Each team develops norms or protocols to clarify expectations regarding roles, responsibilities,

and relationships among team members. Finally, each team adopts student achievement goals linked with school and district goals.

Focusing on learning as opposed to teaching requires the staff to work collaboratively on matters related to learning and to hold one another accountable for the kind of results that fuel continual improvement. When educators do the challenging work necessary to implement these principles, their collective ability to help *all* students learn will rise (Dufour, DuFour, & Eaker, 2008).

PLC Structures

CNES School #3 is committed to providing extensive professional development opportunities that are embedded into the work week. As such, we have designed a variety of consistent spaces and structures to cultivate a strong PLC environment.

Full day professional development days. There are 15 full day professional development days calendared each year, during which the entire staff comes together to engage in learning and reflection around the core concepts that promote increased student learning. One of these days per quarter is allocated for teachers to co-plan curriculum and develop or refine standards-based pacing plans and benchmark assessments for the upcoming quarter.

Weekly professional development. One of the embedded structures of our PLC is weekly late-start Thursday sessions dedicated to ongoing adult learning. These sessions are designed to build capacity in core school-wide expectations for teaching and learning. These sessions are facilitated through a mix of direct instruction by site leaders, internal experts, or outside consultants and whole team or small group collaboration. All teachers participate in these two-hour sessions.

All members of CNES #3's adult community are held to the same high expectations for supporting student learning. Therefore, classified staff, such as teacher's assistants and instructional aides, receive professional development to equip them with knowledge and tools necessary to effectively support teachers, students, and families ensure all our students are achieving. These professional developments happen each Thursday morning as well. In addition to units aligned to organizational priorities, these trainings for classified staff include the school-wide behavior support plan, core instructional frameworks, school safety, and how to work one-on-one with struggling students.

Coaching model. Members of the CNES #3 Leadership Team are each instructional leaders who are present and actively involved in teachers' instructional practice. School leaders strive to harness the collective power of collaboration by opening their doors *and* their dialogue to build professional relationships that help all students meet incredibly ambitious goals.

The overarching role of the coach is to facilitate capacity building in the implementation of effective instructional practices centered around the Danielson Framework for teaching coupled with school and organizational priorities to systematically and efficiently yield improved student learning and performance. The coachee's role is to be a learner who is continually engaged in their curriculum and the study of teaching. When both coachee and coach fulfill their roles, they engage in an ongoing, reflective conversation about student outcomes and how those outcomes are linked to what happens in the classroom, and those conversations translate into engaged and prepared students.

Each teacher is assigned an instructional coach, who set up weekly, data-centered coaching sessions to develop individual teacher's practice. Each weekly instructional coaching begins with analysis of student data, learning and coaching around trends that emerge, and agreements for next steps. Once the coaching relationship has been established, the coachee and/or the coach may opt to increase the frequency of coaching; for example, a novice teacher may want to have additional individual support in the first semester. Similarly, each leader and classified team member is also assigned a coach so that all adults on campus can consistently engage in this powerful practice to work collectively towards increased student outcomes.

Grade level critical friends groups (CFGs). Critical Friends Groups (CFGs) are another structure to support the Professional Learning Community. Each year, CNES #3 establishes grade-level CFG communities consisting of teachers, members of the leadership team, and other support staff who commit to improving their practice through collaborative learning and structured interactions (protocols). Time is allocated during the school day for these CFG to meet approximately once per month.

Critical Friends Groups begin by coinvestigating data from a success indicator identified in the PD plan and then the group engages in specific protocols and activities developed by the National School Reform Faculty (NSRF) to promote best practices for teaching and learning. To establish Critical Friends Group each year, teachers receive development on how to create an environment of trust, how to give and receive feedback most effectively, and how to use the NSRF protocols and activities to help students — and teachers — create a culture of excellence.

Department PLC teams. Research from Richard DuFour underscores the importance of proving time for teachers to collaborate, plan together, analyze data, and share best practices (Dufour, DuFour, & Eaker, 2008). Therefore, time is allocated for content area departments work together to deepen their pedagogical knowledge and their facility within the core instructional frameworks. Honing the content-specific skills that will best translate into improved student success is the primary function of these collaborations. These agenda for this weekly collaboration time are cocreated around needs illuminated in recent student data, such as that from Data Action Teams or weekly assessments.

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. CNES #3 conducts CWTs monthly to collect data to analyze school-wide instructional trends around critical questions developed in collaboration by teachers and administrators. The resulting data and analysis is used to develop commitments that are used to adjust our instructional program and practices to achieve stronger results.

Team meetings. Twice per month our school-wide team comes together after school for Team Meetings. In addition to celebrating staff, student, and family achievements, these meetings are also a space for the Team to discuss business or operational needs necessary to promote increased student achievement. Mandated trainings, such as those for Bloodborne Pathogens and emergency procedures, most often occur in this space rather than in the other spaces of the PLC.

Professional development for school leaders. The Home Support Office of Camino Nuevo Charter Academy also offers extensive professional development to school leaders. School leaders come together for a monthly meeting with leaders across the CNCA network to share best practices, engage in case studies, and develop collaborative action plans for key growth areas. In addition, “role-alike” members of the leadership teams from across the organization come together once a month to engage in refining their craft specific to their role.

CNCA Instructional Teacher-Leader Cadre. Each year, an Instructional Leader Cadre consisting of CNCA teachers from across all CNES sites is established. Teachers who have been selected for this group receive development in adult learning and facilitation and support the overall growth of their peers in grade-level and content specific professional development. These positions are a stipended position, meaning teachers remain full time teachers in their classrooms, but receive a stipend for the year for the work they are engaged in.

Teacher orientation and induction. Teachers new to CNCA participate in a mandatory new teacher orientation in August before all teachers return for school-wide professional development. During the orientation, new teachers learn the essentials of our academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school's partnership with parents, professional expectations, and safety procedures. Teachers who are in their first and second year of BTSA are supported by an advisor on-site.

Following New Teacher Orientation, both new and existing come together for four or five days before school begins to revisit the school's vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year. Current year initiatives include planning for the Common Core Standards, new assessments aligned to Smarter Balanced, and best practices that teachers can utilize throughout the year to strengthen their own teaching, as well as the instructional program. Each school year's professional development is tailored according to the data from the previous year and organized to focus on three to four priorities. Consistent topics include, Designated and Integrated ELD, data-driven instruction, literacy, and mathematics.

Staff Recruitment and Selection Process

CNES #3 seeks a group of professionals committed to our mission—that all students will be literate, critical thinkers and independent problem solvers with a sensitivity to the world around them. 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 an exemplary customer service approach. Each CNCA campus selects its own staff. All candidates undergo a rigorous hiring process led by the school administrators with the support of the talent team at our home support office. The hiring process helps to ensure that the candidate and school are well-matched.

CNES #3 recruits teachers who demonstrate experience in or passion for serving students from underserved communities and who are committed to working relentlessly to ensure all students succeed. Teachers at CNES #3 are expected to create standards-aligned lesson plans, use performance data to address student needs, and manage their classrooms in a way that balances discipline and care. Additionally, all staff must exemplify professional expectations in working with families, and addressing necessary paperwork.

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

Teacher Selection Process

1. The selection process includes the following steps: research and establish job qualifications, announce opening(s), recruits applicant(s), request resume, references, and credentials, interview candidate(s), candidates present demo lesson to a class, check references, select top candidate.
2. Medical clearance - proof of TB testing
3. Fingerprinting - applicant submits prints through LiveScan which is forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
4. Check for employment eligibility and require annual completion of mandated reporting training on child abuse to ensure compliance.

Meeting the Needs of All Students

English Learners

According to the U.S. Census Bureau, 21.6% of the nation's population age 5 and older speaks a language other than English at home (United States Census Bureau, 2017). According to the California Department of Education (2019), there were approximately 1.196 million English Language Learners in California public schools in 2018-2019, constituting 19% of the total enrollment. 2.59 million students speak a language other than English in their home, which represents nearly 42% of the state's public-school enrollment. In the past two decades, the number of English Learners in public schools has increased, and the need to serve students working to acquire standard English is one that permeates Los Angeles, California, and the nation at large.

Approximately 60% of the students served at CNES School #3 are classified as English Learners, and an additional 21% were once classified as an English Learner. Together, this totals over 80% of the school community.

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 (Lau v. Nichols, 1974)." While providing equity and access has historically been a challenge within the context of public schooling, that challenge was particularly illuminated with the passage of No Child Left Behind (NCLB) and initiation of the Local Control Funding Formula, which positioned its beam on underperforming subgroups—specifically English Learners and Students with Disabilities. At CNES #3, we know that it is our moral and legal responsibility to provide English Learners with access to an equal education.

Process for Identifying English Learners

The process for identifying and serving English Language Learners is multifaceted. When a student enrolls at CNES #3, we first determine if he or she is new to a California public school. If the student is new to a California public school, our Registrar, under the direction of the School Operations Manager, enters the responses from the student's Home Language Survey (HLS) into a spreadsheet. If the families indicate on the HLS that the language spoken at home, the language first learned by the child, and or the language the child most frequently uses at home is a language other than English, the initial ELPAC is administered to the student. Within 10 days of enrollment, the Registrar updates PowerSchool with the students' primary language and ELA status as "TBD," and

he or she sends home the Initial ELPAC Parent and Guardian Notification Letter. Within 30 days of enrollment, a site leader oversees the administration and scoring of the initial ELPAC assessment. The Registrar updates PowerSchool with the new ELA status and ELA Status Start Dates within 30 days of enrollment. The school leader assigned to be over Title III ensures families receive the Title III letter for initial identification of English Learners within 30 days of enrollment.

If the student has previously attended a California public school, the Registrar contacts our Home Support Office's Knowledge Management Team to confirm the student number, last name, first name, and date of birth. A member of the Knowledge Management Team identifies for the Registrar the student's ELA status(es) from CALPADS. The Registrar obtains the student's cumulative record and verifies that the CALPADS status matches what is indicated in the cumulative record. If the statuses match, the Registrar updates PowerSchool with the ELA status and ELA status Start Dates. If the cumulative record does not match the information from CALPADS, the Registrar updates PowerSchool to align with the information in the cumulative record and updates the site's Title III leader, who communicates the change with the student and family.

Language Acquisition Programing

CNES #3 implements a series of articulated practices and procedures to ensure that all English Learners are provided with the appropriate programing to ensure English language acquisition. A key element of this programming is the school's dual language program which is currently implemented in grades TK-5 and will be implemented in grades K-8 beginning in school year 2020-2021. As described in detail in previous sections, this education model is designed to build academic fluency in both English and Spanish. Each year, CNES #3 will hold workshops for prospective parents to inform families of the benefits of the dual language model for English Learners. Upon enrollment all families are provided with a description of the school's language acquisition models which allows them to choose the best model for their child.

Additionally, regardless of enrollment in the school's dual language program, CNES #3 systematically ensures that all English Learners are placed in appropriate homogeneous classes for Designated ELD and that student safety guidelines are adhered to. First, the school leader in charge of Title III oversees the creation of the Designated ELD rosters. In collaboration with teachers (where appropriate), students are grouped based on their current ELD level into homogenous ELD classes. The Title III leader oversees the collection of data for our Designated ELD program, ensuring all teachers have uploaded unit assessment data by the deadlines outlined in the CNCA Assessment Schedule. When teachers have collected sufficient data to support movement of students between Designated ELD levels, the school leader oversees any roster shifts necessary to ensure that homogenous grouping is maintained. All ELD rosters are updated in PowerSchool to ensure that teachers can access student achievement data for their ELD students via Schoolzilla and Illuminate. The administrator is responsible for updating PowerSchool to reflect changes to Systematic ELD class rosters.

Instructional model for English learners

As discussed at length in the Curriculum and Instruction component of this petition, it is our goal that our students who are English Language Learners develop oral, written, and reading language proficiency in order to have access to high-quality educational opportunities. Students with an English Learner designation receive daily, dedicated ELD instruction provided by fully credentialed teachers. Systematic ELD teachers receive extensive professional development in the stages of language acquisition, the Systematic ELD curriculum, and structures to practice language to ensure quality implementation of the instructional model articulated previously.

In addition to daily Designated ELD, all students receive Integrated English Language Development supports in all of their content classes in order to ensure they have meaningful access to the full curriculum. A detailed overview of the instructional model for Integrated ELD is given in the Curriculum and Instruction component of this petition.

Beginning English learners. Students who have recently arrived in the country or who otherwise are just beginning to acquire English receive additional support to ensure access to core curriculum. In TK/K-5 classrooms, in addition to Designated and Integrated English Language Development, English Learners at the emerging level will simultaneously receive up to 50% of core instruction in their home language. This is supported by the research of Thomas and Collier (2010) who note that extended instruction in the home language positively correlates to improved language and academic abilities in English.

All students in grades 6-8 with an early emerging ELD level receive an additional language support class in addition to their Dedicated ELD class and Integrated ELD strategies in core classes. This additional intervention employs the use of accelerated language programs such as Rosetta Stone as well as targeted literacy interventions such as phonics instruction. The coupled language and literacy interventions support students in bridging the gap between their burgeoning English acquisition and the grade level demands of content classes.

Long-term English learners. Students who have been enrolled in American schools for more than six years and have not yet demonstrated proficiency in English are classified as Long-term English learners (LTELs). Research published by the California Dropout Research Project at the University of California Santa Barbara (2013) shows that English learners who go on to become LTELs are at a greater risk for dropping out of school. The research further showed that LTELs who do complete high school often lack access to academically rigorous courses while being in school. These barriers decrease the likelihood of LTELs enrolling and completing college (United States Department of Education, 2018).

In addition to the structures and strategies provided for all English learners, additional supports are put into place for students with an LTEL designation. Students are empowered to understand the reclassification criteria and track their own progress in each area. In addition to targeted ELD classes and core content, LTELs at Eisner may be supported with *Rosetta Stone*, an online language practice program, or *Achieve 3000*, an online differentiated literacy program depending on the student's particular area of need as illuminated by data.

Students who have reclassified. Title III and the Every Student Succeeds Act (ESSA) require schools to track the progress of students who have reclassified for the first four years following reclassification and provide academic intervention if necessary. This process is described below.

Monitoring Process

Each quarter, members of the site Leadership Team meet with members of the Home Support Office's Learning Group for a comprehensive review of current student data. One component of this structure focuses on a comprehensive review of all students in the EL and RFEP subgroups. In this component, the team first reviews together the progress of all students with an EL designation across multiple years towards each element of the reclassification. One of these elements is ELPAC results, which are analyzed through the lenses of overall performance levels and domain scores. The team identifies areas of strength and need within these results, identifying students who need additional support and overall domains to prioritize in instruction. Then, in a similar process, data for students who have reclassified is reviewed.

To begin this cyclical process, Members of the Knowledge Management team identify students at risk using criteria specific to their situation. For example, students who have reclassified are flagged if they are failing one or more

core classes and who meet the criteria for being “at risk” in reading based on ongoing formative assessment data. LTELs are also flagged in this process as well as students who have not advanced an ELD level after a year of instruction and may be at risk for acquiring LTEL status. The Education Team facilitates an analysis of these data with site leaders, and intervention plans are developed for individuals or cohorts of students. At the subsequent quarterly meeting, the site administrator who is over the site EL program submits evidence of interventions and outcomes for students in this category, and the cycle then repeats.

Program Evaluation

Each year, CNES #3 sets ambitious, measurable goals for our English Learners as part of our Local Control Accountability Plan and school dashboard. These goals are used to drive the instructional program for English learners, and progress towards these goals is reviewed constantly in a variety of venues (e.g., the Leadership Team meeting agendas are grounded in these goals, a Professional development series on Integrated Language Development will be tailored based on current data on progress towards these goals, a family workshop may be offered in response to these data, etc.). When formative and summative data do not demonstrate that our students are on track to meet the goals, a comprehensive analysis is conducted. This analysis includes a deep dive into EL performance on ELPAC SBAC, as well as EL performance on interim assessments for math and language arts. Results are analyzed on a school-wide, grade-level, and individual teacher level. Next steps are then identified, including but not limited to extra coaching for individual teachers or grade levels, whole school or grade level foci for professional development sessions, and Tier 1 and Tier 2 intervention support for ELs who are not making adequate progress.

Reclassification Criteria

The chart below describing the criteria for reclassification used at CNES #3 is based on the California Department of Education's Academic Criterion for Reclassification from August 2014 as well as the California Department of Education's Updated Letter to Local Education Agencies Regarding Reclassification Guidance for 2018-2019, dated January 2019. Students must meet all of the listed criteria in order to reclassify. Reclassification criteria is detailed further in the "Serving English Learners" section of the petition.

Grades 1-2	Grades 3-8
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better.
Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.	Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.

In addition, we implement alternate criteria for Long-Term English Learners with disabilities. The IEP team may consider this criteria in order to determine readiness for reclassification if the student³:

- Has been enrolled in U.S. schools for a minimum of five (5) years
- Is at least in Grade 6 and attends school regularly
- Has an active IEP and is eligible for special education services at the time this reclassification process is enacted

In the right-hand column of the table below, alternate criteria are delineated. Each alternate criterion may be used if the primary criterion on the left-hand side of the table has not been met.

³ Student selection criteria, as well as the alternate reclassification criteria described in the table are aligned to guidelines set forth by the LAUSD Policy Bulletin (BUL-6890.1), dated September 25, 2018.

Camino Nuevo RFEP Criteria Grades 6-8	Alternate RFEP Criteria for SWDs who are LTELs Grades 6-8
Summative ELPAC Score Overall performance level of 4.	Score on Assessment of Basic Skills Sufficient level of English language proficiency when compared to native English speaking peers with similar disabilities, as measured by movement to an Early Advanced ELD level based on Systematic ELD unit assessment performance
English Reading Level Reading level in English within 1.5 years of the grade level benchmark, inclusive Or Lexile level falls within the “approaching college and career readiness” band or better	Score on Assessment of Basic Skills Sufficient mastery of basic skills, as compared to native speakers of English with similar disabilities, as measured by the Woodcock-Johnson Tests of Achievement.
English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2 on a 4-point CNCA rubric). SBA Writing Domain score may be used.	Score on Assessment of Basic Skills Sufficient mastery of basic skills, as compared to native speakers of English with similar disabilities, as measured by the Woodcock-Johnson Tests of Achievement.
Teacher Opinion ELA progress report grade(s) of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or C- or better.	Teacher Opinion Student’s level of mastery of grade-level literacy content for all domains (reading, writing, listening, and speaking) demonstrates parity with native speakers of English with similar disabilities (based on a combination of literacy grades and progress toward IEP goals)
Parent Opinion Teacher and/or administrative designee must obtain parent signature on the RFEP letter, indicating approval, once relevant data have been shared	Parent Opinion Teacher and/or administrative designee must obtain parent signature on the RFEP letter, indicating approval, once relevant data have been shared. If any of the above alternate criteria have been utilized to determine readiness for reclassification, parent approval must be obtained via an IEP team meeting.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

CNES #3 believes in an inclusive school setting, and therefore does not identify students for gifted- only classes. High achieving students are identified by scoring in the standard exceeded range on standards-based interim assessments, reading at least one or more years above grade level on the TCRWP, EDL, and/or LevelSet reading assessment, and achieving mastery in all core courses with a score of 4 or an A on their report card. These students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs.

In order to ensure high performing students are provided enrichment, teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to create learning activities that target the needs of all students, scaffolding appropriately for students who may learn more slowly and enriching the lesson with additional learning activities for gifted and talented students. According to research conducted by Daniel and Cox (1988), the accelerated pace at which gifted and talented students learn information requires flexible pacing strategies, such as skill grouping, curricular compacting, contracting, and credit by examination. Some of the ways we accelerate pace at CNES #3 include (a) using different text levels in independent reading and guided reading instruction, (b) homogeneous grouping for challenge projects, (c) assigning challenge problems for early finishers, (d) vertical enrichment projects aligned to academic learning, and (e) activities to hone thinking, reasoning, communication and self-regulation skills.

The middle school campus partners with a variety of organizations to provide additional opportunities for challenge and real-world experiences. Partnership have included HYPE (Helping Young People Excel), an organization which provides talented low-income students in Los Angeles with the guidance and resources to qualify for admission at elite college-prep independent high schools, and SPARK, a national non-profit that provides life-changing apprenticeships to youth from disadvantaged communities.

All students, including students who are Gifted and Talented, are monitored as part of the quarterly comprehensive data review conducted in partnership between the school leadership team (principal and assistant principals) Home Support Office Education Team (i.e. Chief Learning Officer, Learning Group Vice Presidents, and Content Team Directors). If families would like more information about how we serve high-achieving students, such as those who might be identified as GATE, they contact the school principal.

Students Achieving Below Grade Level

CNES #3 has developed a robust, three-tiered, data-driven intervention program to support students who may be struggling. Our intervention model is comprehensive, multi-tiered, and standards-aligned, and based on the concept of Response to Instruction and Intervention (RtI²). RtI² is the research-based practice that aligns instructional methodologies and interventions to the needs of students. Our model aims to provide quality instruction and intervention and to use student learning and the *response* to that instruction to make instructional and other important educational decisions (Batsche, et al., 2005).

Many articles provide descriptions of RtI² models in their entirety and data to support their effectiveness (e.g., (Marston, Muyskens, Lau, & Canter, 2003; McNamara & Hollinger, 2003). A recent meta-analysis of RtI² research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005).

The first line of defense to ensuring all students success is providing high-quality first instruction (*Tier I*) that is Universally Designed for learning. Tier I instruction is designed with systematic checkpoints for formative assessment to ensure students who are struggling are identified early and appropriate courses of action can be put into place. The goal of Tier I instruction is to be effective for at least 80% of students without further intervention, and developing this effectiveness is supported through our Professional Learning Community described elsewhere in this petition.

When formative data indicate that Tier I instruction is not proving effective for a student, the student's teacher initiates *Student Centered Coaching* with his or her coach. This model of coaching begins with current student data identifying strengths and areas of concern, and a reflection on teacher practice. Based on this work, the teacher works with his or her coach to formulate an informal improvement plan for the student. These plans are time bound and include systematic effectiveness checkpoints (formative assessments) along the way. For the duration of the plan, the teacher and coach monitor the student's progress together and adjust course as suggested by ongoing formative data.

When there are cohorts of students for whom universal Tier I instruction is not proving effective or when a student is not demonstrating expected improvements after the implementation of a student-centered action plan, a Tier II instructional plan is developed and put into place (Jimerson, Burns, & VanDerHeyden, 2007). Tier II instruction happen during the class period and might include strategies such as pulling strategic groups of students for supplementary small group instruction, strategically designed stations, and targeted conferring during the Workshop model. As with improvement plans from Student Centered Coaching, these Tier II instructional plans systematically identify specific, formative checkpoints along the way, and the teacher and coach use these data points to monitor progress along the way. The expectation of Tier II instruction coupled with universal Tier I instruction is that together, they effectively meet the needs of 95-97% of the class (Burns & Gibbons, 2008). The Professional Learning Community supports teachers hone their facility with this level of differentiated instruction.

Tier III interventions become necessary for approximately 3-5% of the students (Burns & Gibbons, 2008). This more intensive support tier focuses on specific foundational skills and standards with which students continue to struggle after receiving Tier I and Tier II. Tier III intervention generally occurs outside the core classroom in a smaller group setting led by either our core teachers or intervention specialists.

Tier III intervention is provided during the school day for students identified for support in literacy, English Language Development, and/or basic mathematics. All students, regardless of subgroup, are eligible for this support. Performance data is used to identify the root of students' gaps or misunderstandings and drive targeted differentiation. Research-based intervention curriculum, such as *Leveled Literacy Intervention* by Fountas and Pinnell, is used in the Tier III program to support positive student outcomes. Student groupings and class offerings are dynamic and responsive to ensure optimal levels of support across all three tiers of the program.

When a student exhibits academic, emotional, and/or behavioral concerns that have not shown improvement with attempted interventions as described above, that student is referred to our Coordination of Services Team (COST), which identifies and manages appropriate courses of action to yield student success. The COST, led by the School Programs Dean, consists of school counselors, Family Services Coordinator, resource specialists, referring teachers, and others relevant staff members. Based on a shared responsibility, the COST meets to explore collaboratively possibilities and strategies that will

best meet a student's academic, behavioral, and/or social-emotional needs. The COST then delegates cases to appropriate parties and oversees the implementation of agreed upon next steps.

Next steps from the COST are determined and tailored to meet the unique needs of each case. The potential next steps are limitless, but they might include distinct in-class interventions, referral for mental health services, or referral to a *Student Support and Progress Team (SSPTs)*. SSPTs usually consist of teachers, a member of the Instructional Leadership Team, the student, family members, and other relevant support personnel from the school. The SSPT identifies a student's strengths and areas of need, and the team then collectively develops a more formal plan of interventions for improvement targeting the prioritized need. The intervention plan is implemented for an agreed upon period, and then the team reconvenes to review progress.

Socioeconomically Disadvantaged/Low Income Students

Given that 98% of CNES #3's student population qualifies for free and reduced lunch, many of the same universal interventions and strategies used for English Learners are employed school-wide. In addition to our student-centered, data-driven, and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support socio-economically disadvantaged students and families.

A core component of CNCA's Continuum of Care, discussed in detail in a previous section, is our wrap-around services for families who require medical or mental treatment. Our comprehensive care culture aims to provide effective and accessible health services to our students and families, and to increase the potential of students to achieve personal and academic goals through better health. Through multiple community partnerships, CNES #3 is able to provide a wealth of wellness resources to our students and families, including free medical attention for students including vaccinations, eyeglasses, and medications. Additionally, through a partnership with the Los Angeles Child Development Center, each campus employs a full-time mental health counselor who oversee a team of interns that provide counseling services to eligible students. Approximately 25% of students are served in on-site counseling free of charge. Additional mental health services are provided to students and families via outside partnerships.

In order to ensure that our programs are meeting the needs of low-income students, members of the school leadership team (e.g., principal, assistant principals) meets with the Home Support Office team (e.g., Chief Learning Officer, Learning Group Vice Presidents, Content Team and Family Support Team Directors) to analyze formative and summative data and determine next steps. This process, described above as related to monitoring progress for English Learners, entails a detailed analysis of subgroup data on assessments, as well as subgroup responses to student and family survey data. One of these subgroups is socioeconomically disadvantaged. Once the team understands strengths and needs among this subgroup (as a school and within grade levels), next steps are identified, including but not limited to extra coaching for individual teachers or grade levels, whole school or grade level foci for professional development sessions, and Tier 1 and Tier 2 intervention support for ELs.

Students with Disabilities

The DRL contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

In the area that CNES #3 serves—and in fact, in the entire Los Angeles area—an alarming number of children and youth live in extreme poverty, with struggling and isolated families, and in neighborhoods where entrenched violence threatens the safety and well-being of all residents. As a result, many of our children and youth end up in the county’s child welfare, health, mental health, human services, and juvenile justice systems. At times, students and families who are experiencing hardships associated with foster care, homelessness and/or juvenile court proceedings enroll at CNES #3, we take seriously our responsibility to ensure the identification, enrollment, attendance, and removal of barriers to academic success for these and all students.

Many of these vulnerable youth have a significant history of adverse childhood experiences, including exposure to trauma, school and home instability, poor school attendance. Consequently, many of these youth present emotional, social, and behavioral challenges. Many times, alarmingly low academic achievement, mental health and/or substance abuse issues, negative peer networks, and lack of appropriate parental supervision put these students at extremely high risk for school failure and dropout. These students are often in need of intensive academic intervention, social-emotional support, credit recovery programs, and dropout prevention services. Historically, these students have been denied enrollment and turned away from schools, further compounding their academic struggles and isolating them from educational opportunities that must be afforded to all students. In efforts to address some of the barriers to academic success for these students, programs, and support services have been developed to support them so all of our students are on track to be college and career ready.

Homeless youth, unaccompanied youth, and foster youth. The McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. § 11301 et seq.) is a federal law that requires schools to ensure 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.

The McKinney-Vento Homeless Assistance Act defines *homeless* as “individuals who lack a fixed, regular, and adequate nighttime residence.” This definition is inclusive of *unaccompanied youth*—youth who are not in the physical custody of a parent, guardian, or caregiver due to being abandoned, to running away, to being pushed out, or to migration.

Foster youth is defined as a child who has been removed from his or her home due to an open Child Welfare or Juvenile court case. Students involved in the juvenile justice system are considered “foster youth” for educational purposes (Cal. Education Code 2 §51225.2, 1976).

CNES #3 ensures homeless youth, unaccompanied minors, and foster youth who enroll at our school are provided the support necessary to thrive at CNES #3. Once identified, CNES #3 works to connect the student and/or their families with resources for their needs, such as clothing, transportation access, and identified services.

Homeless youth, unaccompanied youth, and foster youth are provided services comparable to those received by other students in the school, and those education programs which students meet eligibility criteria, such as (a) services provided under Title I or similar state and local programs; (b) programs for students with disabilities; (c) programs for students with limited English proficiency; (d) gifted and talented programs; and (e) school nutrition program. CNES #3 will provide homeless youth,

unaccompanied youth, and foster youth with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Students are identified as being homeless, unaccompanied, and/or in foster care through either the enrollment application on which the family has self-identified and reported their status; notification by a legal or social services entity, such as a court of the Department of Children and Family Services; or school personnel recommendation. If space is available, students identified as homeless youth, unaccompanied youth, and/or foster youth are enrolled immediately at the time the student or family is present in the school office. The family is never asked to return on another day or at another time. Once enrolled, students with these eligibilities attend classes and participate in all school activities regardless of the availability of school records, immunization records, or school uniforms in compliance with all state and local laws. CNES #3 refers the family to free medical resources where they can get any necessary vaccines free of charge.

Unaccompanied homeless youth have a right to enroll in school without a parent, guardian, or caregiver. In situations where a student meets the criteria for *homeless unaccompanied youth* and the school has determined the child is mature enough to consent to disclosure of pupil record information, the student may authorize disclosure in accordance with the Family Educational Rights and Privacy Act (FERPA). If the student becomes permanently housed during the academic year, we welcome the student to stay with us for the remainder of that academic year.

Homeless youth, unaccompanied youth, and foster youth are provided equal access to enroll in any educational program for which eligibility requirements are met. Homeless youth, unaccompanied youth, and foster youth have access to necessary educational and support services that will afford them the opportunity to meet the same challenging State academic student achievement standards as all students. Students will be provided with services and programs comparable to the ones offered to other students in the Camino Nuevo Charter Academy schools.

In addition, all students who meet the federal definition of homelessness are automatically eligible for the USDA free nutrition program and are not required to submit a meal application.

CNES #3 ensures that transportation is provided, at the request of the parent, guardian, or homeless youth, to and from the school. Homeless youth, unaccompanied youth, and foster youth who reside outside our residence boundaries are provided with tokens or a pass from the local public transit agency unless the commute would be greater than ninety minutes each way. Because students under 12 years of age cannot ride on public transit alone, guardians or parents of transportation eligible students under 12 years of age are provided with transportation services until the student turns 12.

Both sites at CNES #3 has a designated School Site Homeless and Foster Youth Liaison. This liaison has many responsibilities, including (a) ensuring notification of the educational rights of homeless, unaccompanied, and foster students is disseminated where children and youth receive services; (b) ensuring that homeless, unaccompanied, and foster student information is updated throughout the year; (c) ensure homeless, unaccompanied, and foster students have access to any supplemental instructional and support services; (d) advocating and support as needed to ensure that homeless, unaccompanied, and foster students are placed in the appropriate classroom to facilitate academic growth and success; (e) assisting homeless, unaccompanied, and foster youth with referrals to school based educational programs and/or support services as well as community resources, including referrals to health, mental

health, dental and other appropriate centers; and (f) ensuring that families are informed of educational and related opportunities available to their children are provided with meaningful opportunities to participate in the education of their children.

“A Typical Day”

When visiting the CNES #3 K-5 campus, a typical day begins at 8:00 with breakfast in the classroom. All grades begin the day with Morning Meeting, which is an opportunity for classroom culture building, social-emotional support, and rapport building activities. Following Morning Meeting, most grades teach English Language Development classes. Students switch teachers for these leveled classes. After ELD class, students in grades k-5 experience a self-contained class. K-5 teachers create their own daily schedule that includes some combination of Readers Workshop, Writers Workshop, Math Workshop, Social Studies, Science, Word Work, Read Aloud, Shared Reading, Interactive Writing, and electives.

Visiting the CNES #3 K 6-8 campus is similar in many ways. School begins at 8:15 am with Periods 1 and 2. Even and odd periods are sometimes combined to allow for block scheduling. Following the first two periods, students have nutrition, or recess, and then a short TRIBES period. This is time for community building, character education, and goal setting. Students have another two periods and then have lunch/DRB. During this time, students are either at lunch and/or recess, or in Differentiated Reading Block classes to receive targeted reading support. Students have 2 more periods, often electives, before the end of the day. While offered at different times for different grade levels, all Eisner students have Humanities block, Math/Science block, Differentiated Reading Block, and at least two electives.

Beyond unique schedules, observers will notice a distinct difference in the academic and social culture of CNES #3. In classrooms, students access complex texts across all content areas and using evidence to justify conclusions. Students and teachers engage in text-based discussions and exploring concepts in math. One might observe students receiving small group instruction with a teacher or teacher assistant responding to observations in student performance data. Additionally, our Dynamic Blended Inclusion model would be observed as Resource Service providers push into general education classrooms to support students both with and without IEPs. Laptops and other instructional technology can often be observed to reinforce instruction and provide intervention. Finally, students would be using powerful, academic vocabulary to describe their learning.

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

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Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

PUBLIC SCHOOL CHOICE PERFORMANCE

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

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Please refer to LCFF Table in Element 1 to understand the school’s measurable goals and objectives.

Methods for Measuring Pupil Progress towards Outcomes

CNCA Assessment Guidelines (K-8)

Subject	Grade Level	Assessment	Guidance	Required or Optional
Math	K-8	Unit Assessments	An assessment must be given at the end of each unit and data must be input into Illuminate Grades 3-8 include a Part 1 (curriculum-based) and Part 2 (SBAC simulation) for each unit assessment	Required
Math	K-2	Benchmarks	Given twice a year, MOY and EOY. Due dates 12/6 and 5/30.	Required
Math	3-8	ICA	Administer in February; grading deadline: March 1 st	Required
Reading	K-8	Reading Inventory Assessments/ Running Records (F&P, EDL, TCRWP)	Must be given at least twice a year – MOY and EOY – in both languages (where applicable) CNES #3 has transitioned to Lexile assessments in grades 6-8 (should be given BOY, MOY, and EOY).	Required
Reading	K-8	Running Records	Consider administering informal running records to students reading below grade level targets more frequently (e.g., three times a year) in the primary language of instruction	Recommended
Early Literacy	K	Concepts of Print, Phonics, High Frequency Words	Given BOY to determine reading readiness. See kinder reading assessment flow map for more guidance.	Required
Early Literacy	K-2	Phonics	Given at least twice a year in both languages, aligned with schools’ phonics curricula.	Required
Early Literacy	1-2	Concepts of Print, High Frequency Words, Phonemic Awareness	Consider giving to all or some students, depending on teacher ability to use data to guide instruction.	Recommended
ELA	3-8	IABs	Exact IAB scope and sequence for grades 3-8 is embedded within pacing plans to align with the units of study content;	Required

Subject	Grade Level	Assessment	Guidance	Required or Optional
			approximately 2 IABs are given per quarter (Q1-Q3)	
Writing	K-8 (all ELs)	Writing On-Demand	An ELA standards-based writing rubric score (4-point rubric) must be input into Illuminate at least once a year (ideally more) in order to collect data for reclassification of ELs.	Required
ELD	K-8 (all students K-5, ELs in 6-8)	Unit Assessments	Given at the end of each of five unit assessments (sixth unit optional).	Required
ELD	K- 8 (TBDs only)	Initial ELPAC	Must be completed within the first 30 calendar days of enrollment.	Required
ELD	K-8 (ELs only)	Summative ELPAC	The state ELPAC window is February 1 st – May 31 st .	Required
Math & ELA	3-8	Summative SBAC	May not begin until 66% of the school year has been completed; must be completed by June 1 st (including make-ups).	Required

Projected Outcomes

Math

- Unit Assessments: 75% is the cut-point that *Bridges* uses as the criterion for success. We have this same goal for K-5 and have applied it to the 6-8 *CPM* unit assessments, as well.
- K-2 Benchmark Assessment: Mastery is defined as earning a 3 or 4 on a 4-point rubric for 80% of questions. Each question is tied to priority skills and standards for the grade level.
- Interim Comprehensive Assessment: This assessment is administered in late winter as a predictive assessment for the summative SBAC. The goal is mastery of all standards taught as of the assessment date.

Reading

- Reading Inventory Assessments: Our goal is that all students who begin the school year reading on grade level stay on grade level (i.e., grow at least one year based on grade-level equivalency scales aligned to the reading inventory assessment). All students who begin the school year reading below grade level are expected to grow 1.5 years.
- Lexile Assessment: Students who begin the school year meeting college and career readiness expectations should maintain enough Lexile growth to stay within this band. Students who begin the year reading below grade level should grow 110 points in order to make progress toward grade level expectations.

Early Literacy

- Phonemic awareness, phonics, concepts of print, and high frequency words are considered pre-requisites to reading. As such, goals are highly individualized by student and grade-level in order to ensure all students are able to access grade-level text. Goals are set on a student-by-student basis for all students not reading on grade level.

ELA

- Interim Block Assessments: Since these assessments are aligned to the portion of the standards taught up until that point in the school year, the goal is that students earn a scale score equal to or higher than the cut score for meeting the standard on the summative assessment for that grade.

Writing

- On-Demand Essay: The goal is for all students to score a 3 on a 4-point rubric.

ELD

- Unit Assessments: These assessments are analyzed cumulatively (units 1-5) in order to make decisions about course placement for the subsequent year. The goal is that students progress one ELD level each year based on these assessments.

Data Analysis and Reporting

The school uses data from all assessments outlined above, as well as:

- ELPAC Levels
- RFEP Status
- SBAC Standard Proficiency and Claim Scores
- Subgroup performance on these data points

The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment:

- After administering the aforementioned assessments, the Home Support Office Content Team, site leaders/administrators, and teachers engage in a robust data analysis process each quarter to identify strengths of the academic program, areas for growth, struggling students, and opportunities for re-teaching. Focus students are identified so that teachers may strategically target differentiated supports to meet their individual needs. Student performance data is synthesized, 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 we may closely monitor their progress.
- Site leaders/administrators meet quarterly with the Home Support Office team to discuss student learning and progress, as well as viable and actionable next steps. This includes class placement and schedule alterations, identifying focus students for intervention courses, individualized teacher development plans to ensure their students meet goals in the subsequent quarter, and whole-school professional development planning.
- Board receives end-of-year progress reports measuring performance towards organizational success equation in addition to ongoing reports towards progress during the school year by the Chief Learning Officer and Learning Group Team.

The role and use of data to inform stakeholders of school performance:

- School-wide data is then shared outwardly with parent representatives on the Site Based Council as well families who attend Coffee/Cafecito with the Principal where data is shared on a regular basis. The board is also presented with middle-of-the-year and end-of-the-year progress reports, indicating current student progress on the Smarter Balanced Assessment Consortium assessment suite and related aligned assessments. Three times per year, during parent-teacher conferences, parents are provided with both qualitative and quantitative data to support their student's growth and achievement. In addition, CNCA has created a network-wide impact report which contains demographic and programmatic data, graduation and college enrollment data, and fiscal information. This impact report is easily accessible on the CNCA website or at any CNCA campus office.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

In order to hold students to the high expectations of the Common Core, grades at CNCA capture only standards-based evidence of student learning. Teachers incorporate benchmarks, quizzes, standards-based projects, and essential classwork activities to calculate grades for English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, and English Language Development. Grades for homework and measures of effort and motivation are captured in the "Work Habits" portion of the report card. Students at CNES #3 receive numeric grades based on the 1-4 rubric scoring system. Middle School students earn letter grades, including A, B, C, F. There is no 'D' in the CNCA grading system to motivate students to push for excellence.

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

Proficiency Level	4-Point Scale	Approximate Letter Grade Equivalency
Advanced	4	A
Proficient	3	B
Basic	2	C
Below Basic	1	F
No Data	0	No Grade

Progress Reporting

Report cards are issued to students and families two times a year at the end of each semester, and Progress Reports are issued half way through each semester at the end of the quarter. These reports indicate if students have demonstrated proficiency on essential standards for the grading period. Teachers communicate if students meet, exceed, or are in progress towards meeting grade level expectations. Progress reports and report cards are sent home and also discussed in person at quarterly parent-teacher conferences. In conferences, teachers provide even more context and rationale for the student's grade and provide resources for parents to support their child at home.

CNCA uses the Power School Report Card and Progress Report. Parents and students are both able to access Power School to check their child's assignments and progress. Parents also have the ability to use this to help their children complete their homework and send e-mail messages to teachers. Report cards

provide a systematic way to warn parents and students if the student is not making progress or is a candidate for retention.

Promotion & Retention

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

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

- Scores that fall within the “nearly meets” category or above for the majority of standards-based assessments mathematics (Does not apply to Kindergarten).
- Final report card grades in language arts and math of “C” or better.
- At least 1 year of growth in reading as measured by the Reading Inventory reading assessments
- No more than nine days of unexcused absences.

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

CNES #3 employs a robust Multi-Tiered Systems of Support 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 leadership 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 by engaging a process that includes the following:

Step	Timeframe
1) Parent/guardian meets with the school principal and teacher to learn about retention recommendation and rationale	Early June

Step	Timeframe
2) Parent/guardian communicates desire to appeal this decision, either during the meeting in step 1 or afterward. Communication must include a written statement of appeal.	June
3) Principal reviews the appeal with site leadership team (e.g., assistant principals) and teacher.	June
4) Parent/guardian meet with site leadership team members (above) and teacher to discuss the results of the team's review (e.g., recommendation stands or recommendation has been reversed).	June
5) Parent/guardian either provides written consent for retention or does not do so. If consent is not given, the student is not retained. Retention decisions are ultimately up to the parent and a student may not be retained without parental consent.	By June 30 th

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁴

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools. As a PSC Charter School, the District will coordinate with the Charter School on any additional policies which may apply.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall

cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

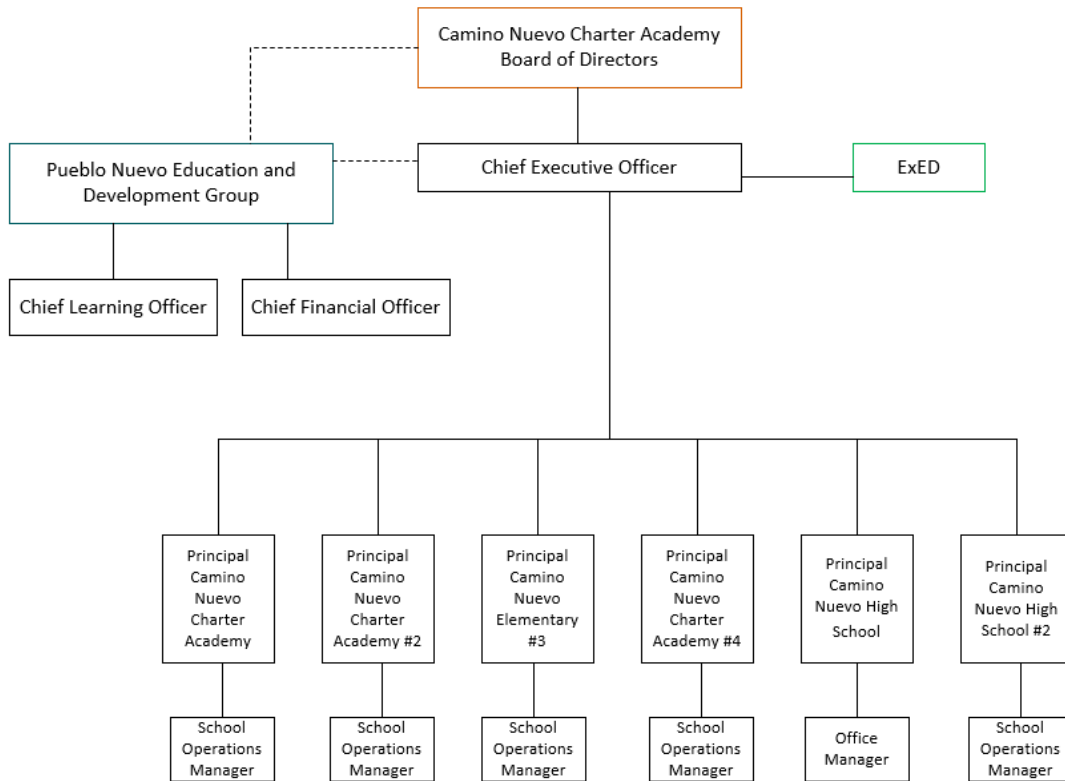
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment,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

FEDERAL PROGRAM COMPLIANCE

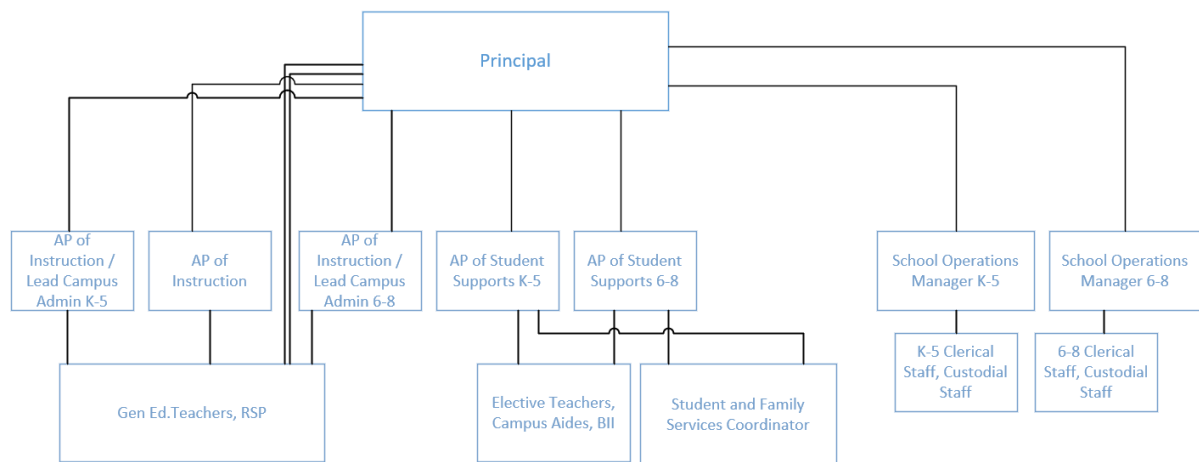
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

CNCA Organizational Structure, 2019-2020



CNES #3 Organizational Chart as of 2020 -2021



Executive-level employees include:

- **Chief Executive Officer:** The CEO manages the day to day operations of Charter School, acting as an agent of the Board. The CEO provides information and input to the Board and manages all Charter School business. The CEO manages the CNCA staff and several of its officers, oversees the charter schools within the CNCA network, and works closely with the Board to execute the long-term, strategic growth of CNCA and its mission.
- **Chief Learning Officer:** Under the direction of the CEO, the CLO oversees all academic functions of the CNCA organization. The CLO, formerly the Chief Academic Officer, is responsible for the planning, development, implementation, assessment, and improvement of the instructional programs across the organization and its charter schools. This position is also responsible for adult learning across the organization. The CLO reports directly to the PN-EDG Board and CNCA CEO. The CLO is a member of the PN-EDG staff whose services are included in the CNCA / PN-EDG service agreement; the cost of CLO services is covered in the indirect fees CNCA pays to PN-EDG for services.
- **Chief Financial Officer:** Under the direction of the CEO, the CFO oversees and maintains the financial sustainability and the day to day budgeting for Camino Nuevo Charter Academy. The CFO reports directly to the PN-EDG Board and CNCA CEO. The CFO is a member of the PN-EDG staff whose services are included in the CNCA / PN-EDG service agreement; the cost of CFO services are covered in the indirect fees CNCA pays to PN-EDG for services.

Governing Board Composition and Member Selection

Camino Nuevo Charter Academy Board of Directors

CNES #3 (“Charter School”) is operated by Camino Nuevo Charter Academy (“CNCA”), a California nonprofit public benefit corporation, in accordance with the Articles of Incorporation and Bylaws adopted by the Board of Directors (“Board”) of CNCA. Charter School agrees and acknowledges that the CNCA Board is the sole controlling and governing body for Charter School and accordingly holds fiduciary authority and responsibility for, among other things: (1) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended; (2) Charter School’s financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students; and (3) the selection, hiring, compensation, supervision, evaluation, and termination of the CNCA Chief Executive Officer and all other CNCA employees, including the employees of Charter School.

Process for Selecting Board Members

CNCA recruits members to the Board who have a demonstrated passion for serving the students and families of the Greater MacArthur Park. Board members serve an initial one-year term, followed by three-year renewable terms if re-elected. Per the Bylaws, Board members are elected at a regular meeting of the Board from nominations presented by the Nominating Committee, but if any such regular meeting is not held, the directors may be elected at any special meeting of the Board held for that purpose.

The Board shall have a minimum of five (5) and a maximum of eighteen (18) members who are committed to serving the Charter School’s student population and aligned to the mission and vision of the CNCA

organization. The Board members shall include a diverse skill set, based on the needs of CNCA. Members of the Board will include:

- **President:** The President shall have such powers as the Board may delegate to him or her and, in the absence of the Chief Executive Officer, shall have the powers of the Chief Executive Officer and shall act for and in the stead of the Chief Executive Officer.
- **Secretary:** The Secretary shall be the custodian of the corporate seal of CNCA and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at CNCA's 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 CNCA's principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of CNCA, 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 the 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 CNCA and shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of CNCA, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the CNCA Board such financial statements and reports as are by law or the 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 CNCA and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of CNCA as may be ordered by the Board, shall render to the President or the Board, whenever requested, an account of all transactions and of the financial condition of CNCA, and shall have such other powers and perform such other duties as may be delegated by the Board.

All management powers not specifically designated to the Board are delegated to the Chief Executive Officer, who answers directly to the Board.

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

- In accordance with the Brown Act, all CNCA Board meetings are open to the public, with notice posted 72 hours in advance of the meeting. All items to be discussed by the Board are agendaized and meeting minutes are available to the public upon request. Board agendas and minutes are posted in the main office of the Charter School. Board meeting dates are listed in the minutes and included in the Charter School's calendar of events. All Board meeting agendas include location and time of meeting.
- Board meeting dates will be scheduled by the last Board meeting of the prior school year.
- Quorum: a majority of directors in office constitutes a quorum of the Board for the transaction of business.
- Participating in meetings by conference telephone: members of the Board may participate in any meeting through the use of video or telephone conference equipment pursuant to the teleconferencing rules of the Brown Act.
- The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located
- A two-way teleconference location shall be established at each school site.

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

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

CNCA Board Members

Cindy Lee Smet, Board President

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.

Celia Alvarado

Celia Garcia Alvarado is the Vice President of Corps Member and Alumni Impact for Teach For America-Los Angeles. In this role, she currently leads the largest regional team that is responsible for corps member coaching and development and supporting and accelerating the leadership trajectory and impact of all alumni in the education sector. Prior to rejoining Teach For America, she was the Executive Director of the Western Region, where she was responsible for overseeing Education Pioneers' work in California, Colorado and Washington and successfully led the launch of Denver, CO as a new programmatic site in 2014. Celia began her career as an educator in the Los Angeles Unified School District and was named Teacher of the Year in 2003 for her district. Prior to joining Education Pioneers, she was a Managing Director on the teacher leadership development team at Teach For America-Los Angeles, and led the team responsible for coaching and developing close to 300 corps members who collectively taught approximately 22,000 students in low-income communities across Los Angeles County. Celia received her B.A. from Stanford University, her Ed.M. from Harvard University and Ed.D. from the University of California, Los Angeles. She is an adjunct faculty member at Loyola Marymount University's Graduate School of Education.

David Gidlow, Secretary

David Gidlow is an executive in the apparel industry, specializing in product development, sourcing and manufacturing. He has worked for a mix of large corporations (Warner Bros., Macy's) as well as smaller, entrepreneurial companies (BUM Equipment, Babystyle) and traveled extensively in Asia, Latin America and Europe. David is a native of St. Louis, and holds a B.A. in Political Science from Occidental College and an M.B.A. in Marketing from the Anderson Graduate School of Management at UCLA. In his free time, David is an avid swimmer, cyclist and baker.

Rachel Hunt

Rachel Hunt is an urban education reform leader and practitioner. She is committed to ensuring that all young people have access to a high-quality, public education that prepares them for college, careers, and life. Rachel founded and led a diverse, top-ranking, 6-12 charter school in a Massachusetts district that had historically performed in the lowest 10th percentile of the state. There she pioneered a charter-district collaboration and was elected to serve on the city's school board. Since stepping down as a school leader, Rachel has consulted to public schools and school systems. She earned her B.A. from Wesleyan University and her M.Ed. in School Leadership from Harvard Graduate School of Education.

Shiho Ito, Treasurer

Shiho Ito is a community organizer and founding officer of CNCA. 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. Shiho 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.

Tamara Ritchey Powers

Since her retirement from work in marketing and market research 25 years ago, Tamara Ritchey Powers has focused her non-parenting efforts on championing education and children's well-being. As a member of the board for the Pueblo Nuevo Development and Education Group, Tamara advises the development team, which leads the organization's fundraising efforts to support first-generation college-bound students at Camino Nuevo Charter Academy in Los Angeles. In addition to her volunteer work with Pueblo Nuevo and Camino Nuevo, Tamara also supports the work of other local nonprofits. She has been actively involved for over 20 years with The Children's Partnership, a children's advocacy and research organization. She also is active with the Richstone Family Center, an organization that focuses on preventing and treating child abuse and stringing. Tamara has served on the board of The Wonder of Reading, a literacy organization that helped build over 200 libraries in local public elementary schools. She also was on the boards of the Boys and Girls Club of the Los Angeles Harbor, Get Lit-Words Ignite, and Planned Parenthood Los Angeles. In 2013, she chaired the Grant Screening Board for the Everyday Foundation, a women's foundation that makes a \$1 million grant each year to a child-based organization in the LA area. Tamara holds a bachelor's degree in economics from Stanford and an MBA from Stanford's Graduate School of Business. She continues to be active in fundraising for both.

Lida Jennings

Lida joined Teach For America in 2010 with 20 years of experience in the higher education and corporate retail sectors. Most recently, Lida served as assistant dean at the RAND Corporation, following nine years as the director of the full-time MBA Program at the University of Southern

California Marshall School of Business. Before relocating to Los Angeles for graduate school, she held a series of leadership roles at Macy's and The Gap in San Francisco. Before assuming the role of Executive Director, Lida held multiple roles on the leadership team, including Managing Director of Strategy, Talent, and Operations, and Managing Director of District and School Partnerships. Lida earned her BA in psychology from Smith College, MBA from USC Marshall School of Business, and Doctorate in Education from the UCLA Graduate School of Education and Information Studies. Lida has extensive experience volunteering for nonprofit organizations throughout California. She currently serves as a board member for ExED and Da Vinci RISE High School, and is a member of the Loyola Marymount Graduate School of Education Board of Visitors.

Stakeholder Involvement

CNCA has created a network-wide impact report which contains demographic and programmatic data, graduation and college enrollment data, and fiscal information. This impact report is easily accessible on the CNCA website or at any CNCA campus office. CNCA also collects stakeholder feedback through family and student surveys. There are also opportunities for school participation via the Parents as Partners program and Site-Based Council, as described below.

The CNCA website serves as a communication tool and provides current reports including but not limited to: Fiscal policies, financial audit, tax returns, school events calendars, School Accountability Report Card, Local Control Accountability Plan (LCAP), school safety information, the student information system family and student portals, family handbook, board policies, and meal menus.

Parents as Partners

Charter School's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop a positive relations, and when they work together to build a strong partnerships.

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

Site-Based Council

Charter School has a Site Based Council ("SBC") that serves as an advisory council to the Principal. The SBC includes the school Principal and parent representatives of the school. Parents are elected through a ballot vote at the beginning of each school year by parents from each grade span. The SBC also includes teachers, who are elected by their peers for each grade span. The SBC may also include classified staff representation and the student body president at the high school level. The SBC provides suggestions and recommendations to the site Principal and/or the CNCA Board on issues that

include budgeting, curriculum, school policies, school/community participation, LCAP, the SPSA, English Language Learners, and the general direction of the Charter School.

Pueblo Nuevo Education and Development Group

Charter School is and shall continue to be operated by Camino Nuevo Charter Academy (“CNCA”), a California nonprofit public benefit corporation. CNCA acknowledges and agrees that CNCA’s governing board is and shall be the sole controlling and governing body for Charter School, and holds responsibility for key operational matters including but not limited to: (1) the selection, hiring, compensation, supervision, evaluation, and termination of CNCA’s chief administrator; (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and (3) Charter School’s financial management, viability, and accountability, including but not limited to all expenditures and accounting of all public funds received by Charter School. As reflected in the Organization Chart herein, CNCA is related to its sole statutory corporate member (a nonprofit public benefit corporation) pursuant to California Corporations Code section 5056, called Pueblo Nuevo Education and Development Group (“PN-EDG”). PN-EDG’s role as statutory member in the organization is limited to the authority of a member under the California Corporations Code. CNCA shall hold PN-EDG accountable for exercising its statutory rights in a manner that is consistent with the best interests of CNCA and Charter School, including but not limited to the appointment and removal of directors of the CNCA governing board. Notwithstanding any other law or provision of this Charter, CNCA’s governing board shall not be comprised of a majority of any combination of member(s) or member(s)’s directors, employees, or affiliates.

PN-EDG has no authority to vote on or otherwise exercise control over matters exclusively governed by and/or within the purview of the CNCA governing board pursuant to law or the Charter, including but not limited to the governance and operation of Charter School, the expenditure of public funds received by or on behalf of Charter School, or unilateral acts to dissolve Charter School. All contracts between CNCA and PN-EDG shall require that, in performing any and all obligations and/or exercising any rights under such contract, PN-EDG and its governing board, employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between CNCA and PN-EDG, including any transfer of funds or assets from CNCA to PN-EDG otherwise permissible under the provisions below, must be approved by CNCA in a lawful, open and transparent manner. CNCA shall maintain records with verifiable documentation of such transactions.

CNCA’s management and expenditure of its public funds are subject to public transparency and accountability, and District oversight. CNCA, including its governing board, employees and representatives, shall not transfer any funds or other assets to PN-EDG, including but not limited to assets derived from public funds, unless such transfer is determined by the CNCA Board of Directors to be in the best interests of CNCA, and such transfer occurs through a transaction conducted on terms equivalent to those prevailing in an arm's length transaction, to the extent practicable.

Any such transaction shall be and remain subject to District oversight. PN-EDG, including its employees and representatives, may make donations of funds, goods, and services to Charter School in accordance with applicable law. CNCA agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control

of Charter School, regardless of any transfer or assignment to PN-EDG, should any such transfer or assignment occur (payment for services or goods received pursuant to contract excepted). Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 41020(c).

CNCA acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve CNCA's public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight. CNCA shall inform all related parties with whom it transacts business, and require in all contracts with related parties, that such related parties shall respond promptly to and cooperate with all reasonable District inquiries related to such transactions and contracts. CNCA agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight, including but not limited to any investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit in accordance with Education Code section 35400.

Any significant change to the governance structure described in this Element 4 of the Charter as amended, including but not limited to the suspension or termination of PN-EDG's statutory membership in CNCA and/or the addition or substitution of any member of CNCA, shall require the prior approval of the District, which may entail approval of the LAUSD Board of Education of a request for material revision of the Charter in accordance with District policy and procedures.

Business and Operations Management

CNCA has for many years and currently continues to outsource many business services to ExEd, a California nonprofit public benefit corporation that the U.S. Internal Revenue Service has determined to be exempt from federal income taxation pursuant to Section 501(c)(3) of the Internal Revenue Code, and that provides business and operations management services to CNCA. The business services provided to CNCA and Charter School include: vendor management, accounts payable, attendance tracking systems, budgeting and fiscal planning, completion and submission of compliance reports, supports with the monitoring of applicable laws, and serve as a liaison with the District as appropriate. The contracted organization, ExEd, employs generally accepted accounting principles.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

CNES #3 will staff positions based on the needs of school. At a minimum, the school will have a Site Principal and a School Site Leadership team who will guide the school in realizing the CNCA mission and reaching its goals.

Site Principal

The Principal serves as the educational leader, responsible for the development, implementation, and evaluation of a high quality, comprehensive educational program. He/She is responsible for administering the educational program in accordance to Camino Nuevo Charter Academy’s school board policies and administrative rules and regulations. He/She is expected to embody, promote and lead CNCA’s Schools mission, vision and policies. Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. Inherent to the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. At minimum the Site Principal must:

- Hold a Bachelor’s degree;
- Have demonstrated educational leadership and vision; Have worked with students of diverse backgrounds and socioeconomic status.

The Site Principal will:

- Carry out the vision of the organization under the direction of the Board of Directors and the Chief Executive Officer;

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

School Site Leadership Team

The School Site Leadership Team includes (but is not limited to) Assistant Principal of Instruction, Assistant Principal of Student Supports, School Operations Manager and Family Services Coordinator. School Site Leaders must believe deeply in the mission of CNCA, have a vision for how they will lead the school to reach the goals outlined in the site dashboard, and must embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed. Members of the School Site Leadership team will support the site principal in the overall administration of the instructional program and school operations. They will use leadership, coaching, and administrative skills to promote the growth of a professional learning community (PLC) that fosters teacher leadership and increased academic achievement.

We believe that every individual on the Camino Nuevo Charter Academy School Leadership Team must embody key mindsets and possess foundational skills to contribute to the organizational leadership of the organization.

Mindsets

- Commitment to and belief in CNCA's mission and vision
- Belief in and embodiment the CNCA Anchors in all aspects of the work
- Commitment to the vision of a progressive, socially-just education and is able to inspire others towards that vision
- Solution orientation and belief in supporting others to be the same
- Commitment to an asset-based, capacity-building approach
- Commitment to equity, diversity and inclusion

Skills

- Ability to support an inclusive, positive and high performing culture
- Ability to take ownership in the day-to-day and overall success of the organization
- Ability to think critically, use sound judgment and problem solve
- Ability to work independently and proactively and to seek support and guidance when appropriate
- Strong organizational and time management skills, with an ability to prioritize competing projects in a fast-paced, fluid environment
- Effective collaboration with individuals at all levels of the organization

- Respect, humility and discretion to work effectively with all stakeholders, including colleagues, families and members of the community
- Strong self-awareness and ability to reflect

Qualifications

The Site Leaders will:

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

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

Qualifications for Assistant Principals (API and APSS):

- Bachelor Degree required
- Valid teaching credential or equivalent required
- Admin credential, Master Degree, MSW, MFT, PPS or equivalent preferred
- Experience teaching or school-based experience in urban education
- Spanish and English fluency preferred
- Demonstrated ability to lead and develop teams as well as work across teams
- Ability to understand and navigate the political, social, economic, legal and cultural context facing urban charter schools and the students they serve

Qualifications for School Operations Managers

- Bachelor Degree preferred
- Experience working in organizational operations and/or urban schools
- Ability to work independently in a fast-paced environment required
- Spanish and English fluency preferred
- Strong interpersonal skills
- Ability to understand and navigate the political, social, economic, legal and cultural context facing urban charter schools and the students they serve

Qualifications for Family Services Coordinator

- Bachelor Degree required
- Bilingual; fluent in Spanish
- Demonstrated ability to working on a team as well as working across teams
- Experience working with families

Teachers

CNES #3 seeks teachers 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 CNES #3 vision and mission. CNES #3 seeks instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. CNES #3, however, reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

A. **Teacher qualification to teach core, college preparatory classes**

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

B. **Teacher qualification for other classes**

CNES #3 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.

CNES #3 is looking for teachers who have or are able to:

- Work collaboratively in teams, grade-levels, and at times in whole-staff configurations;
- Aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards;
- Work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible;
- Create powerfully engaging, project-based curriculum designed to move students towards meeting the specific skills and content outlined by the California State Standards and defined by

clear, specific, written criteria, such as student/teacher generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed;

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

Classified Personnel

The Classified Personnel includes (but is not limited to) Office Staff, Teacher Assistants, Behavior Interventionist, Campus Aides and Custodial Staff. CNES #3 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 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.

At a minimum, Office Personnel must:

- Knowledge of office practices and procedures
- Knowledge of operation of various office machines and computer programs
- Knowledge of appropriate techniques used in giving out information in person and on the telephone
- Ability to maintain confidentiality of sensitive information
- Ability to work effectively with school personnel and the public

Teacher Assistants will be responsible for, but not be limited to:

- Carrying out tasks assigned by the teacher;
- Assuming responsibility for small learning groups of children;
- Assisting in the social and educational development of students under the guidance of class teachers;
- Assisting in maintenance of student records of attendance and achievement.

At a minimum, Teacher Assistants must:

- Completed 2 years of college coursework, possess an AA degree, and/or have passed the CBEST;
- Bilingual (oral & written) Spanish/English is preferred;
- Demonstrated successful experience working with students.

Element 6 – Health and Safety Requirements

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

The Vice President of Human Resources and HR designee, who are employees of Pueblo Nuevo Education and Development Group, serve in the capacity of Custodian(s) of Records per the DOJ.

All Camino Nuevo Charter Academy schools follow the Camino Nuevo Charter Academy District Wellness Policy. The CNCA Wellness Policy is based on the USDA's model and follows the guidelines established in the Healthy, Hunger-Free Kids Act of 2010 and updated by the Final Rule in 2016 (Federal Register, 2016)

CNES #3 is committed to the optimal development of every student. CNES #3 is committed to the wellbeing of its students and their families. CNES #3 wishes to provide the best possible environment that promotes learning and the development of lifelong wellness practices through education and practical programs.

This policy outlines CNES #3's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in CNES #3 have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of CNES #3 in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CNES #3 establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in CNCA.

In accordance with AB 1747, CNES #3 will develop a comprehensive school safety plan with input from classified employees of the school, a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

Nutritionally Adequate Free or Reduced Price Meal

CNES #3 shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

CNES #3 shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Feminine Hygiene Products

CNES #3 will stock at least 50% of its restrooms serving students grades 6-8 with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Camino Nuevo Elementary #3 will make diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the LAUSD. Recruitment includes publicizing our instructional program through fliers, mailings, banners, school website, hosting Open House events, providing tours of the Charter School and speaking to interested parents. Digital outreach will also be conducted, targeting families in the neighborhoods listed below, and leveraging the support of SchoolMint, an online tool intended to streamline the application and enrollment process for families. Major outreach efforts will target a two-mile radius of the school. Recruitment efforts will target the Greater MacArthur Park, Mid-Wilshire, and Echo Park communities. Per Ed Code 48985, CNES #3 will provide all outreach materials in the primary language spoken by more than 15% of the student population, which is currently English and Spanish. CNES #3 will continue to revisit enrollment and census data annually to ensure that materials are provided in any other relevant language.

Outreach Plan

- Fall Semester, beginning in September and ongoing – Implement strategic marketing efforts such as fliers, mailings, digital ads, community meetings, distribute school information at various community agencies, notify school community of waiting list interest forms and post waiting list interest form on website. CNES #3 will engage in canvassing in adjacent neighborhoods across MacArthur Park, Pico-Union, Koreatown, Westlake, and Echo Park.

- October – Display lottery information banner in prominent location at the Charter School site.
- November-January – Hold open house and informational meetings on at least two separate nights to inform parents of the academic and extracurricular activities at CNES #3.

Element 8 – Admission Requirements

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

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. These records shall be made available to the District upon request.

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

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Enrollment and Public Random Drawing

To maintain the original intent of PSC of relieving overcrowding in the area, Camino Nuevo Elementary #3 will serve resident student in grades K-5 per the LAUSD attendance boundary. However, the grade 6-8 expansion is not a PSC campus, and therefore, the attendance boundary requirement is not applicable. Camino Nuevo Elementary #3 students who have completed grade 5 will matriculate to Camino Nuevo Elementary #3 grades 6-8 as continuing students if they elect to do so. Those that choose not to matriculate beyond grade 5 will be served by their respective District resident schools.

Pursuant to the PSC program, 398 resident student count, is the designated number of K-5 students that need to be served from the corresponding LAUSD attendance area.

In adherence to the Public School Choice Resolution ("Resolution") and the State of California waiver to Education Code section 47605(d)(1) and (d)(2)(A), CNES #3 will enroll K-5 students from the designated LAUSD attendance area.

In the event of any remaining enrollment capacity, CNES #3 may enroll any student who wishes to attend the charter school. In the event there are more students interested in enrollment than there are available seats, CNES #3 shall implement a fair, transparent and neutral lottery procedure for selecting students for enrollment providing preference to any student residing within LAUSD's jurisdiction.

CNES #3 shall maintain records of its enrollment procedures documenting that students from the designated attendance areas have been offered enrollment in the charter school prior to any other students being accepted. These records shall be made available to the District upon request.

If a public random lottery is necessary in grades K-8 after K-5 resident students have been enrolled, preference will be given in the following order:

1. Preference shall be extended first to students residing within LAUSD.
2. Preference shall then be extended to siblings of students currently attending CNES #3.
3. Preference shall then be extended to students currently attending CNCA schools
4. Preference shall then be extended to children of CNES #3 employees not to exceed 10% of the Charter School population.
5. Students residing in California.

In order to participate in the lottery a family must fill out the online form found at <https://caminonuevo.schoolmint.net/signup>. Families will receive an receive electronic confirmation once complete. It is the families' responsibility to contact the CNES #3 main office if any information that they submitted changes. Online applications will be accepted after October 1 of each year.

- The lottery will be held on a designated date each year for CNCA schools.
- The lottery will be held annually on a Friday between December and mid- February, and no later than February 15. The specific date will be confirmed and communicated broadly to our schools, families, board, and the community by mid-September each school year.
- The date and location(s) will be advertised in advance at all CNCA schools and on the CNCA website.
- Families may attend the lottery in person, but do not need to be present in order to participate.
- Only open seats will be filled.
- Names of students who filled out enrollment interest forms by the school's designated deadline will be entered into the lottery.
- All students entered into the lottery will be assigned a lottery number.
- Families selected in the lottery will be notified by text, email, and/or telephone. Notified families must accept offer online or verbally accept by contacting school staff by the open enrollment end date. Families that do not respond will be withdrawn from the list.
- CNES #3 will utilize SchoolMint, or a similar platform, to perform the lottery drawing.

SchoolMint is an application that automates and streamlines the lottery interest forms and waitlist for CNES #3. School staff assigned to lottery and enrollment will be able to manage all lottery forms and view analytics online. Lotteries are run by a secure computer algorithm, it runs rules and priorities as set forth in the charter and insures they are followed every time. This will assure families of an equitable, tamper-proof process. Site staff will enter the data manually for any family who does not have access to the online interest form. In addition, SchoolMint will automate waitlist and track open seats in real time.

CNES #3's administrators work closely with SchoolMint's implementation specialist to configure lottery preferences. The process involves the following parties; CNES #3's primary point of contact, SchoolMint's Implementation Specialist, SchoolMint Engineers, and ApplyLA's Manager of Common Enrollment. Jointly, all parties implement, design, configure, and test the algorithm to ensure its configured accurately for each school based on the school's preferences. Regardless of how complex the priorities, the system tool seamlessly balances various lottery quotas, preferences, rules, timelines, and seat availability to generate transparent, accurate outcomes.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

- 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

Annual Audit Procedures

Each fiscal year, an independent auditor certified by the State of California conducts an audit of the financial affairs of CNES #3 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. An annual independent financial audit of the books and records of CNCA will be conducted for each fiscal year. The books and records of CNCA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Audit Committee, made up of members of the Board of Directors, will annually recommend to the Board of Directors selection of an independent auditor. The auditor will have, at a minimum, a CPA and

educational institution audit experiences and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Pursuant to AB 1137, CNCA will provide any necessary financial statements to Los Angeles Unified School District (LAUSD) and the Los Angeles County Office of Education (LACOE), and the respective state agencies. The CEO, CFO, and representatives of ExED, back office provider, will provide auditors with all required documentation prior to execution. The CEO will ensure the required agencies receive copies of the completed audit by the statutory deadline. At conclusion of the audit, the CEO, along with the audit committee, will review any deficiencies, findings, material weaknesses, or audit exceptions and report them to the Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the LAUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the LAUSD along with an anticipated timeline.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

CNES #3's ultimate priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach using school-wide PBIS including: setting clear expectations, reinforcing positive behavior, redirecting misbehavior, and teaching conflict resolution skills. In response to misbehavior that infringes on the safety of our community, we aim to have a discipline system focused on being restorative rather than one with punitive consequences. CNES #3 will provide professional development to staff on the school's discipline policy and progressive discipline practices at the beginning of each year and throughout the year as necessary. The school's leadership team will review student behavior data regularly, including at weekly meetings, monthly culture team huddles, and at quarterly data deep dives to identify trends or outliers that needs to be unpacked and/or addressed. Teachers are supported through coaching to resolve tier 1 concerns in the classroom, tier 2 concerns in coaching and by potentially initiating the SSPT process. Tier 3 and 4 discipline concerns are supported through interventions by the administration including case management of student services interventions and disciplinary consequences. CNCA's Tiered Approach to Student Support guides the supports that students receive and also provides administrators with a framework for staff coaching and professional development. Preventions and interventions are outlined for students based on universal, targeted, and intensive individual support strategies. Please see the diagram below for CNCA's Tiered Approach to Student Support.

Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
<p>Tier 1 Universal supports: Instruction and supports that are preventive, proactive and implemented for <u>all</u> students</p> <p>-Student-Centered Coaching</p> <p>-Cognitive Coaching</p>	<p><i>Interventions and supports at the Universal Level include:</i></p> <ul style="list-style-type: none"> • Essential Standards student tracking charts for each student • Grade-level teams • Student-Centered Coaching • Cognitive Coaching • Common assessments given for every essential standard • Differentiation provided during math, ELD, and literacy courses • Teacher Assessments (informal/formal) • Diagnostics • Universal Design for Learning (anticipate full range of student needs and eliminate barriers foreseen) • Walk-throughs/Observations 	<p><i>Interventions and supports include school-wide mental health promotion and efforts to create a welcoming school culture and climate, a safe campus, school connectedness, and positive behavior:</i></p> <ul style="list-style-type: none"> • Kickboard • Positive School Climate (consistent discipline strategies; effective classroom management; school-wide bullying prevention) • Reinforce Good Habits (have routines, structure in place) • Counsel • Parent-Teacher conferences • Student-Centered Coaching • Cognitive Coaching <ol style="list-style-type: none"> 1. Classroom presentations (conflict mediation, anti-bullying) 2. Staff development (Responding to behavior; discipline, crisis intervention) 3. Parent education and training (discipline, homework help etc.) 4. Grade-level teams 5. Walk-throughs observations 	<ol style="list-style-type: none"> 6. Gen. Ed. Teacher 7. Leadership Team 8. Parent 9. Comm. Agencies 10. CNCA Specialists/Directors
<p>Tier 2 Targeted Supports: students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.</p> <p>-SSPT's</p>	<p><i>At this level, students are provided targeted intervention groups focused on language/literacy and/or math skills in either English or Spanish for six-week cycles. Instruction takes place either during the school day or before school, and progress is closely monitored and shared with their primary teacher so as to ensure that the support continues to be data-based.</i></p>	<p><i>Targeted Support Services are for students who have been identified at risk or are beginning to exhibit signs of emotional and/or behavioral problems. Interventions at this level are designed to counter that risk and promote resiliency, well-being, and academic success.</i></p> <ol style="list-style-type: none"> 18. Record Review (cumulative record file, health record) 	<ul style="list-style-type: none"> • Gen. Ed. Teacher • Leadership Team • Parents • Comm. Agencies • CNCA Specialists/Directors • Special Education staff (RSP Teacher, School Psych, SLP's) • Counselor • SSPT coordinator

Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
	<p>11. Dream Box Math Intervention computer program</p> <p>12. Rosetta Stone: language-learning computer program</p> <p>13. Achieve 3000</p> <p>SSPT: If a student is not meeting the determined goals set forth in the SSPT, follow up meetings are held to consider other interventions. As a final measure of intervention the SSPT team may consider referral for a special education assessment with parent consent.</p> <p>14. Differentiation (Design lessons based on students' learning styles; Group students by shared interest, topic or ability for assignments; continually assess and adjust lesson content to meet students' needs)</p> <p>15. Academic Intervention group</p> <p>16. Frequent informal/formal academic assessment</p> <p>17. Leader/CNCA staff observations</p>	<p>19. SSPT</p> <p>20. Social Skills instruction (Social Stories; re-teach expectations/rules, changing seating arrangements, conferences with parent and/or student, provide choices, removing tempting items from the classroom, redirection, failure to earn a privilege, restitution/apology, prompt and cue (verbal and non-verbal), etc.)</p> <p>21. Behavior contracts/trackers</p> <p>22. Incentive system</p> <p>23. Participation in a restorative justice program.</p> <p>24. Guidance teams or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents</p> <p>25. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.</p> <p>26. School-based mentoring</p> <p>27. Home visits</p> <p>28. Grade level parent meetings with at-risk students</p> <p>29. Parent education</p> <p>30. After-school enrichment programs</p> <p>31. Attendance watch list and monthly check</p> <p>32. Leader/CNCA staff observations</p>	
Tier 3 Intensive, Individual Supports: At this level, students receive individualized, intensive interventions that target the students' skill deficits	<i>Intensive Support Services aimed at students who have significant academic skill deficits may include:</i>	<i>Intensive Support Services are aimed at students who have significant emotional and behavioral barriers and may include:</i>	<ul style="list-style-type: none"> • Gen. Ed. Teacher • Leadership Team • Parent • Comm. Agencies

Tiered Approach to Student support	Academic Interventions/Supports	Behavioral Interventions/Supports	Staff responsible
<p>for the remediation of existing problems and the prevention of more severe problems.</p> <ul style="list-style-type: none"> • Assessment-based • Special Education • 504 plans 	<ul style="list-style-type: none"> • Linda-Mood Bell (Seeing Stars, Visualizing and Verbalizing) • Co-planning: The Resource Specialist Teacher co-plans with multiple teachers on a weekly basis to identify further ways to increase access to the content through a “universal design” approach. • Referral for a comprehensive psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act • Co-Teaching: The RSP teacher also serves as an additional implementer of student accommodations while co-teaching. In the Learning Center, the RSP teacher allocates time between proactive pre-teaching, intervention, executive functioning support, and on-going needs for re-teaching informed by the core classes • Leader/CNCA staff observations 	<ul style="list-style-type: none"> • Referral for a comprehensive psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act <i>* if the concerns are strictly behavioral/social-emotional a mental health evaluation should precede a psycho-educational evaluation</i> • Referral for mental health evaluation through a mental health agency/hospital • Behavior Support Plan for students with an IEP • DIS Counseling and Guidance for students with IEP • Functional Behavior Assessment for students with an IEP • Behavior Intervention Plan for students without an IEP • Mental Health Agency services: Individual and group therapy; Family Outreach and counseling • Suicide/violence/threat/risk assessment and management • Home visits • After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. • Referral and linkage to District and community resources • Leader/CNCA staff observations 	<ul style="list-style-type: none"> • CNCA Specialists/Directors • LAUSD Specialists • Special Education staff (School Psych., RSP, SLP, Contracted School Nurse) • Counselor • 504 Plan coordinator

School responses to misbehavior may include but are not limited to: loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, in/out-of-school suspension, intervention service referrals, and/or a Student Success Team meeting. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

School-wide expectations and school values are taught and unpacked during the schools' advisory block. The advisory curriculum is planned by teacher leaders with support from the AP and the Home Support office. CNES #3 uses Dean's List, a school culture data and monitoring program as part of its PBIS supports. The leadership team and teachers manage student rewards and incentives such as free dress days and behavior interventions using this tool. Students and families receive reports and updates regularly regarding their progress. Restorative Justice Practices including the use of community building circles and the use of community building games and activities will be used in advisory. If and when harm occurs, a repair or harm circle, in addition to the use of restorative dialogue and affective statements will be used to resolve conflict as an option. Alternatives to suspension that the school may use to resolve disciplinary incidents include referrals for services such as counseling, a skill building intervention, or mentoring. Alternatives also include reflective assignments, community service, a behavior contract, or a loss of privileges. CNES #3 will provide ongoing professional development based on CNCA's Tiered Approach to Student Support in order to ensure that staff is equipped to adequately implement the established discipline policies.

Egregious misbehavior is met with consequences such as in-school or out-of-school suspension and/or expulsion. Parents/guardians shall be notified prior to suspensions and are asked to come to school for an informal suspension conference, which may include the Principal or designee, teacher and/or student.

At the suspension conference, an individual behavior plan may be developed for the student. CNES #3's student discipline policy is included in the student/family handbook. School staff review the discipline policy with students and families at the beginning of the school year and/or upon admission to CNES #3. By enrolling in the school, the students and families acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy includes student rights and responsibilities and the school's suspension and expulsion policies. The discipline policy will not be implemented in a way that is discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

Student Suspension & Expulsion Procedures

Alternatives to Suspension

The Principal or designee may implement alternative consequences to suspension as appropriate. Alternatives to suspension include but are not limited to: a loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, intervention service referrals, and/or a Student Success Team meeting. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

In-School Suspension

Using their discretion, the Principal or one of the Assistant Principals may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff. In-school suspensions will be served in the office of a school administrator. The Principal or one of the Assistant Principals will supervise the students. During the suspension, the Principal or Assistant Principal will work with teachers to ensure that the student has access to their class-work and the required instructional support to complete it. The student will receive access to supports that they already receive including but not limited to Special Education Services and mental health counseling. Additionally, the student will receive support from the Principal or Assistant Principal in processing the reason for the disciplinary consequence and coaching to help prevent the same behavior from occurring again. As the Principal or one of the Assistant Principal develops interventions for the student, those will be shared with teachers and staff who work directly with the student on a daily basis. A student may be suspended in-school for a maximum of five (5) school days and a maximum of twenty (20) instructional days per academic year. Students will not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition. CNES #3 may assign in-school suspension as a consequence for the offenses listed below in the Matrix for Suspension/Expulsion Recommendations. In order to maintain safety for students, visitors, and staff, the Principal will assess the situation and consider evaluations made by the school's mental health counselor, school police, psychological evaluation team, and LAPD (as applicable) to determine the credibility of threats and a student's need for services prior to determining if a suspension should be served in or out of school. A student who is suspended in-school for any of the listed offenses would work in the office of an administrator, while being supervised, away from others. The student would be escorted when traveling on campus and the student's schedule would be re-organized if necessary to prevent contact with victims or those affected by the student's behavior. An in-school suspension option for these behaviors is in the best interest of students in that it allows the school to both respond to the concern and provide services to the student, which will hopefully help to prevent the re-occurrence of the behavior which is in the best interest of students, and the school.

No student shall be involuntarily removed by CNES for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to Education Code section 47605(b)(5)(J)(i) and (ii) (the suspension procedures described below). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in Education Code section 47605(b)(5)(J)(ii), before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in Education Code section 47605(b)(5)(J)(ii), the student shall remain enrolled and shall not be removed until CNES issues a final decision.

The parent, guardian, or educational rights holder shall have the right to appeal the involuntary removal and the pupil shall not be removed from the school until a final decision is issued.

Grounds for Suspension and Expulsion

For students with suspensions of fewer than ten (10) days, CNES will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the student's side of the story. (Education Code section 47605(b)(5)(J)(i).)

For students with suspensions of ten (10) days or more and all other expulsions for disciplinary reasons, CNES will (1) provide timely, written notice of the charges against the student and an explanation of the student's basic rights, and (2) provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. (Education Code section 47605(b)(5)(J)(ii).)

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Matrix for Suspension/Expulsion Recommendations (see next page)

Student Offenses with No Discretion for Suspension and Recommendation to Expel	Student Offenses with Limited Discretion for Recommendation to Expel	Student Offenses with Broad Discretion for Suspension and Recommendation to Expel
Principal shall immediately suspend and recommend expulsion <u>when the following occur at a school or at a school activity off campus.</u>	Principal shall recommend expulsion <u>when the following occur at school or at a school activity off campus</u> unless the principal determines the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.	Principal may suspend and recommend expulsion <u>when the following occur at school, a school activity, or on the way to/from school or a school activity.</u>
<ol style="list-style-type: none"> 1. Possessing, selling, or furnishing a firearm, this subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing 	<ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any knife, or other dangerous object of no reasonable use to the pupil. 3. Unlawful Possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of 	<ol style="list-style-type: none"> 1. Caused, attempted to cause, or threatened to cause physical injury to another person. 2. Willfully used force or violence upon the person of another, except in self-defense. 3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an 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. 4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
<p>an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.</p> <ol style="list-style-type: none"> Brandishing a knife at another person. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq. Committing or attempting to commit a sexual assault or committing sexual battery as defined in Education Code section 48900 (n). Possession of an explosive. 	<p>the following: (i) first offense of possession of no more than one avoirdupois ounce of marijuana other than concentrated cannabis, (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.)</p> <ol style="list-style-type: none"> Robbery or extortion. Assault or battery, or threat of, upon any school employee. 	<p>Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (First offense - Possession of not more than 28.5 grams of cannabis [one ounce], or not more than eight grams of concentrated cannabis.)</p> <ol style="list-style-type: none"> Unlawfully offered, arranged, or negotiated to sell a 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 and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. Caused or attempted damage to school or private property. Committed or attempted to commit robbery or extortion. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<ol style="list-style-type: none"> 9. Committed an obscene act or engaged in habitual profanity or vulgarity. 10. Possessed, or unlawfully offered, arranged, or, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. 12. Knowingly received stolen school or private property. 13. Possessed an imitation firearm. 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. 14. Committed or attempted to commit sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. 15. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<p>being a witness or retaliating against that pupil for being a witness, or both.</p> <p>16. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drug Soma.</p> <p>17. Engaged in an act of hazing. Hazing means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, hazing does not include athletic events or school-sanctioned events.</p> <p>18. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate</p>

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<p>prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.</p> <p>19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive.</p> <p>20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will apply to pupils in any of grades 4 to 12, inclusive.</p> <p>21. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an</p>

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<p>intimidating or hostile educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive.</p> <p>22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For purposes of this subdivision, the following terms have the following meanings:</p> <p>(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 <u>Section 48900.2</u>, <u>48900.3</u>, or <u>48900.4</u>, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:</p> <p>(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.</p> <p>(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.</p> <p>(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.</p> <p>(D) 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 a school.</p>

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<p>(2)</p> <p>(A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:</p> <p>(i) A message, text, sound, video, or image.</p> <p>(ii) A post on a social network Internet Web site, including, but not limited to:</p> <p>(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).</p> <p>(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose 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.</p> <p>(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “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.</p>

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<p>(iii)</p> <p>(I) An act of cyber sexual bullying.</p> <p>(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.</p> <p>(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.</p> <p>(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.</p> <p>(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.</p>

Student Offenses with <u>No</u> Discretion for Suspension and Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for Suspension and Recommendation to Expel
		<p>23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to subdivision (1)(a)-(b).</p>

Out-of-School Suspension Procedures

Informal Conference

The CNES #3 Principal or designee(s), (the Assistant Principals) have the authority to suspend students. Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent or guardian. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

At this conference, the Principal or designee will:

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

The process for investigating behavioral incidences and collecting evidence will be fair and thorough and will be conducted by impartial school personnel. The conference will be held within two (2) school days, unless the student waives the right or is physically unable to attend for any reason including incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with CNES officials.

The student shall be provided with assignments for all courses for which they are enrolled during the term of the student suspension. Student assignments may be picked up from the CNES #3 main office daily during the length of the student’s suspension.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee 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. The notice will be in the native language of the parent/guardian. If the Principal, Principal designee, or CEO wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall 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.

Appeal of Suspension

The suspension of a student will be at the discretion of the Principal or designee (Assistant Principal), or Parents and/or guardians will be notified by the Principal or designee in advance to enactment of the suspension via an informal suspension conference and can appeal a student’s suspension. To appeal an in or out of school suspension a student’s parent/guardian must submit the appeal of suspension form to

the Director of Student Support Services at the CNCA HSO. The appeal of suspension form can be obtained at the CNES #3 main office or at the CNCA HSO and must be submitted within five (5) days of the last day of the student's suspension. For in/out of school suspension appeals, the Director of Student Support Services shall form a suspension appeal committee to review the appeal of suspension within five (5) school days of the submission of the appeal. The suspension appeal committee shall be composed of 4 parties including the Director of Student Support Services, the Director of Family Engagement, the Vice President of Schools, and the Vice President of Programs. The Director of Student Support Services, Director of Family Engagement, Vice President of Schools, and Vice President of Programs support all CNCA schools from the CNCA Home Office.

- The Director of Student Support Services will notify the parent/guardian in writing of the decision of the appeal within three (3) working days of the appeal committee's decision.
- The decision communicated by the Director of Student Support Services is final and may not be further appealed. The results shall be documented and kept as student records.
- The parent/guardian may submit a written objection to the final decision, which will be kept in the student's records. Submission of a written objection to the Director of Student Support Services will not result in further appeal actions.

If the appeal of suspension is successful, the suspension will be removed from the student's discipline record. The Principal or designee may implement alternative consequences to suspension as appropriate.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days (per incident) unless the Principal or designee has made a recommendation for expulsion and the outcome is pending. The student may be placed in an interim setting until the outcome of the expulsion hearing. A student shall not be suspended for more than twenty (20) school days within a single academic year; a student in special education shall not be suspended for more than ten (10) school days within an academic year. A student in special education shall not be suspended for more than (5) schools days (per incident) unless the Principal or designee has made a recommendation for expulsion and the outcome is pending. The Principal or designee will work with teachers to make 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. Student assignments may be picked up from the CNES #3 main office daily during the length of the student's suspension. CNES #3 may make arrangements with the parent/guardian of the student to take exams and/or state and teacher administered tests in the CNES #3 main office of the CNCA Home Support Office.

Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Principal or designee has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

In the event that a student's suspension is extended beyond five (5) days because the student is pending an expulsion hearing, the Principal or designee may provide the student with an interim placement including independent study. The purpose of the placement is to ensure meaningful access to relevant curriculum and instructional support thereby allowing a pathway to credit completion. Students facing expulsion for the following offenses will be immediately referred to LACOE for interim placement pending the outcome of the expulsion hearing:

1. Unlawful gun possession. This applies to all types of guns including but not limited to firearms, air guns, stun guns, replica guns, and any device that discharges a metallic object by gun powder.
2. For students 16 years of age or older, assault of another person with a weapon in a manner likely to cause serious bodily injury.
3. For students 16 years of age or older, battery of another person causing serious bodily injury.

Pre-Expulsion Conference

A decision to recommend expulsion may not be made until after the Principal or designee has concluded the pre-expulsion conference with the parent/guardian. If at all possible, the student should also be present. At the conclusion of the conference, if the Principal or designee 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 designee shall make every effort to contact the family, including by phone and by mail, to schedule the pre-expulsion conference. The Principal or designee 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 or designee 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 or designee recommend expulsion.

If the student and parent do not attend the pre-expulsion conference, the Principal or designee 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 or designee's discretion, the suspension and pre-expulsion conferences may be combined and held as one. For students with an IEP or a 504 Plan, the manifestation determination IEP or 504 Plan review meeting must be held prior to the pre-expulsion conference.

School-Site Expulsion Procedures

Only the Principal or designee is authorized to recommend a student's expulsion. The following are steps the school Principal or designee should take whenever a student commits an act for which expulsion may or must be recommended.

Incident Investigation

When an alleged incident occurs, the Principal or 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 in order to ensure a fair and thorough process:

1. Collect relevant information surrounding the incident;
2. Identify and interview witness(es) and the student who committed the expellable offense;
3. Secure verbal and written statements from the student who committed the expellable offense, 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 or designee will:

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

The conference may be postponed if the Principal or designee 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. The student shall be provided with assignments for all courses for which they are enrolled during the term of the student suspension. Student

assignments may be picked up from the CNES #3 main office daily during the length of the student's suspension.

The Expulsion Hearing

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. A hearing will be held within thirty (30) days after the date that the school Principal or designee has made the determination that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The hearing will be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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 from any CNCA school. 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. The Board Discipline Committee is delegated by the CNCA Board, the authority to make a final decision on expulsion. If the Board Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing via certified mail to the student's home address on record.

This Hearing Notice will include:

- a. The date and place of the hearing;
- b. A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
- c. A copy of CNES #3's disciplinary rules that relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CNES to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- i. An opportunity to request reasonable language support and/or accommodations.

A decision, communicated via written notice, along with a record of expulsion, will be made within ten (10) school days after the conclusion of the expulsion hearing (unless the student requests in writing that the decision be postponed).

Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CNES may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that will be examined only by the CNES or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. CNES must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Board Discipline Committee the complaining witness will be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The Board Discipline Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Board Discipline Committee may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Board Discipline Committee from removing a support person whom the presiding person finds is disrupting the hearing. Board Discipline Committee may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CNES must present evidence that the witness' presence is both desired by the witness and will be helpful to CNES. The person presiding over the hearing will permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official will admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing will preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness will have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness will be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness will be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

The Hearing Process:

- a. Presentation of the case: The school Principal or designee will provide factual evidence upon which the expulsion recommendation is based. The student or parent/representative will also have the right to present on the case and provide relevant context.
- b. Evidence: The Principal or designee will provide credible evidence to support the recommendations for expulsion. The student or parent/representative will have the right to provide credible evidence to support the case.
- c. Witnesses: The Principal or designee will present any witnesses who will testify on behalf of the school. If the witness is a student, the principal will obtain parental consent. The student or parent/representative will have the right to call upon any witnesses to testify on his/her behalf.
- d. The finding(s) of fact(s) by the Board Discipline Committee will be based on evidence from the expulsion hearing. The Board Discipline Committee's decision to expel will be based on substantial evidence relevant to the charge(s) in the expulsion hearing. The Board Discipline Committee's decision will include consideration of one of both of the following:
 - Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Post Hearing

Within ten (10) school days the written notice to expel a student will be sent by the school Principal or designee to the parent/guardian of any student who is expelled via certified mail to the student'. This notice will include the following:

- a. The specific offense(s) committed by the student for any of the acts listed under "Grounds for Suspension and 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 CNES #3;
- c. The reinstatement eligibility review date; no sooner than one year from the date of the expulsion order issued by the CNCA Board Discipline Committee
- d. Copy of the rehabilitation plan;
- e. The type of educational placement options during the period of expulsion;
- f. Appeal procedures.

A record of the hearing will be created and maintained by any means including electronic recording, as long as a reasonably accurate and complete written transcription of the hearing can be made. A Fact and Findings document will be prepared in order to summarize the evidence presented at the hearing and to substantiate the expulsion decision by the CNCA Board Discipline Committee. This document shall serve as a summary of the conclusions regarding the underlying facts of the case under consideration by the CNCA Board Discipline Committee. The Facts and Findings documents will be included with the expulsion order and any other recommendations that the CNCA Board Discipline Committee deems appropriate. If a student is expelled, CNCA will assist the parent/guardians in finding a new and appropriate placement for an expelled student by advising the parent to call LAUSD Student Discipline Proceedings Office if they would like for the student to attend a LAUSD school or to work with the Los Angeles County Office of Education for an alternative school placement. CNES will maintain records of all student suspensions and expulsions at CNES.

Appeal for Expulsion

Expulsion of a student will be recommended by the Principal or the Principal's designee and must be approved by the CNCA Board Discipline Committee. Parents and/or guardians will be notified of the expulsion and can appeal a student's expulsion. The student will be provided with or continue in the interim placement until a meeting is scheduled to hear the expulsion appeal (within five (5) working days of receipt of expulsion appeal). The student's parent(s)/guardian(s) must attend to present their appeal to a committee appointed by CNCA Board of Directors, including CNCA Board of Directors members whose members were not a part of the Board Discipline Committee. The parent/guardian will be informed of their right to reasonable accommodations, language support, and other due process protections and rights.

To appeal an expulsion a student's parent/guardian must submit a written appeal of expulsion form to the CNCA Vice President of Human Resources. The appeal of expulsion form can be obtained at the CNCA Home Office and must be submitted within five (5) days of receipt of the student's expulsion order.

- The Vice President of Human Resources shall form an expulsion appeal committee made up of CNCA Board of Directors members not involved in the Board Discipline Committee, or any previous discipline related to the student to review the appeal of expulsion within five (5) school days of the submission of the appeal.
- The Vice President of Human Resources will notify the parent/guardian in writing of the decision of the appeal within three (3) working days of the expulsion appeal committee's decision.

- The decision communicated by the Vice President of Human Resources is final and may not be further appealed. The results shall be documented and kept as student records.
- The parent/guardian may submit a written objection to the final decision, which will be kept in the student's records. Submission of a written objection to the Vice President of Human Resources will not result in further appeal actions.
- If the appeal is successful, the student will be allowed to continue enrollment at CNES #3 and the expulsion will be removed from the student's discipline record.

The decision of expulsion appeal committee will be final. In the event of a decision to expel a student from Camino Nuevo Charter Academy, CNES 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 intending to enroll at CNES #3 is under an expulsion order from another school district (LEA), all information including the student's rehabilitation plan, must be provided to the CNCA Board of Directors for review. The Board of Directors will determine if enrollment will be granted upon review of expulsion on a case by case basis.

Any incident of violent and/or serious student behavior that occurs at CNES #3 shall be communicated to the district/school to which the student matriculates via phone or submission of the expulsion order via certified mail.

Rehabilitation Plans; Readmission

The Board of Directors will recommend a plan for rehabilitation for the student at the time of the expulsion order. The rehabilitation may include, but is not limited to: recommendations for counseling, referrals for other services, improved academic performance, improved discipline records, special education assessments, improved attendance, period assessment/review, community service, job training, employment, and/or rehabilitate programs.

The Board of Directors will set a date one (1) year after a student's expulsion to review readmission of the expelled student; this date will not be later than the last day of the semester following the semester in which the expulsion occurred. Based on this date, provided in the expulsion order, the student or their parent/guardian must file a request for readmission by contacting the Chief Executive Officer. The Chief Executive Officer will schedule to meet with the student within five (5) days of receiving the request. At this meeting, the student will need to show proof of completion of all elements of the rehabilitation plan. No later than five (5) days after the readmission request meeting, the CNCA Governing Board will review and decide on the student's application for readmission. The CNCA Board will either readmit or deny admission to the student and communicate this decision in writing. If reinstated, the student can re-enroll at CNES #3 the school day following the decision of the CNCA board. Any student who completes both the process for readmission and the conditions of the rehabilitation plan will be readmitted to CNES #3 as long as their presence on campus does not endanger the safety of the school, students, or employees.

If denied admission the CNCA Board will make a determination to either continue placement student in the alternative education program initially selected for the student during the period of the expulsion order or to place the student in another program including but not limited to programs serving expelled students.

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Retirement Rights and Systems

All full-time certificated CNCA employees who are eligible participate in CalSTRS and eligible classified employees participate in CalPERS and/or another retirement plan. Employees contribute the required percentage and CNCA contributes the employer’s required portion. All withholdings from employees and the charter school are forwarded to the CalSTRS/CalPERS Fund and/or private retirement programs as selected by employees. Contributions to federal social security are made on behalf of all employees who are not CalSTRS eligible. CNCA 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 CalSTRS/CalPERS. 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.

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

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Camino Nuevo Elementary #3 is a school of choice. No student is required to attend the Charter School. The online application enrollment system utilized by CNES #3 specifies that the online enrollment system is a suite of resources for families to find and successfully navigate the enrollment processes for all public schools in Los Angeles.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Camino Nuevo Elementary #3
1723 W. Cordova St.
Los Angeles, CA 90007

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Camino Nuevo Elementary #3
1723 W. Cordova St.
Los Angeles, CA 90007

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action

within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records

to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

In the event of the school's closure, Camino Nuevo Charter Academy's Chief Executive Officer shall serve as the closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall be as stated in such instrument but in no circumstances shall the term of the agreement providing use exceed five (5) years or extend beyond the term of the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District

facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements

(including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers,

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

ADDENDUM

Assurances, Affirmations, and Declarations

Camino Nuevo Elementary #3 (also referred to herein as “CNES 3” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)⁵
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)⁶
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

⁵ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

⁶ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
 - Charter School agrees to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the "opt out" procedures set forth in "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." A parent's "opt-out" decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

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

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

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1 – The Educational Program

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

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and

the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form ("Assurance Form"). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate

a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District's Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal

law. Conversion and PSC charter schools must distribute the District's brochure, "Are You Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., "The IEP and You").

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS 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

- All Students enrolled as of December 1 of each school year

District ID, SSIS 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

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of

applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and which Pupil Progress Toward Outcomes will be Measured

Element 3 – Method by

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

PUBLIC SCHOOL CHOICE PERFORMANCE

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

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School's performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁷

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

However, as a PSC Charter School, there are additional policies that PSC charter schools would have to comply with beyond the list of approved policies.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. These records shall be made available to the District upon request.

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

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School's Calendar
 - h. Statistical Report – monthly according to Charter School's Calendar of Reports
- In addition:
- 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 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Camino Nuevo Elementary #3
1723 W. Cordova St.
Los Angeles, CA 90007

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Camino Nuevo Elementary #3
1723 W. Cordova St.
Los Angeles, CA 90007

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

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

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under the Charter Schools Act of 1992, as may be amended, and the Education Code that pertain to Charter School's use of District facilities. Such waiver shall be for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus or so long as Charter School occupies the PSC campus or what was originally identified as the PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall be as stated in such instrument but in no circumstances shall the term of the agreement providing use exceed five (5) years or extend beyond the term of the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District

facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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