



**Camino
Nuevo
Charter
Academy**



Camino Nuevo High School No. 2 Charter Renewal Petition

September 14, 2017

Submitted by:
Camino Nuevo High School No. 2
3500 W. Temple St.
Los Angeles, CA 90004
P: (213)736-5566

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, 2018 to June 30, 2023**



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 High School No. 2 (also referred to herein as “CNHS No. 2” 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).)
- Admit all pupils who wish to attend CNHS No. 2. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of CNHS No. 2, determine attendance by a public random drawing if the number of pupils who wish to attend CNHS No. 2 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 CNHS No. 2 without graduating or completing the school year for any reason, CNHS No. 2 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 CNHS No. 2's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

CNHS No. 2 hereby declares that CNHS No. 2, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of CNHS No. 2'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. CNHS No. 2 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.

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.

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 of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special

Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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.

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:	Julie Jhun
• The contact address for Charter School is:	3500 W. Temple Street, Los Angeles CA, 90004
• The contact phone number for Charter School is:	(213)-736-5566
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90004
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	460
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 13 th 2018
• 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.)	500
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional/year-round
• The bell schedule for Charter School will be:	8:00 am – 3:15 pm
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Who We Are

Camino Nuevo Charter Academy (“CNCA”) operates high-performing, public schools that provide students in underserved areas of Los Angeles a free, quality, college preparatory education. CNCA prepares students from preschool through high school and beyond for academic, college and lifelong success.

The mission of Camino Nuevo Charter Academy is to educate students in a college preparatory program to be literate, critical thinkers and independent problem solvers who are agents of social justice with sensitivity toward the world around them. Founded in 2000, Camino Nuevo Charter Academy began amid a broader community-based initiative to address the severe socioeconomic and educational needs of residents in MacArthur Park, one of the poorest areas of Los Angeles lacking quality public schools. Since inception, Camino Nuevo Charter Academy has created an exceptional network of seven high-achieving schools through the combined efforts of dedicated teachers, administrators, parents and community partners. We currently operate one preschool,

four K-8 span schools and two high schools, serving 3,500 students across sites. Camino Nuevo High School No. 2, our Dalzell Lance Campus, is our second of two high schools.

Community Need for Charter School

Camino Nuevo High School No. 2 aims to provide an academically rigorous, college preparatory program that prepares students to compete for admission to four-year colleges. The ultimate aim of the program 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. All students are held to the highest standards of achievement and are supported by a dedicated community of teachers and administrators. Building upon the success of the elementary and middle school programs of its sister schools, CNHS No. 2 provides a high-quality college-preparatory high school option for all of its students.

Meeting the Needs of CNHS No. 2 Student Population

The majority of families at CNHS No. 2 qualify as socioeconomically disadvantaged as indicated by 97% of our students receiving free or reduced lunch. Approximately 10% of our students are English Learners and 14% of students are students with disabilities. CNHS No. 2 maintain an unwavering commitment to providing high-quality educational opportunities to all students in this community and continues to work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

CNHS No. 2 offers both a rigorous academic program and a highly innovative approach to social-emotional whole-child learning. The academic program includes a college-preparatory instructional program that ensures all-student access to A-G coursework, at least 10 Advanced Placement classes, and curricula designed to support students' social and emotional needs. Our course sequence is backwards planned from the demands of Advanced Placement courses, so as to adequately prepare students for the demands of college and career. Teachers design rigorous Common Core standards-based curriculum with authentic reading and writing at its core across the content areas. Conceptual math, science and technology coursework provides students the 21st century skills they need to succeed. In addition, project-based learning is used strategically to prepare students with the academic skills needed for college and career. Online programs are used to supplement, extend or intervene students' learning. All of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the K-12 continuum.

Further, the needs of the students are met through: 1. a program that include a college-going culture of high expectations; 2. high quality core instruction, including authentic literacy and conceptual math practices; 3. a relevant curriculum that employs best practices for English language learners; 4. an inclusive model to support our students

with disabilities; 5. a mental health program that fosters trauma-sensitive practices; and 6. innovative programs to foster genuine partnerships with parents at the high school level. Our instructional program focuses on increasing rigor and full implementation of the Common Core State Standards, while infusing the importance of social justice, character education, and a college going culture to meet the needs of the whole child.

CNHS No. 2 maintains a small school environment with the capacity to serve 500 students. In comparison to larger schools, small schools have more favorable student attitudes, positive social behavior, better attendance, lower dropout rates, and positive interpersonal relationships that support academic success. We firmly believe that students have a much greater chance of academic and social success in this type of academic setting. All CNCA schools strive to create a culture of care for each individual student. We believe in teaching the whole child and using differentiated small group instruction to inspire students to self-define what motivates them to learn.

Intervention

Each semester, teachers and leaders identify struggling students who need long-term intervention based on class performance and grades. These students are placed in an intervention class named Study Lab that is taught by content-specific teachers. During Study Lab, students receive support for their core subject area class, complete remediation work, and preview upcoming lessons to position students to accelerate in core classes. For example, CNHS No. 2 offers two Study Lab sessions during the summer specifically focused on preparation for Algebra I and II. These Study Labs are designed to assist incoming 9th grade students who need additional support in order to successfully help them transition into high school level math. Over time, we have recognized that all students benefit from additional intervention. As such, in 2015-2016, CNHS No. 2 adjusted its bell schedule to include a tutoring block every Wednesday for 45 minutes, so that all students can potentially benefit from this level of intervention.

Special Education Program

Each year, approximately 13-15% of our student population are students with disabilities (SWDs), most of whom exhibit mild to moderate disabilities. In the 2016-2017 school year, 13.9% of our student population had an IEP. The framework that we use to determine special education programming for our students is a CNCA developed framework: Dynamic Blended Inclusion. It is very similar to a Response to Intervention (RTI) approach in that it is rooted in flexible, data-driven, targeted support and on-going progress monitoring. Ultimately, the services and programs a student is assigned to are determined by an IEP team and are based on a student's least restrictive environment. We strive to include students in the general education setting. Each student has a unique program based on his or her individual needs, and therefore those students with a data-based need for intensive remediation receive that within a small group or 1:1 learning center.

We strategically allocate our time and human resources to ensure a full spectrum of support. We have special education teachers and special education teacher assistants that design a co-planning and co-teaching schedule to meet the service needs of each student's Free Appropriate Public Education (FAPE). For example, some students may receive as much as 800 minutes per week of academic support across ELA and math, 600 of which are delivered inclusively through co-planning and co-teaching, and 200 of which is provided within our learning center, where the student's specific IEP goals are even more targeted. Typically, a student with such a high volume of minutes would be in a Special Day Program class, but we have seen the achievement and social benefits of a more inclusive approach. Another student with less intensive needs might have closer to 300 minutes of academic services, but perhaps all are delivered within the general education setting. Still others may only have a need in one content area and their services are structured accordingly. Each student's LRE is carefully considered.

We also offer a variety of related services. Our Speech Language Pathologist provides LAS services and our School Psychologist offers DIS counseling in group and 1:1 settings. Additionally, we contract with an NPA to provide occupational therapy, physical therapy, and adaptive PE.

One hundred percent of our students with disabilities (SWDs) graduate meeting A-G requirements, our minimum graduation requirement. To get there, our special education teachers, TAs, and general education teachers monitor ongoing progress and provide targeted support to ensure our SWDs pass their classes in order to meet A-G requirements.

- In 2015-2016, 13 out of 13 SWDs graduated meeting A-G requirements; 46% of them were accepted into a four-year university/college.
- In 2016-17, 17 out of 17 SWDs graduated meeting A-G requirements, and 41% of them were accepted into a four-year university/college.

While we still have a lot of work to do to ensure our SWDs are college ready and college bound, our robust special program has provided access, confidence, and many opportunities for our SWDs.

English Language Development (ELD) Program

Given the community we serve, we place a strong emphasis on our service to English Learners and our approach to reclassification. Our EL reclassification rate Increased from 16% in 2014-2015 to 20% in 2015-2016 due to a number of systems, supports and programs that we put in place. Further, in 2016-2017, the school's reclassification rate increased to 22.4% .In comparison, in the same year, LAUSD had a 16.8% reclassification rate and the state reclassified at a rate of 13.3%.

We use internal ELD benchmark data to guide placement and instruction of students in ELD classes. Additionally, our ELD teachers have comprehensive CELDT preparation units in the beginning of the year. We have also leveled our ELD classes based on EL levels. This has allowed our ELD teachers to focus on our students' zone of proximal

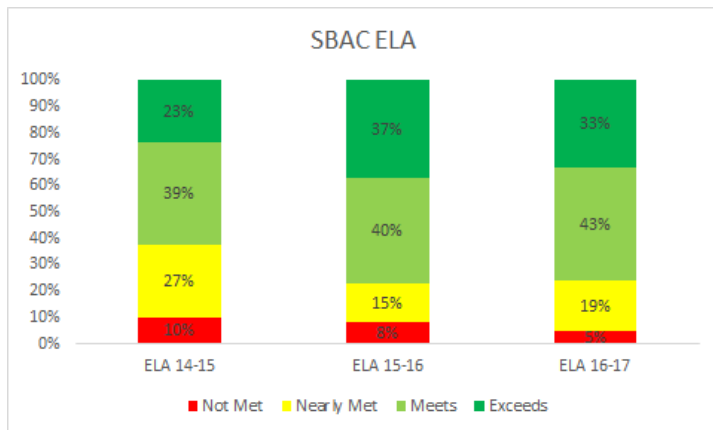
development in regards to their language acquisition. We have identified that the majority of our students score lowest on the reading section of the CELDT. Because of this, all ELD teacher focus on English language reading skills during ELD class. In order to support our most vulnerable subgroup, ELLs with an IEP, we have created a specific ELD class with this subgroup, taught by an RSP teacher who is also trained in Lindamood bell. The RSP teacher also provides appropriate accommodations for individual students as she supports their language needs. In the past year, we experienced a dramatic increase in the number of newcomers that started with us during S1, and we made changes to our ELD rosters to create a specific ELD class with our 8 newcomers to provide strategic language support.

Advanced Placement

We have consistently offered a minimum of 10 Advance Placement (AP) courses to our students. Over time, however, we recognized the need to be more intentional about setting students up for success as they enrolled in AP courses. As such, our staff stepped back in the spring of 2015 to develop a more cohesive vision for our AP program. The outcome was the development of a process for students to “apply” to take AP courses; the application process required students to reflect on their readiness for intended AP courses. The AP application requests students to provide grades for previous classes taken in subject area, an essay describing their desire to enroll in an AP class, and PSAT AP Potential Indicator information. For some classes, students also take a diagnostic test to assess their readiness. All students can ultimately access the AP courses they are interested in taking, but this process has positioned our students to achieve greater success in Aps. The revamping of the AP program led to the increase in our AP test passing rate from 9% in 2015 to 31.5% in 2016. Our goal is to continue to improve and refine our AP program so that we continue to provide access to our students while also improving our passage rate to ensure college readiness.

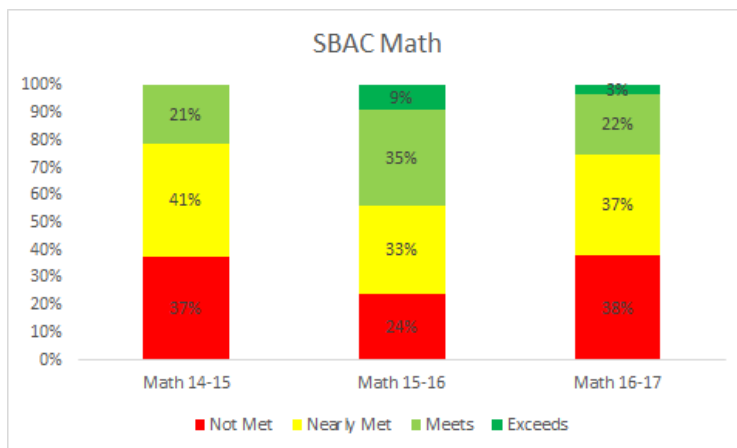
Academic Performance Data and Other Performance Indicators

Over the past three years, our students have demonstrated tremendous growth and success on state standardized tests. In the first year of SBAC, 62% of students met or exceeded the standards in ELA and 21% met or exceeded the standards in math. The following year in 2015-2016, ELA percentage went up to 77% and the math percentage more than doubled to 44%. In 2016-2017, the school was able to maintain above 70% of students meeting or exceeding the standards in ELA. The table below shows the school’s growth in proficiency in ELA over the past three years*.



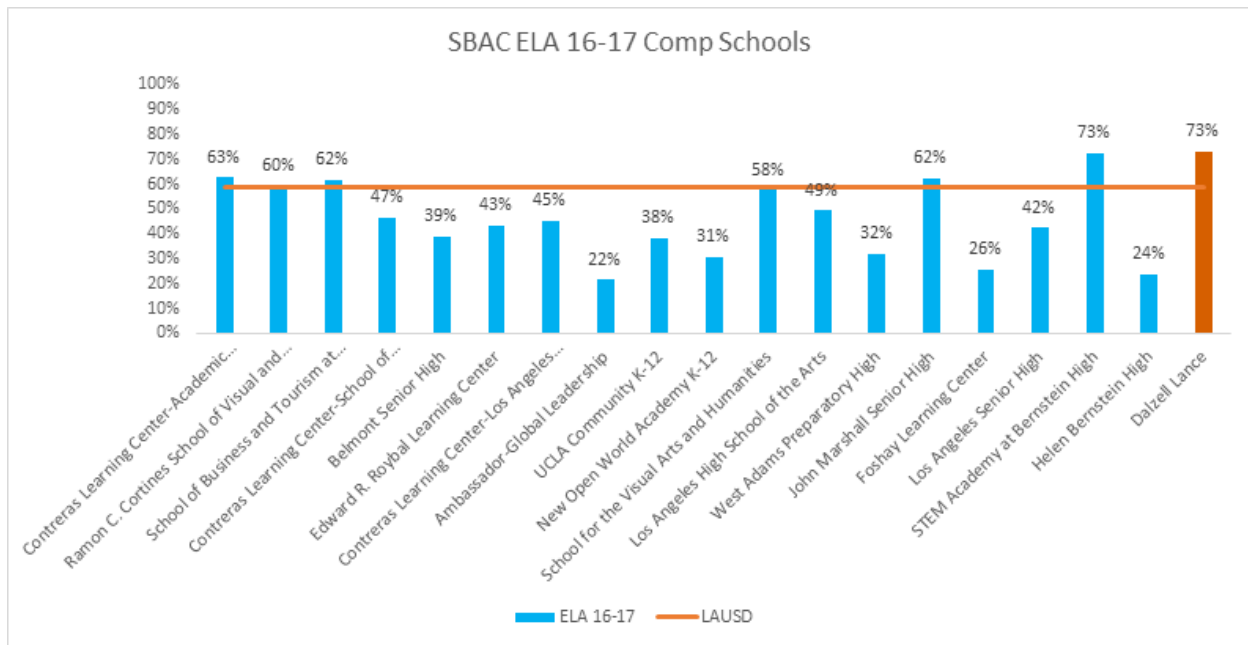
* SBAC Summative ELA Results 2015-17

However, our SBAC math performance decreased to 23% this past year *. In the previous two years, the school made significant growth due to consistent implementation of CCSS-aligned math curriculum and data-driven instruction; this past year, scores went down due to changes in staffing that significantly impacted the implementation of consistent and effective instruction. We are addressing this decline through a cross-site implementation of a new math instructional framework and curriculum, ongoing professional development and collaboration among math teachers, and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement.

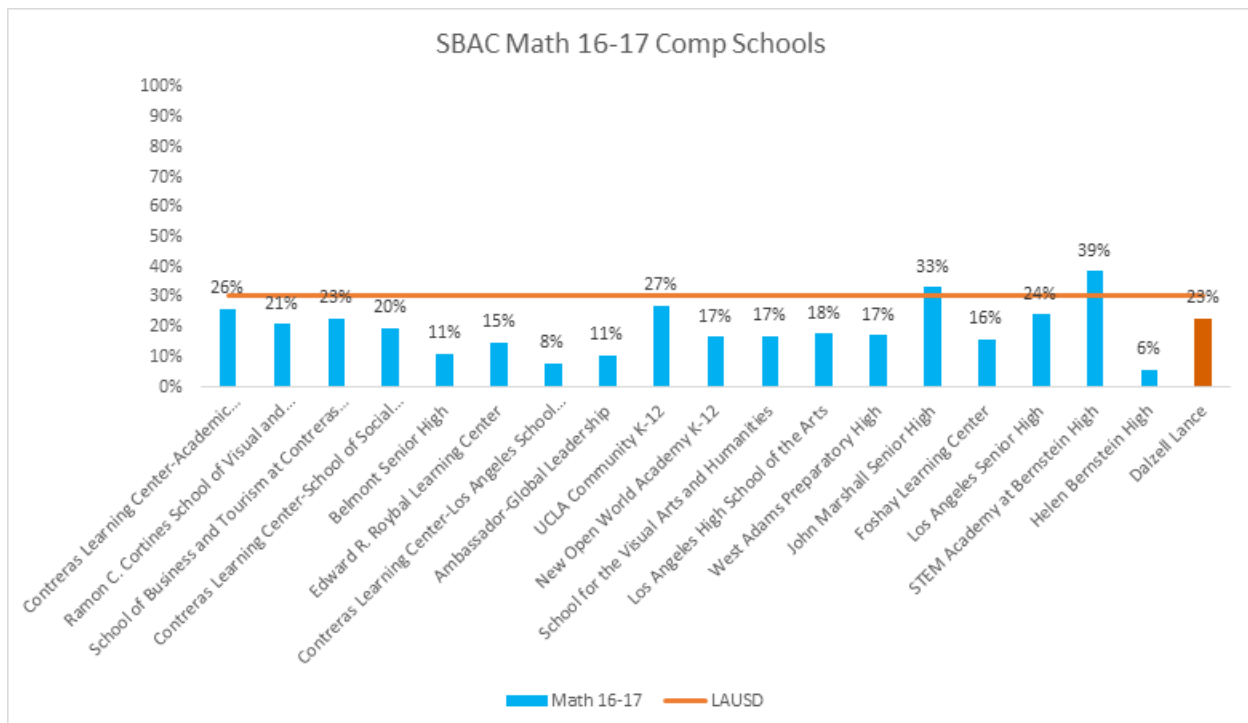


*SBAC Summative Math Results 2015-17

Concurrently, the school consistently outperforms similar schools in the neighborhood. The data below shows the school's performance on SBAC in English Language Arts (ELA) and math this past year compared to LAUSD resident schools*. In ELA, the school outperformed neighboring schools and the district. In math, the school outperformed these neighborhood schools by at least 5 percentage points, but trailed just behind the district's overall performance.



*LAUSD's Camino Nuevo High School No. 2 Data Set



*LAUSD's Camino Nuevo High School No. 2 Data Set

If we expand our point of comparison even broader, to include all schools LAUSD identifies as district comparison schools, we see a similar pattern of CNHS No. 2 outperforming district schools. In 2014-2015, 23% of CNHS No. 2 students exceeded ELA students, compared to 8% of LAUSD comparison schools. In 2015-2016, 37% of CNHS No. 2 students exceeded ELA standards compared to 11 % of LAUSD comparison schools. In 2016-17, 32% of CNHS No. 2. Students exceeded ELA standards compared to 12% of LAUSD comparison schools. The data is sourced from the LAUSD-provided tables referenced below.

ELA		2014-15					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	All Students	115	10	27	39	23	62
	Latino	113	11	27	40	23	63
	Socio Disadvantaged	112	10	28	39	23	62
	Students with Disabilities	17	47	53	0	0	0
Miguel Contreras Learning Complex - Academic Ldrshp CommunitAyll	All Students	73	27	33	32	8	40
West Adams Preparatory Senior High	All Students	327	58	26	15	1	16
Ramon C Cortines School of Visual & Performing Arts	All Students	361	16	27	39	18	57
Miguel Contreras Learning Complex - Business and Tourism	All Students	109	24	36	29	11	40
Miguel Contreras Learning Complex - School of Social Justice	All Students	119	13	39	39	8	47
Belmont Senior High	All Students	143	32	27	34	7	41
RFK Comm Schls - Ambassador School - Global Leadership	All Students	269	50	27	16	7	23
RFK Comm Schls - UCLA Community School K-12	All Students	517	49	32	17	3	20
RFK Comm Schls - New Open World Academy K-12	All Students	598	54	23	18	5	23
RFK Comm Schls - School for Visual Arts and Humanities	All Students	69	16	35	41	9	50
RFK Comm Schls - Los Angeles High School of the Arts	All Students	84	15	21	54	10	64
John Marshall Senior High	All Students	428	17	22	35	26	61
Helen Bernstein SH Science Technology Engineering Math	All Students	93	19	38	35	8	43
Helen Bernstein Senior High	All Students	108	26	32	37	5	42
Los Angeles Senior High	All Students	267	24	27	38	12	50
LAUSD Resident Schools from CDE	All Students	143	24	27	35	8	43

ELA		2015-16					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	All Students	113	8.00	15.00	40.00	37.00	77.00
	Latino	110	8.00	15.00	41.00	35.00	76.00
	Socio Disadvantaged	111	7.00	15.00	41.00	37.00	78.00
	Students with Disabilities	8	*	*	*	*	--
Contreras Learning Center-Academic Leadership Community	All Students	64	9.00	28.00	45.00	17.00	62.00
Ramon C. Cortines School of Visual and Performing Arts	All Students	380	14.00	25.00	40.00	21.00	61.00
School of Business and Tourism at Contreras Learning Complex	All Students	81	6.00	16.00	53.00	25.00	78.00
Contreras Learning Center-School of Social Justice	All Students	104	22.00	35.00	33.00	11.00	44.00
Belmont Senior High	All Students	154	22.00	25.00	37.00	16.00	53.00
Edward R. Roybal Learning Center	All Students	215	31.00	30.00	29.00	11.00	40.00
Contreras Learning Center-Los Angeles School of Global Studies	All Students	59	10.00	34.00	47.00	8.00	55.00
Ambassador-Global Leadership	All Students	281	42.00	34.00	18.00	7.00	25.00
UCLA Community K-12	All Students	482	32.00	29.00	28.00	11.00	39.00
New Open World Academy K-12	All Students	654	46.00	23.00	24.00	6.00	30.00
School for the Visual Arts and Humanities	All Students	67	16.00	24.00	46.00	13.00	59.00
Los Angeles High School of the Arts	All Students	78	17.00	46.00	24.00	13.00	37.00
West Adams Preparatory High	All Students	248	35.00	31.00	27.00	7.00	34.00
John Marshall Senior High	All Students	519	15.00	19.00	36.00	30.00	66.00
Foshay Learning Center	All Students	1,327	44.00	27.00	23.00	5.00	28.00
Los Angeles Senior High	All Students	228	33.00	26.00	31.00	11.00	42.00
STEM Academy at Bernstein High	All Students	108	4.00	16.00	52.00	29.00	81.00
Helen Bernstein High	All Students	90	40.00	34.00	18.00	8.00	26.00
LAUSD Resident Schools from CDE	All Students	185	22.00	27.50	32.00	11.00	43.00
Los Angeles Unified		266,008	36.00	25.00	25.00	14.00	39.00

ELA		2016-17					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	All Students	114	5.26	21.93	40.35	32.46	72.81
	Latino	109	5.50	22.02	41.28	31.19	72.48
	Socio Disadvantaged	113	5.31	21.24	40.71	32.74	73.45
	Students with Disabilities	18	22.22	38.89	27.78	11.11	38.89
Contreras Learning Center-Academic Leadership Community	All Students	78	14.10	23.08	50.00	12.82	62.82
Ramon C. Cortines School of Visual and Performing Arts	All Students	341	18.18	22.29	36.36	23.17	59.53
School of Business and Tourism at Contreras Learning Complex	All Students	73	15.07	23.29	41.10	20.55	61.64
Contreras Learning Center-School of Social Justice	All Students	103	23.30	30.10	29.13	17.48	46.60
Belmont Senior High	All Students	177	30.51	30.51	25.99	12.99	38.98
Edward R. Roybal Learning Center	All Students	236	33.05	23.73	29.66	13.56	43.22
Contreras Learning Center-Los Angeles School of Global Studies	All Students	77	24.68	29.87	35.06	10.39	45.45
Ambassador-Global Leadership	All Students	319	50.47	27.90	16.61	5.02	21.63
UCLA Community K-12	All Students	461	36.88	24.73	28.63	9.76	38.39
New Open World Academy K-12	All Students	624	46.31	22.92	22.12	8.65	30.77
School for the Visual Arts and Humanities	All Students	71	18.31	23.94	39.44	18.31	57.75
Los Angeles High School of the Arts	All Students	91	21.98	28.57	38.46	10.99	49.45
West Adams Preparatory High	All Students	267	38.95	29.21	25.47	6.37	31.84
John Marshall Senior High	All Students	511	19.96	17.61	30.33	32.09	62.43
Foshay Learning Center	All Students	1,194	47.74	26.72	21.11	4.44	25.54
Los Angeles Senior High	All Students	243	28.81	28.81	31.28	11.11	42.39
STEM Academy at Bernstein High	All Students	135	6.67	20.74	40.00	32.59	72.59
Helen Bernstein High	All Students	105	53.33	22.86	20.00	3.81	23.81
LAUSD Resident Schools from CDE	All Students	207	26.75	24.34	30.00	11.97	44.34
Los Angeles Unified		260,525	36.30	24.14	24.96	14.59	39.55

In math, we see that 23% of CNHS No. 2 students met or exceeded standards in 2014-2015, relative to 18% of LAUSD comparison schools. In 2015-2016, 44% of CNHS No. 2 met or exceeded math standards compared to 20% of district comparison schools. In 2016-17, 23% of CNHS No. 2 met or exceeded math standards compared to 18% of district comparison schools, as demonstrated in the data tables provided by LAUSD, illustrated below.

Math		2014-15					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	All Students	115	37	41	21	2	23
	Latino	113	37	41	21	1	22
	Socio Disadvantaged	112	37	41	21	2	23
	Students with Disabilities	17	76	18	6	0	6
Miguel Contreras Learning Complex - Academic Ldrshp Community	All Students	70	39	41	20	0	20
West Adams Preparatory Senior High	All Students	340	67	18	12	2	14
Ramon C Cortines School of Visual & Performing Arts	All Students	361	43	35	18	3	21
Miguel Contreras Learning Complex - Business and Tourism	All Students	109	61	27	11	2	13
Miguel Contreras Learning Complex - School of Social Justice	All Students	119	55	32	12	2	14
Belmont Senior High	All Students	155	55	25	17	3	20
RFK Comm Schls - Ambassador School - Global Leadership	All Students	267	67	24	7	2	9
RFK Comm Schls - UCLA Community School K-12	All Students	517	51	30	16	3	19
RFK Comm Schls - New Open World Academy K-12	All Students	596	55	28	13	4	17
RFK Comm Schls - School for Visual Arts and Humanities	All Students	67	54	28	15	3	18
RFK Comm Schls - Los Angeles High School of the Arts	All Students	81	49	37	12	1	13
John Marshall Senior High	All Students	430	38	22	24	16	40
Helen Bernstein SH Science Technology Engineering Math	All Students	124	52	24	19	6	25
Helen Bernstein Senior High	All Students	106	62	23	10	5	15
Los Angeles Senior High	All Students	270	53	26	15	6	21
LAUSD Resident Schools from CDE	All Students	155	54	27	15	3	18

Math		2015-16					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	All Students	113	24.00	33.00	35.00	9.00	44.00
	Latino	110	25.00	33.00	35.00	8.00	43.00
	Socio Disadvantaged	111	23.00	33.00	35.00	8.00	43.00
	Students with Disabilities	8	*	*	*	*	--
Contreras Learning Center-Academic Leadership Community	All Students	64	38.00	39.00	16.00	8.00	24.00
Ramon C. Cortines School of Visual and Performing Arts	All Students	382	42.00	31.00	20.00	7.00	27.00
School of Business and Tourism at Contreras Learning Complex	All Students	81	31.00	46.00	20.00	4.00	24.00
Contreras Learning Center-School of Social Justice	All Students	104	69.00	18.00	11.00	2.00	13.00
Belmont Senior High	All Students	156	53.00	23.00	20.00	4.00	24.00
Edward R. Roybal Learning Center	All Students	219	61.00	23.00	12.00	4.00	16.00
Contreras Learning Center-Los Angeles School of Global Studies	All Students	59	51.00	29.00	14.00	7.00	21.00
Ambassador-Global Leadership	All Students	295	65.00	25.00	7.00	3.00	10.00
UCLA Community K-12	All Students	486	38.00	31.00	22.00	10.00	32.00
New Open World Academy K-12	All Students	662	60.00	26.00	10.00	5.00	15.00
School for the Visual Arts and Humanities	All Students	67	55.00	22.00	19.00	3.00	22.00
Los Angeles High School of the Arts	All Students	79	63.00	25.00	11.00	0.00	11.00
West Adams Preparatory High	All Students	244	58.00	25.00	14.00	2.00	16.00
John Marshall Senior High	All Students	510	40.00	24.00	23.00	13.00	36.00
Foshay Learning Center	All Students	1,341	59.00	26.00	12.00	3.00	15.00
Los Angeles Senior High	All Students	231	55.00	22.00	15.00	8.00	23.00
STEM Academy at Bernstein High	All Students	108	34.00	38.00	22.00	6.00	28.00
Helen Bernstein High	All Students	89	58.00	26.00	12.00	3.00	15.00
LAUSD Resident Schools from CDE	All Students	188	55.00	25.50	14.50	4.00	21.50
Los Angeles Unified		267,596	43.00	28.00	17.00	11.00	28.00

Math		2016-17					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	All Students	114	37.72	39.47	20.18	2.63	22.81
	Latino	109	39.45	37.61	20.18	2.75	22.94
	Socio Disadvantaged	113	38.05	38.94	20.35	2.65	23.01
	Students with Disabilities	18	61.11	22.22	16.67	0.00	16.67
Contreras Learning Center-Academic Leadership Community	All Students	77	46.75	27.27	22.08	3.90	25.97
Ramon C. Cortines School of Visual and Performing Arts	All Students	343	50.73	28.28	16.03	4.96	20.99
School of Business and Tourism at Contreras Learning Complex	All Students	74	52.70	24.32	20.27	2.70	22.97
Contreras Learning Center-School of Social Justice	All Students	101	57.43	22.77	16.83	2.97	19.80
Belmont Senior High	All Students	178	66.29	22.47	10.67	0.56	11.24
Edward R. Roybal Learning Center	All Students	238	63.87	21.43	13.87	0.84	14.71
Contreras Learning Center-Los Angeles School of Global Studies	All Students	77	62.34	29.87	7.79	0.00	7.79
Ambassador-Global Leadership	All Students	321	66.67	22.74	8.72	1.87	10.59
UCLA Community K-12	All Students	461	40.35	32.54	16.27	10.85	27.11
New Open World Academy K-12	All Students	632	56.33	26.90	12.34	4.43	16.77
School for the Visual Arts and Humanities	All Students	71	57.75	25.35	14.08	2.82	16.90
Los Angeles High School of the Arts	All Students	90	56.67	25.56	16.67	1.11	17.78
West Adams Preparatory High	All Students	261	58.24	24.52	13.03	4.21	17.24
John Marshall Senior High	All Students	506	39.33	27.47	22.33	10.87	33.20
Foshay Learning Center	All Students	1,237	59.74	24.25	12.77	3.23	16.01
Los Angeles Senior High	All Students	244	59.43	16.39	15.16	9.02	24.18
STEM Academy at Bernstein High	All Students	135	28.15	33.33	22.96	15.56	38.52
Helen Bernstein High	All Students	106	74.53	19.81	3.77	1.89	5.66
LAUSD Resident Schools from CDE	All Students	208	57.59	24.94	14.62	3.10	17.51
Los Angeles Unified		262,953	43.52	26.62	17.46	12.40	29.86

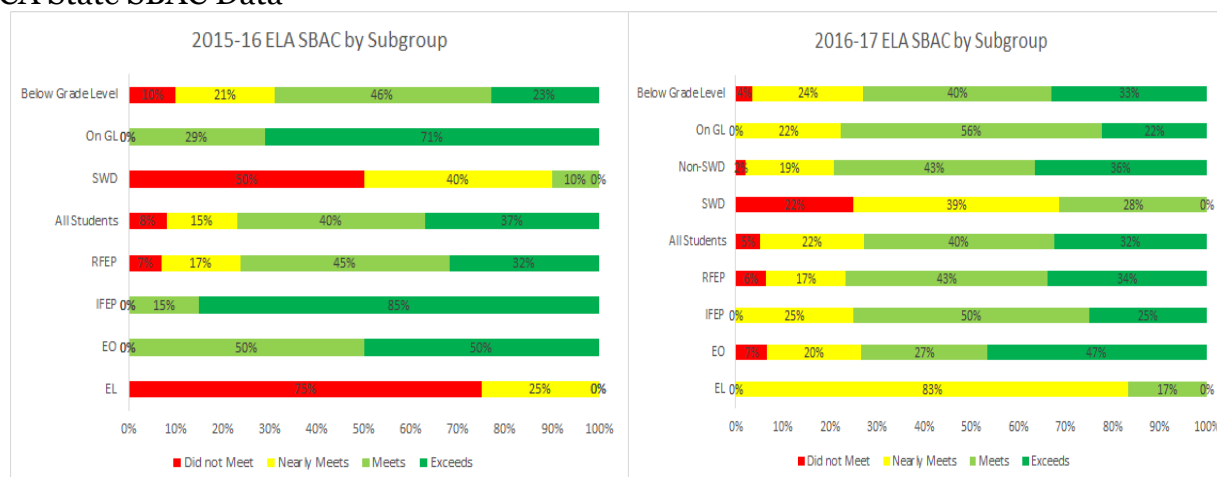
In summary, in 2016-2017, 72% of CNHS No. 2 students in the 11th grade met or exceeded the standards ELA. While these ELA proficiency scores represent a decline by 5% from 2015-2016, the school continues to outperform LAUSD resident schools' average of 44%. CNHS No. 2 will continue to focus on improving literacy skills in reading, writing, and analysis across all disciplines to best prepare students for college and beyond. In math, 23% of the CNHS No. 2 11th grade cohort met or exceeded the standards in 2016-2017. The scores went down by 21% due to changes in staffing that significantly impacted the implementation of consistent and effective instruction. As a result, the 11th grade cohort had gaps in math skills and while targeted interventions were provided for some of our most struggling students, there was limited time for remediation to overcome the significant gaps acquired.

The immediate steps taken by the school to address this decline include offering remediation courses during summer school and targeted intervention and core math courses for the 2017-2018 school year based on student performance. The school is addressing this decline through full adoption of College Preparatory Math (CPM), a high quality Common Core-aligned curriculum that emphasizes research-based instructional practices, for all of our math courses, cross-site implementation of CPM, ongoing professional development and collaboration among math teachers, and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement. All math teachers, including special education teachers, also received professional development on CPM and support from the CNCA Director of Mathematics. Additionally, the school hired an assistant principal of math and science to provide targeted support for all our math teachers. Over 30K was allotted in the 2017-2018 budget to cover the costs of professional development and instructional materials (i.e. textbooks, manipulatives, online resources) for CPM.

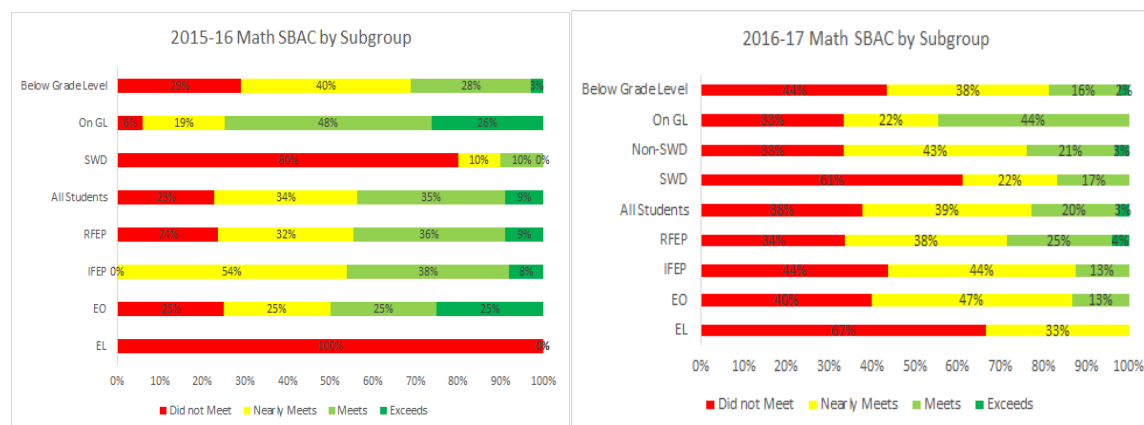
Subgroup Data

Given that the vast majority of our students are Latino/Hispanic, our subgroup data is limited to the performance of our English Language Learners and Students with Disabilities. Over the last two years, our English Language Learners and Students with Disabilities demonstrated significant growth in English and math. From 2015-2016 to 2016-2017, English Language Learners grew from 0% to 17% meeting standards in ELA. Students with disabilities grew from 10% to 28% meeting standards in ELA. The stack bar graphs below demonstrate this growth.

CA State SBAC Data

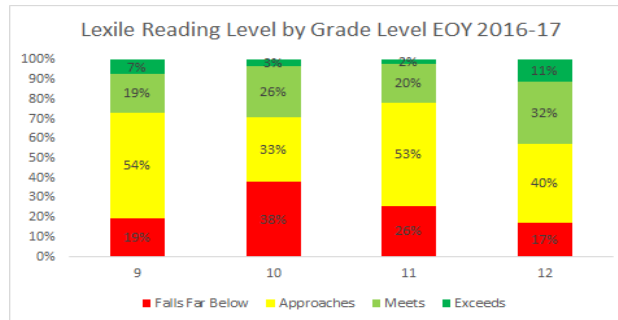


From 2015-2016 to 2016-2017, English Language Learners grew from 100% did not meet standards in math to 33% nearly met standards in math. Students with Disabilities grew from 10% to 17% meeting or exceeding standards in math. The stack bar graphs below demonstrate this growth.



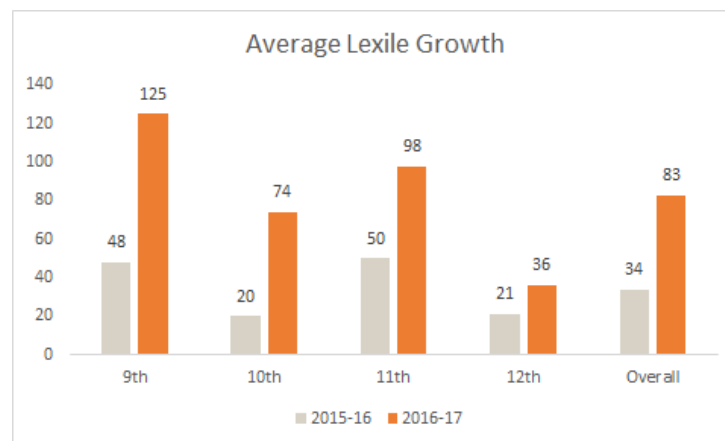
Reading-Level Data

Improving the literacy skills of all of our students is an ongoing priority for the school. We have witnessed impressive literacy and level growth over the last several years, yet we recognize the need to continue to focus our efforts in this area so that a far greater percentage of our students are reading above grade level. For example, during the 2016-17 school year, the percentage of students reading at or above grade level grew from 19% to 30%*.



*Achieve3000 Level Set Lexile Assessment

Additionally, in 2015-2016, there was an average growth of 34 Lexile points school wide. In 2016-2017, the average grew by more than 100% to 83 Lexile points school wide.



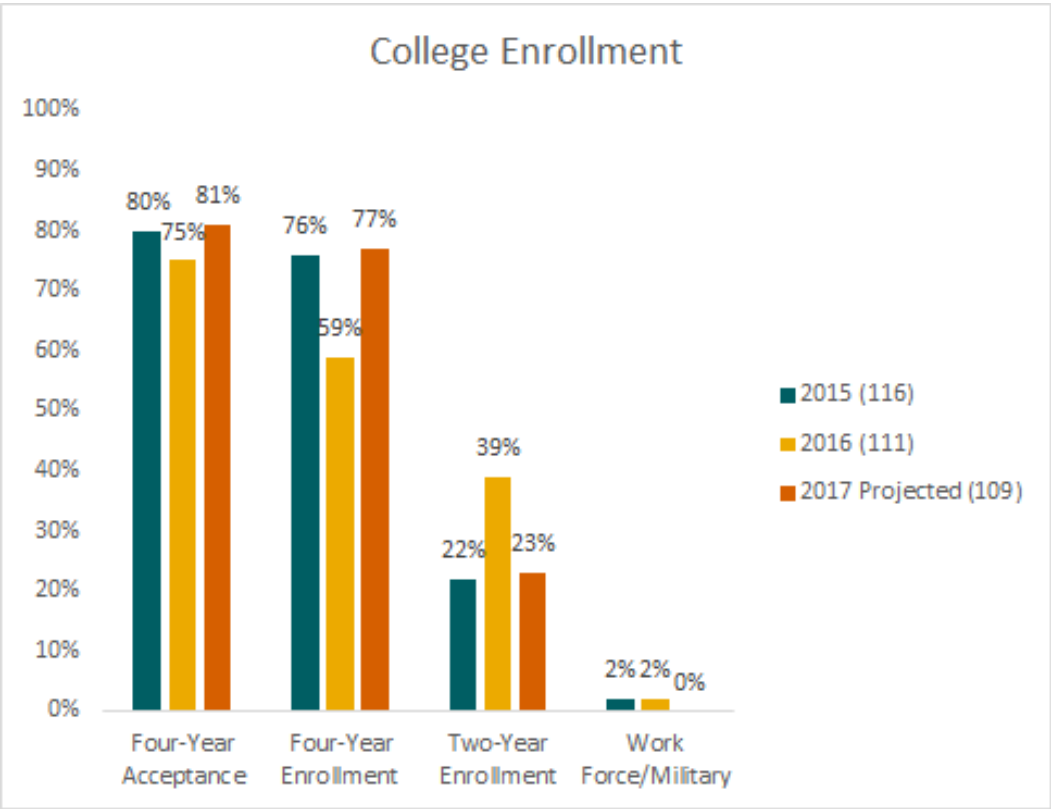
*Achieve3000 Level Set Lexile Assessment

In efforts to continuously improve student reading levels, CNHS No. 2 is committed to providing targeted reading intervention for students who are not reading at or above grade-level. The school administers school-wide reading level assessments three times a year to monitor reading-level progress. All teachers are provided professional development on how to support struggling readers in their classrooms. Additionally, reading intervention teachers are provided time for analysis and planning. All students engage in an online reading program to continue to support literacy development, and targeted reading support (e.g. phonics and fluency support) is provided for high-needs students, especially ELLs and SWDs.

Graduation Rates and College Acceptance

CNHS No. 2's first graduating class graduated in 2014. Since then, the school's seniors have graduated and been accepted in to four-year colleges at exceptionally high rates for all three graduating classes. An average of 79% of seniors have been accepted into four-year colleges and 100% of seniors graduate meeting A-G requirements. The cohort graduation rate was 100% in 2015 and 2016, and 99% in 2017. LAUSD comparison

schools had a median cohort graduation rate of 77%. The table below demonstrates the rate at which our seniors are accepted and matriculate to two- and four-year colleges. Almost 100% of our graduates matriculate in to a two- and four-year college.



Ultimately, our goal is for our students to matriculate in to a higher education institution and also to graduate from a four-year college. As an organization, Camino Nuevo Charter Academy, intends for 2000 graduates to have graduated from a four-year institution by the year 2022. Therefore, through support of Pueblo Nuevo Education Development Group (PN-EDG), our partner organization, CNCA alumni receive college counseling and other academic and personal support post-high school graduation and during their transition to higher education. All seniors participate in an all-day transition day event in partnership with neighboring charter schools to help students build a network with scholars also attending their prospective campuses, and learn the information needed to prevent summer melt. An alumni coordinator meets regularly with CNCA alumni to assist in their course selection, financial aid applications, graduation checks and career development and applications. Our alumni also return to our campuses to share their college experiences with current students and continue to motivate our students to pursue higher education.

Other Performance Indicators: External Accolades

While we are laser-focused on meeting and exceeding internal and state benchmarks for success, we are also appreciative of the external recognition we have received over the term of this petition and believe the recognitions speak to our ability to comprehensively prepare our students for college and beyond:

1. On May 1, 2017, CNHS No. 2 received a six-year WASC accreditation.
2. On May 2017, CNHS No. 2 received a California Gold Ribbon Award and Title I Academic Achieving Award.
3. On the California Charter School Association's most recent Similar Schools Measure, CNHS No. 2 received a 9 out of 10 ranking.
4. Per LAUSD's Annual Performance-Based Oversight Visit Report in 2016-17, CNHS No. 2 was rated a 4 (Accomplished) on Governance, Student Achievement and Educational Performance, and Fiscal Operations. CNHS No. 2 received 3s and a 4 in all areas in the previous year.
5. In 2016, CNHS No. 2 was recognized in the California Honor Roll by the Educational Results Partnership (ERP).
6. In 2015, CNHS No. 2 received the Bright Spot Award by The White House Initiative on Educational Excellence for Hispanics.
7. In 2014 and 2015, CNHS No. 2 was awarded a Silver Medal in the US News & World Report.
8. In 2013, No. 2 was #7 top charter high school in California according to the 2013 USC School Performance Dashboard

Innovative Practices

CNHS No. 2 aims to support the whole child through innovative practices around instruction, teacher collaboration, college readiness, experiential learning opportunities, and parent engagement.

Instruction: CNHS No. 2 focuses heavily on literacy and has created a literacy framework that is embedded into the core instruction across multiple disciplines. The literacy framework incorporates strategic vocabulary instruction, multiple ways to help students break down and analyze text, and writing. All of our students also use Achieve3000, an online reading program, to help increase student reading levels through a consistent and meaningful application of the program during all four years of our students' high school career. CNHS No. 2 also uses a standards-based grading system where instructors assign grades based on students' proficiency on core standards for each class and not based on the accumulation of scores on assessments. This allows instructors to observe and assess students' proficiency levels on standards with precision, identify specific areas for needed support, and incorporate the data and observations into their re-teaching plans. Students are also given opportunities for reassessment to gain levels of proficiency throughout the year.

Each year, approximately 13-15% of our student population are students with disabilities (SWDs), most of which have mild to moderate disabilities. Approximately 14% of our student population had an IEP during the 2016-2017 school year. Dynamic Blended Inclusions is the framework used to determine special education programming for our students. It is similar to the Response to Intervention (RTI) approach in that it is rooted in flexible, data-driven, targeted support and on-going progress monitoring.

Ultimately, a student's specific program and services are determined by the IEP team based on a student's least restrictive environment. We strive to include students in the general education setting to the full extent possible, but each student has a unique program based on his or her individual needs, and therefore those students with a data-based need for intensive remediation receive that within a small group or 1:1 learning center. Through a robust co-planning and co-teaching model, students receive differentiated instruction and accommodations to ensure their success in the general education classroom settings. As a result, 100% of our SWDs graduate meeting A-G requirements as this is our graduation requirement, and through our model, our special education teachers, teachers' aides, and general education teachers monitor ongoing progress and provide targeted support to ensure our SWDs pass their classes in order to meet A-G requirements. 13 out of 13 SWDs from the class of 2015 graduated meeting A-G requirements, and 46% of them were accepted into a four-year university/college. 17 out of 17 SWDs from the following Class of 2016 graduated meeting A-G requirements, and 41% of them were accepted into a four-year university/college. While we still have a lot of work to do to ensure our SWDs are college ready and college bound, our robust special program has provided access, confidence, and many opportunities for our SWDs.

Teacher Collaboration: CNHS No. 2 furthered its efforts to increase student literacy through the implementation of "Professional Learning Communities" in order to increase cross-disciplinary literacy practices. This effort to create a PLC at CNHS No. 2 is part of a larger push to integrate literacy standards into History and Science courses to increase literacy across all subject-areas. Our push to increase cross-disciplinary literacy practices through PLCs has led the formation of Common Formative Assessments-- which have proven invaluable in helping us determine how are students are performing in their literacy skills across all four grade levels, and to plan accordingly. Teacher investment in our literacy push across disciplines has also increased due to authentic PLC collaboration.

College Readiness: CNHS No. 2 offers unique courses and programs including iGraduate for grades 9-11, Senior Seminar, college visits, college and career fairs, and financial literacy guest educators, to round out our college preparatory program. Through iGraduate courses, students in grades 9th to 11th learn about the college preparation process, explore college and career options, prepare for college-entrance exams and the college application process, and learn about and apply to summer college programs and financial aid opportunities. All 11th graders also receive free PSAT and SAT Preparation from Study Smarts Tutors during their iGraduate time. Finally, all classes incorporate a college readiness strand through the focus on literacy.

Teachers facilitate lessons around Achieve 3000 and reading and writing strategies to help students access college-level reading text after high school. Students also experience and complete the college application process in their Senior Seminar course.

In addition, all students participate in at least two college field trips per school-year to a variety of public and private California colleges and also receive 1:1 college and academic counseling for hands-on support through their high school courses and the college application and selection process. CNHS No. 2 also offers 11 Advanced Placements and college-level courses through our partnership with Los Angeles City College to provide opportunities for our students to graduate high school with college-level credit. While we recognize that many of our students might be the first in their family to have the opportunity to go to college, we strive to support our students and families in becoming knowledgeable about their post-secondary options and supporting them through the transition. As a result, approximately 80% of each graduating class were accepted into four-year colleges and universities.

Experiential Learning Opportunities: Each year, 100% of our students are engaged in experiential learning outside of the classroom setting through a myriad of ways to increase civic engagement and exposure to the world: community service to give back to the community, grade-level camping trip to build a sense of community and culture, urban agriculture learning through community garden projects, internships for career exploration and to build work-related skills, in-state and out-of-state college trips, educational trips to Europe, student clubs to build advocacy skills, and other course-related field trips to enhance the learning in the classrooms.

Every student is also enrolled in a single-gender, multi-grade level advisory class called iConnect, a small, more intimate class where every student on campus can connect with an adult and other students in a more authentic setting than the normal classroom. Students develop personal character and receive information regarding health and wellness and study skills, and they engage in a variety of fun, interactive activities designed to build our school community. A crucial part of these classes involves character education where students learn about the six character pillars (trustworthiness, fairness, responsibility, respect, caring and citizenship). iConnect classes also include sex education and drug resistance awareness education, and anti-bullying education. Every student also has the opportunity to complete an internship outside of school to provide students with workplace skills in a real-world environment. Additionally, the program is designed to provide local organizations with a well-supported intern who provides a modest return on investment.

Parent Engagement: Our parents are our most important partners, as we believe they have the most pivotal role in the academic, emotional, and social lives of our students. In order to foster our partnership with them and ensure they have the necessary tools to support their children, we offer our parents various opportunities to become involved in our school. Parents are invited to serve as school volunteers, assist with supervision, serve as field trip chaperones, participate in classroom presentations,

help organize events, and attend family events. We also offer a robust series of workshops weekly, which are facilitated by staff or community organizations. We offer interactive workshops on a variety of topics such as communication with their teenage child, nutrition, parenting skills, and college preparation. Through ongoing outreach and communication with families, in 2016-2017, close to 70% of our parents and families have participated in workshops and/or completed volunteer hours.

Areas of Challenge

During the past five years, CNHS No. 2 experienced challenges in improving math achievement, reading levels, and Advanced Placement (AP) pass rates, at various points along the way. While we've made significant growth in SBA math performance in 2015-2016, the drop in 2016-2017 indicates the need to continue to strategically address this challenge through a newly-adopted CCSS-aligned math curriculum, effective instructional practices, professional development and collaboration amongst math teachers, and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement.

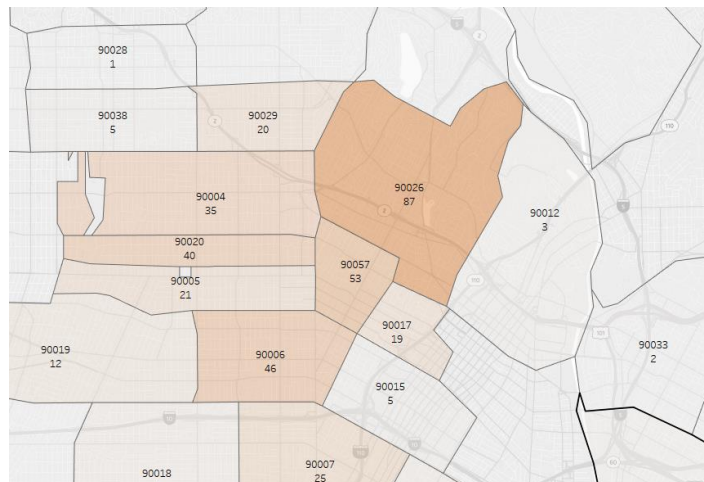
CNHS No. 2 has also created a new literacy framework to be implemented in all core English, history, science, and art courses to ensure students are able to access complex text, engage in critical thinking and analysis and articulate their learning through speaking and writing. Professional development and planning and collaboration time amongst content-related teachers will continue to be provided for teachers to build capacity to improve reading levels and literacy skills amongst our students.

The need to improve AP pass rates will also be addressed through rigorous preparation and focus on reading and writing across the curriculum in non-AP courses, improving student reading levels to help students access rigorous text in AP courses, continuous monitoring of progress of student performance in A-G courses, and ongoing professional development and time for collaboration for AP teachers. Appropriate funds will be allocated in the budget to ensure all instructional materials and textbooks are purchased to support the new math curriculum, pull-out days for data analysis and planning are provided for teachers, and teachers are provided or able to attend relevant trainings and professional development.

Student Population to be Served

Camino Nuevo High School No. 2 is located at 3500 W. Temple St., Los Angeles, CA, 90004, and serves grades 9-12. Enrollment at Camino Nuevo High School No. 2 has ranged between 460 and 475 students since opening the school in August 2013.

The majority of families at CNHS No. 2 qualify as socioeconomically disadvantaged as indicated by 97% of its students receiving free or reduced lunch. Students reside in some of the most historically underserved areas of Central Los Angeles, including the communities of MacArthur Park, Pico-Union, the Wilshire Corridor, and Echo Park where the annual family income is among the lowest in the city. The map below provides an overview of the neighborhoods in which a majority of our students live. The darker colors reflect a higher percentage of CNHS No. 2 students.



These families face substantial social and economic challenges typically associated with poverty and minority status. The community we serve has one of the highest percentages of severe overcrowding in the city, the greatest concentration of single parent households (50-88%, over twice the city average), the highest non-fluency in English (40-66% speak English “not well” or “not at all”), and the lowest availability of automobiles (housing units with no vehicle available ranges from 46 to 90% -- more than three times the city average) in the city of Los Angeles. Foreign-born residents represent 61% of the community, compared with 11% in the United States. Annual income within this district is the lowest in Los Angeles: the median income is \$11,475. The poverty rate in the area is 35%, compared with a citywide rate of 18%. Rentals represent 82% of housing units in the neighborhood versus 34% nationally (LA County Children’s Planning Council, 2000).

Five-Year Enrollment

CNHS No. 2 serves students in grades nine through twelve. Starting in the 2018-2019 school year, the school will matriculate approximately 120 ninth grade students each year. At enrollment capacity, CNHS No. 2 will approximately serve 460 students. The table below shows CNHS No. 2 projected five-year enrollment.

Projected Enrollment

	Grade 9	Grade 10	Grade 11	Grade 12	Total
2018-19	120	120	111	109	460
2019-20	120	120	111	109	460
2020-21	120	120	111	109	460
2021-22	120	120	111	109	460
2022-23	120	120	111	109	460

Goals and Philosophy

The mission of Camino Nuevo Charter Academy is to educate students in a college preparatory program to be literate, critical thinkers, independent problem solvers and agents of social justice with sensitivity to the world around them. The network of Camino Nuevo schools embody this mission through our developmental bilingual program, authentic literacy and conceptual math frameworks, and our continuum of care that addresses the needs of the whole child.

Specifically, at Camino Nuevo High School No. 2, our vision is centered on our scholarly community: **We are a community of scholars who find ourselves, build and support others and together strive for excellence.**

Lastly, the vision encompasses the three overarching expectations of our scholars, the Schoolwide Learner Outcomes: **Camino Nuevo Scholars will be self-reflective, critical thinkers, and agents of social change.**

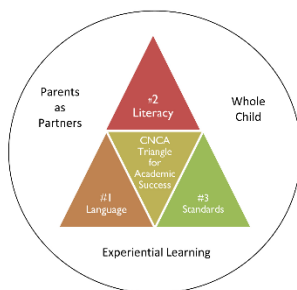
What It Means To “Be an Educated Person in the 21st Century”

An educated person in the 21st century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. An educated person requires advanced levels of literacy and mathematical skills to be college and career-ready and to successfully navigate both their personal and professional lives. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st century require a firm grasp of technology through regular exposure and access to computers and technological tools. As societies become increasingly more interdependent across cultures and languages, bilingualism and biliteracy will prepare educated citizens to function in a global economy. The educated person must possess a strong command of the emotional intelligences in order to communicate effectively, work well in teams with

people of diverse backgrounds, and collectively solve problems. Ultimately, an educated person in the 21st century must possess the capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

How Learning Best Occurs

CNHS No. 2 believes that learning best occurs in a small, safe, student-centered environment where diversity is valued and risk-taking is supported. Additionally, CNHS No. 2 believes that there are a number of key concepts that drive our practices. Specifically, CNHS No. 2 approaches learning from a conceptual framework known as the Triangle for Academic Success.



The Triangle for Academic Success is visualized in the figure to the right. Within this conceptual framework, CNHS No. 2 believes that language development, literacy development, and standards based learning are the heart of the work. Specifically, this conceptual framework is based on the specific student population served. However, CNHS No. 2 believes that academics are only one part of how learning best occurs. CNHS

No. 2 approaches this work from believing that academic learning is strengthened when families are partners in the work, when students' whole self and needs are met, and when learning experiences extend beyond the classroom.

CNHS No. 2 believes that this approach builds students' self-confidence and self-reliance and supports their success in being an educated in the 21st century.

A Teacher's Role at CNHS No. 2

A teacher's role is to maintain high expectations for all students while acting as a facilitator who ensures that every child is working towards grade level mastery. Educators are encouraged and supported to use innovative teaching methods and collaborate on curriculum and school governance. In addition, we believe that the student's families and parents are their first teachers and that we must work together to achieve the goals we have set for our students.

School Goals

Camino Nuevo High School No. 2 is committed to providing college access to the students and families we serve. We do this by ensuring every student has a rigorous academic experience every day. In addition, our staff also focuses on fostering a school climate and culture that prioritizes academic rigor, community, family and the development of diverse cultural experiences and critical social perspectives. With these two goals, Camino Nuevo High School No. 2 will help students not only obtain the

knowledge needed to be successful after high school but also have an internal motivation to continue to strive for success long after they move on from our school. With a thoughtful approach to this work, our school is working to make these goals a reality.

Over the course of the 2016-2017 and 2017-2018 school years, we have begun to ensure that all classrooms provide this rigorous academic experience through the implementation of aligned instructional frameworks for literacy across the content areas and for math instruction. These frameworks seek to ensure that students engage in authentic reading, text-based and problem-solving discussions, and meaningful writing experiences in all classrooms. Given that reading, critical thinking, and effective communication skills are ubiquitous competencies required for a wide-range of post-graduate pursuits, we believe that prioritizing the implementation of these frameworks will ensure that students are able to achieve college and career success.

In order to ensure that our students have access to the rigorous academic experience that these frameworks provide, we also prioritize academic support classes to address our students' language and literacy needs. CNHS No. 2 has a robust English language development program that uses the Systematic ELD curriculum. Students engage in language development in an authentic format that places an emphasis on student talk and the transference of these oral skills to academic writing. In addition, all students in grades 9-12 receive reading support through the use of Achieve3000, which is a computer-based program aimed at developing students' non-fiction reading and text-based analysis skills. Reading development time is built into every student's daily schedule.

Parent, family and community outreach is also critical to building a culture of academic excellence. In the community we serve, the message of college access for all and building a love a lifelong learning must emanate from within the school's walls and project outward to the community it serves. To do this, CNHS No. 2 has strategic focus areas that are designed to engage all stakeholder groups and build strong partnerships within the surrounding community. The school has a full time Family Services Coordinator (FSC) position that provides support services to engage and partner with parents. The Family Services Coordinator holds workshops on topics such as wellness, social/emotional development, and college knowledge. The FSC works with the school's administrators to educate parents and families about how to provide positive incentives for students to be on time to school and ready to engage in learning every day. Lastly, our FSC and Dean of Culture facilitate a multitude of enrichment activities such as whole school college fieldtrips, community outreach experiences, and summer internship programs. During these events, students experience college life, work with community organizations and develop real world experiences in professional employment settings. By coupling rigorous learning experiences with a culture of high achievement, CNHS No. 2 is providing the tools and environment necessary to ensure success in life after high school.

LCFF STATE PRIORITIES

GOAL #1

Improve college access and college readiness through a rigorous academic program.

Related State Priorities:

- ☒ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Outcomes 1 & 2: Supporting ELs

Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support

- ELD teachers
- Systematic ELD curricular materials
- Professional Development
- Release time for ELD assessment, analysis and response
- RSP support for students with IEPs

Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.

- CELDT/ELPAC preparation materials
- Professional development on ELPAC & ELD standards
- Family workshops

Provide targeted intervention for stagnant English Learners.

- ELD internal benchmark analysis to plan targeted intervention

Outcome 3: Improving Lexile (reading) Levels

Provide targeted reading intervention for students who are not reading at or above grade level

- School-wide reading level assessments 3x/year
- Time for analysis and planning for intervention teachers
- Professional development for all teachers to support low readers in the classrooms
- Online program to support literacy development
- Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.)

Implementation of Literacy Instructional Framework across content areas

- Professional development and planning time for all non-math teachers of the literacy framework
- Classroom observation and feedback on the implementation of the literacy framework: vocabulary instruction, establishing purpose of reading, practice reading using specific strategies, discussion, and writing

Outcome 4: Improve Student Performance on Math SBAC

PD for teachers and leaders for implementation of Common Core math standards

- Revise pacing plans, unit plans, and lesson plans

- Standards & student data analysis to guide instruction aligned to CCSS
- Training on curriculum and instructional framework for math
- Professional development around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement

Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class

- Data management (e.g. Illuminate, Schoolzilla)
- Professional development for teachers

Outcome 5: Provide Access to CCSS-Aligned Curriculum

PD for teachers and leaders on standards-aligned curriculum and instructional frameworks

- Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks
- Train all teachers on school-wide instructional frameworks
- Training and release time for planning for consistent implementation of standards-based grading
- Professional development for history and science teachers on new history common core standards and Next Generation Science Standards

Outcome 6: Hiring Highly Qualified Teachers

- Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students
- All teachers will be highly qualified and maintain correct credentials.

Outcome 7: Improve Advanced Placement (AP) Exam Pass Rate

Support students to build the skills necessary for success in AP exams

- Literacy focus school-wide
- Targeted support and intervention
- AP-aligned curriculum in non-AP classes
- Rigorous essential skills taught and assessed in non-AP classes to prepare for AP
- Test prep

Professional Development for AP teachers

- Send AP teachers to AP institutes and conferences
- Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement

Build a strong AP culture for investment from students and families

- AP assemblies
- Awards
- AP Fairs
- Family meetings
- Collaboration with middle schools

Expected Annual Measurable Outcomes						
Outcome #1: Increase the percent of English Language Learners who will grow at least one ELD level based on the new state ELP assessment (ELPAC)						
Metric/Method for Measuring: % of students making ELD Growth						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners (ELD Growth)	57% (2016-17)	63%	66%	69%	72%	75%
Expected Annual Measurable Outcomes						
Outcome #2: Increase the percent of English Language Learners who reclassify as Fully English Proficient						
Metric/Method for Measuring: Reclassification Rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners (Reclassification Rate)	22.4% (2016-17)	23%	24%	25%	25%	25%
Outcome #3: Increase Lexile (reading) levels to be college and career ready						
Metric/Method for Measuring: % of students whose Lexile (reading) levels are on track to being college and career ready						
APPLICABLE STUDENT GROUPS (*INDICATES SUBGROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	30%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
English Learners	4%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Socioecon. Disadv./Low Income Students	30%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Foster Youth	*	*	*	*	*	*
Students with Disabilities	7%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Outcome #4: Increase performance on Math SBA						
Metric/Method for Measuring: % of students meeting/exceeding standards in Math SBA						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	23%	28%	33%	38%	43%	48%
English Learners	0%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Socioecon. Disadv./Low Income Students	23%	28%	33%	38%	43%	48%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	17%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23%	28%	33%	38%	43%	48%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Maintain percentage of students with access to CCSS-aligned curriculum						
Metric/Method for Measuring: % of Students with access to CCSS-aligned curriculum						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #6: Increase and maintain percentage of hiring highly qualified teachers						
Metric/Method for Measuring: % of Highly Qualified Teachers						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	96%	100%	100%	100%	100%	100%

Outcome #7: Increase performance on Advanced Placement (AP) exams						
Metric/Method for Measuring: % AP Pass Rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	22%	30%	35%	40%	45%	50%

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	0%	2%	4%	6%	8%	10%
Socioecon. Disadv./Low Income Students	22%	30%	35%	40%	45%	50%
Students with Disabilities	1%	2%	4%	6%	8%	10%

GOAL #2	
Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives.	<div style="text-align: right; padding-right: 5px;">Related State Priorities:</div> <div style="padding-right: 5px;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div style="text-align: right; padding-right: 5px; border-top: 1px solid black; margin-top: 5px;">Local Priorities:</div> <div style="padding-right: 5px; border-top: 1px solid black; margin-top: 5px;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>
Specific Annual Actions to Achieve Goal	
<p>Outcomes 1 & 2: Improving Student Attendance <i>Develop support structures for struggling and/or disengaged students</i></p> <ul style="list-style-type: none"> Support structures include: advisory classes, community partnerships, counseling services, Positive Behavior Interventions and Supports training and PD for staff, SSTs SARB meetings for attendance/truancy & family workshops Provide incentives for positive attendance, behavior, and growth <p>Outcome 3: Decreasing Suspension Rates <i>Utilize alternatives to suspensions</i></p> <ul style="list-style-type: none"> Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution Referrals to drug counseling Community partnerships <p>Outcome 4: Maintain Experiential Learning <i>Offer after school enrichment opportunities on and off campus</i></p> <ul style="list-style-type: none"> After school program (tutoring and enrichment) Summer Internship program Involvement with partner organizations <p>Outcome 5: Increasing Parent and Family Participation <i>Provide supports and services to engage and partner with families:</i></p> <ul style="list-style-type: none"> Workshops for families (topics include: health & wellness, academic support, attendance, social/emotional development, leadership, college knowledge, financial aid, etc.) Technology to increase communication with families 	

Outcome #1: Decrease the percentage of students who are chronically truant (below 90% attendance rate)

Metric/Method for Measuring: % of Chronically Truant Students

APPLICABLE STUDENT GROUPS (*INDICATES SUBGROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	17%	16%	14%	12%	10%	8%
English Learners	31%	28%	26%	24%	22%	20%
Socioecon. Disadv./Low Income Students	17%	16%	14%	12%	10%	8%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	30%	28%	26%	24%	22%	20%
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17%	16%	14%	12%	10%	8%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase the percentage of students who have 96% or above (Proficient) attendance rate

Metric/Method for Measuring: % of Proficient Attendance Students

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	48%	51%	54%	57%	61%	64%
English Learners	50%	51%	54%	57%	61%	64%
Socioecon. Disadv./Low Income Students	48%	51%	54%	57%	61%	64%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	42%	45%	48%	51%	54%	57%
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	51%	54%	57%	61%	64%

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Decrease suspension rate to 1.5% or lower

Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	5.0%	3.5%	2.5%	1.5%	1.5%	1.5%
English Learners	.08%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	5.1%	3.5%	2.5%	1.5%	1.5%	1.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2.1%	1.5%	1.5%	1.5%	1.5%	1.5%
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	5.0%	3.5%	2.5%	1.5%	1.5%	1.5%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Maintain the percentage of students participating in experiential learning outside of the classroom

Metric/Method for Measuring: % of students participating in experiential learning

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #5: Increase and maintain high parent/family participation and involvement in school functions, volunteer opportunities, and workshops

Metric/Method for Measuring: % of parents/family participating in school functions, volunteer opportunities, and workshops

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	68%	70%	72%	74%	76%	78%

Enabling students to be self-motivated, competent, and lifelong learners

The school's first goal to improve college access and college readiness through a rigorous academic program is designed to ensure that students acquire the necessary literacy, language, math, and critical thinking skills to be competent scholars in college and beyond. This goal will be achieved through:

- Targeted interventions for students struggling with reading, language, and math and monitoring student progress
- Professional development for teachers and staff
- Implementation of Literacy Instructional Framework across content areas
- Hiring highly qualified teachers

The school's second goal to foster a positive school climate and culture is designed to ensure the conditions for students to be self-motivated and become lifelong learners. This goal will be achieved through:

- Implementation of support structures to improve student attendance and reduce suspension rates (e.g. advisory classes, community partnerships, counseling services, positive behavior interventions)
- Offering meaningful extra-curricular opportunities to provide relevance to students (e.g. internships, after-school programs, field trips)
- Encouraging and incorporating parent and family participation to promote a positive culture of learning

Instructional Design

CNHS No. 2 believes that students learn best in a place-based, rich holistic educational environment. Our curricular and instructional design approach is first in deeply knowing our students, their needs, and their backgrounds. This approach is called our Place-Based approach and includes our approach to serving the mental health needs of students, experiential learning, families as partners, and college readiness. This holistic approach to serving our students is based on the work of multiple scholars in the field. One notable scholar, Pedro Noguera, discusses poverty's effect on student's schooling experience. Namely, Noguera researches approaches to educating students who come from poverty that includes meeting their social and psychological needs as well. CNHS No. 2's core instructional approach includes access to all components that ensure the social and psychological needs of all students are met. Examples of this discussed in other elements of this petition include i-grad, i-connect, Senior Seminar. From a staffing perspective, the school employs a Dean of Student Services and a Student and Family Services Coordinator who together serve as case managers for the needs of students. Additionally, CNHS No. 2 has full-time mental health counselor and partners with a number of outside partners to provide in-house mental health resources to students. Finally, our teaching staff teach i-grad and i-connect to students.

From an academic and instructional point of view, CNHS No. 2 is committed to the successful implementation of the Common Core State Standards. 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 share our commitment to the Common Core standards and our philosophy that teachers must “own their craft” by continuously reflecting on their effectiveness in the classroom and seeking out best practices in pedagogy. CNHS No. 2 staffs positions by hiring appropriately credentialed subject teachers for each of the content areas. All students at CNHS No. 2 have full access to A-G requirements, AP courses, and other elective based courses throughout their freshman-senior year. Additional information on detailed course offerings is found in section 12.

In his book, *What Works in Schools: Translating Research Into Action*, Robert Marzano identifies a “guaranteed and viable curriculum” as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains in the shortest amount of time, the Camino Nuevo High School No. 2 leadership team 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 and how it gets taught through consistent professional development around pedagogy that meets the needs of our learners. The development of CCSS aligned pacing plans occurs and will continue to occur during five days of professional development prior to the start each school year and continue throughout the year during weekly professional development sessions led by the Principal and team members from CNCA’s Home Office Staff.

Another key tenet of our approach to teaching and learning is the use of ongoing formative and summative data to inform instructional practices. Teachers participate in ongoing professional learning communities with both their grade-level and departments. This structure is based on the scholarly work of Dufour, and Marzano and is grounded in the importance of school communities focused on four questions: 1) What will students know, 2) How will we know they know it, 3) What will we do when they don't, and 4) What will we do when they do?. To this end, each departmental team uses ongoing common formative assessments and student-level data to make instructional decisions in a timely manner.

Curriculum and Instruction

As described above, CNHS No. 2 has started the work of co-constructing and implementing math and literacy frameworks. These instructional frameworks are based off of the leaders in the fields of education. The literacy framework is derived from Mike Schmoker’s “Authentic Literacy Template,” as described in his book *Focus* (2011). CNHS No. 2 teachers are committed to implementing this literacy framework to fidelity and building the school’s collective capacity to address the literacy needs of the students it serves.

The instructional framework for math at CNHS No. 2 is derived from the Standards for Mathematical Practice, a collection of mathematical practices synthesized at the national level by leading experts in mathematical pedagogy. CNHS No. 2 uses a conceptual approach to the instruction of math. Moreover, the math department has moved to the full implementation of the College Prep Math curriculum in grades 9-12. This program reinforces the conceptual foundations of the SMP.

However, the school also recognizes the need for all departments to focus on curricular development and provides time in the year for that work to take place. At the beginning of the academic year, the CNHS No. 2 staff was organized into departments based on academic categories; i.e. Math Department, Social Science Department, Science Department, English Department, and Arts/Foreign Language (AFL) Department. These laterally-aligned departments were tasked with strategically choosing which academic skills they would have students develop over the span of their high school career. Some of these skills are trans-discipline (i.e. students will practice citing evidence to substantiate an argument or claim from 9-12th grade in their English, Social Science, and Science courses), while other skills were selected so students continually build and expand upon prior knowledge as they move from grade level to grade level. The majority of the skills across disciplines come exclusively from the new Common Core curriculum framework. The RSP (Resource Specialist Program) Department works from Jan Johnston-Tyler's text "The CEO of Self" as a guide to decide which executive functions they assess by grade level (2014). The English Language Development (ELD) teachers utilize Susana Dutro's "Systematic English Language Development" framework to assess student's progress on English language acquisition. The Art and Foreign Language Departments draw from various sources to construct their assessments, including AP standards and A-G requirements.

With the adoption of the Common Core standards within the various departments, we chose to create Common Formative Assessments (CFAs) around the academic skills to trace the academic improvement on targeted skills of student cohorts as they move through grade levels. The CFAs are further graded on teacher created rubrics, which attempt to mirror undergraduate expectations and common practices. The objective of the CFAs and rubrics is to get an accurate sense of how prepared our student population is in terms of demonstrating specific skills for college readiness. After administering the CFAs, departments analyze their results and then adjust instruction accordingly so that the next cohort can improve upon these skills.

In terms of content, all departments cross-reference the primary, literary, and otherwise academic sources before finalizing the appropriate content for their respective courses and assessments: Common Core content standards, the "power standards" of the former CST state exam, and AP curriculum content. Some of the broad criteria that influence the final decisions on content include: academic rigor, relevance to the digital economy of the twenty-first century, and relevance to national and global sociopolitical issues.

In brief, each department strategically chooses and negotiates academic content that best represents and aligns to Common Core expectations. They then assess specific skills on this content using teacher-created CFAs that gauge college readiness every semester. Each department analyzes the results of the CFAs and then adjust instruction accordingly so that students can score higher on these specific skills on their next CFA. In this manner, the CNHS No. 2 staff aims to establish consistency between academic content and skills so as to prepare students to thrive in a college environment.

Courses Offered at CNHS No. 2

Social Science

World History

A-G approved, Core and College-preparatory course

The Greek-origin of the term “History” means to “acquire knowledge through investigation”. History is simply the study and interpretation of recorded past events. Its purpose is to help you develop analytical skills that you can apply to other fields of study and to help you understand how societies and nations interact and impact each other beginning from the Enlightenment of the Eighteenth century through the dawn of the Twenty-first century.

U.S. Government

A-G approved, Core and College-preparatory course

A well-designed course in United States Government and Politics will give students an historical and an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach to a United States Government and Politics course that must be followed, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in relationship to government and politics.

Advanced Placement course also available.

U.S. History

A-G approved, Core and College-preparatory course

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation’s beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course

continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920's, the New Deal and the Great Depression, World War II, the Cold War and the 1950's, the 1960's, the 1970's, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

Advanced Placement course also available.

English

English 9

A-G approved, Core and College-preparatory course

English 9 at CNHS No. 2 focuses on teaching students skills and strategies for independent reading and writing of complex expository and narrative texts. With support from lessons in Critical Reading, Writing, and Communication, students will analyze expository and literary texts that cover a wide range of interrelated, culturally relevant, and high interest topics. Students will read fiction (Romeo and Juliet and Perks of Being a Wallflower) and nonfiction (units based around juvenile justice and media manipulation). Key unit themes include cultural literacy, the complexity of human nature, juvenile rights and justice, and LGBT rights and equality. The course utilizes balanced literacy instructional approaches, integrating reading, writing, and analysis in interpreting texts through Common Core standards. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas through structured preparation for discussion and numerous persuasive, evidence-based essays. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

English 10

A-G approved, Core and College-preparatory course

English 10 at CNHS No. 2 is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Tenth Grade California Content Standards for English Language. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (5-7 pages) on the following genres: narrative (using Persepolis), persuasive (using "Julius Caesar"), response to literature (using Animal Farm and Things Fall

Apart), and expository (using various controversial articles from the Expository Reading and Writing Course curriculum).

English 11

A-G approved, Core and College-preparatory course

American Literature at CNHS No. 2 is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Eleventh Grade Common Core Standards for English Language Arts. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (6-8 pages) on the following genres: narrative (using *Slaughterhouse Five*), persuasive (using *The Laramie Project* and *Our America*), response to literature (using the works of *Walden*, *Whitman*, and *Dickenson*, as well as *The Great Gatsby*), and expository (using *The Wordy Shipmates*). Students will also complete a series of shorter writings, including research papers and reflective pieces. Throughout each unit, instruction will address reading standards for literature and expository texts, language standards, and speaking and listening standards. At the end of each unit, students will be assessed by a written exam. Throughout the course of the year, students will be expected to analyze, compare, and interpret writings in terms of theme, historical influence, and literary devices employed. Students are expected to perform at a high level of critical thinking and use sophisticated communication skills as they discuss each piece.

CSU Expository Reading and Writing

A-G approved, Core and College-preparatory course. Course adopted from **California State University (CSU) Early Assessment Program (EAP)**.

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. The twelve instructional modules in the ERWC—from which adopting schools select eight-to-ten—are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works—a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based

grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

Advanced Placement courses also available for English Language and Composition, and English Literature and Composition.

Mathematics

Algebra I

A-G approved, Core and College-preparatory course

This is a first year algebra course where students will learn to reason logically and symbolically. The key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations with more than one unknown. In this course quadratic equations are solved by factoring, completing the square, graphically, or by applying the quadratic formula. The roots of the quadratic equations are represented graphically and algebraically as solutions. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations. This course motivates the application of algebraic skills to reason logically and symbolically in a quest to solve real world scenarios and problems.

Algebra II

A-G approved, Core and College-preparatory course

Algebra 2 is a challenging year long course, which provides an introduction to higher mathematics. Students will learn to solve systems of linear equations and inequalities by using the properties of the real number system, and imaginary number system. Graphing will be emphasized using for systems of linear equations, systems of linear inequalities and complex numbers. Problem solving with logarithms will be used throughout this course.

Calculus

A-G approved, Core and College-preparatory course

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Advanced Placement course also available for Calculus AB and BC.

College Mathematics

A-G approved, Core and College-preparatory course

This is a rigorous, college preparatory math course that covers topics from a variety of fields. In an aim to make students mathematically literate citizens with a sense of informed agency, this course takes students through application. This goal will be accomplished by analyzing the stock market, businesses, banking, credit, and taxation as well as carbon dioxide concentrations on the earth and in the oceans, global warming and deforestation. They will also look at the application of trigonometry and the concept of limits to real-life situations. The lenses of financial literacy and environmental husbandry are particularly appropriate for CNHS No. 2 students as CNHS No. 2 seniors are expected to take Economics and AP Environmental Science. Mathematic topics used in these explorations include: Representing Data and Math Modeling, Polynomial Functions, Rational Functions, Geometry, Advanced Trigonometry, Exponential Functions, Logarithmic Functions, Statistical Analysis, Matrices, Limits.

This course is a third-year college prep, applied mathematics course. Students in this course are expected to have a firm grasp of concepts through Algebra 2, and to be prepared to deal with concepts that build on previous learning and explore linear algebra, trigonometry and calculus. The concepts are presented within the study of real-world applications. The purpose of this course is to give the student an appreciation of the usefulness of the subject matter through a variety of applied problems from many disciplines. Students will also be prepared for a college level math placement exam. Topics covered throughout the year include: Representing Data and Math Modeling, Polynomial Functions, Rational Functions, Geometry and Triangle Trigonometry, Exponential Functions, Logarithmic Functions, Statistical Analysis, Matrices, Trigonometry & Limits.

Geometry

A-G approved, Core and College-preparatory course

The geometry curriculum serves to enhance geometric skills and understanding. The course will support students as they develop their ability to construct formal arguments and logical proofs using both inductive and deductive reasoning in a project based, 'discovery' learning environment. The students will study plane and solid geometry with an emphasis on methods of problem formulation and problem solving and the use of Algebra 1 in geometric settings. Students will be given the chance to use geometry in real life applications.

Pre-Calculus

A-G approved, Core and College-preparatory course

This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course. Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

Laboratory Science

Biology

A-G approved, Core and College-preparatory course

Students will demonstrate the ability to use scientific skills and biological concepts to explain living organisms at cellular and organ/system level, their interactions with the environment, and their life cycle. Core concepts of the biology course:

1. Cell Biology- Living organisms are composed of cells. Cellular units are composed of molecules that serve as building blocks and energy source. Cells obtain energy from different sources to carry out their function.
2. Genetics - Organisms contain genetic information that is passed on to their offspring during reproduction. The genetic information influences traits of offspring leading to uniqueness and diversity found on earth.
3. Evolution- The diversity and variations within organisms serve as a raw material for evolution. The organism with variation favorable to surrounding is selected leading to changes in characteristics of organisms in a population.
4. Ecology - Organisms in an ecosystem are interdependent on each other and their environment for obtaining energy.

5. Physiology - Cells within an organism specialize to form organs/system. Various systems coordinate with each other for effective functioning of body as a whole.

Advanced Placement course also available.

Chemistry

A-G approved, Core and College-preparatory course

The course is designed to be a laboratory-based course in chemistry. The level of instruction is to be at a level that will provide adequate preparation for entry into a college level chemistry class. The class will cover the nature of chemistry as a science, and experimental methods. The strands that will be covered are: Atomic Theory, Theory of the Periodic Table, Theories of Chemical Bonding, Stoichiometry (including oxidation reductions), Gas Laws, Theories of Equilibrium (K_{eq} , K_w , K_a , pH), Energy Theories, and organic chemistry.

Environmental Science

A-G approved, Core and College-preparatory course

Environmental science offers students a real world opportunity to discover and understand principles of scientific methodologies, biology, and chemistry required to understand the interrelationships of the natural world. Students, working individually and in teams, participate in a series of hands-on experimental projects to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with this problems and to examine alternative solutions for resolving or preventing them. These projects provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences, students hone critical thinking, communication, collaboration, creativity and college readiness skills while learning key environmental science concepts.

Advanced Placement course also available.

Foreign Language

French I

A-G approved, Core and College-preparatory course

French I is an introductory course to the French language and francophone cultures. Students are introduced to thematic topics to allow them to begin to communicate in the four major areas: reading, listening, speaking, and writing. Through this study of a new language, students' understanding of the languages they know will be strengthened through frequent conversations about parts of speech, verb tense and agreement, and regular comparisons to English and Spanish.

French II

A-G approved, Core and College-preparatory course

This course is designed for students who have demonstrated ability, and motivation in French I. In this course, emphasis will be on the continued development of oral proficiency in a variety of common everyday situations with an added emphasis on writing and reading. An appreciation and understanding of the customs and culture of the people of the France and other French speaking countries will continue to be the main focus of this course. This course fulfills part of the A-G Foreign language graduation requirements.

French III

A-G approved, Core and College-preparatory course

French III is an advanced course conducted primarily in the target language that pushes students to expand their reading, writing, listening and speaking in French, as well as knowledge of francophone countries and cultures. Students improve on skills from the prior two years in order to more fluently express coherent ideas both verbally, and in writing, on a variety of topics including literature analysis and composition writing.

Spanish I

A-G approved, Core and College-preparatory course

This is an introductory course to language and culture of the Spanish-speaking countries. The focus is on all four language skills speaking, writing, reading, and listening with an introduction to culture. Students will learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures. They will use those skills to communicate in real life situations. Course is aligned to the World Languages Content Standards for California. The course is outline by the five areas for foreign language education: Communication, Content, Cultures, Structures and Setting.

Spanish II

A-G approved, Core and College-preparatory course

The Spanish 2 course is designed for high school students to advance their understanding from novice to intermediate after completing Spanish 1. In this course, students build on their skills with speaking, listening, reading and writing. The continuing development of these skills encourage students to communicate in target language about the topics of family and friends, foods, traveling, sports, daily routines, celebrations, technology, and health in multiple verb tenses. Students learn to speak in the preterite, conditional, imperfect, and subjunctive tenses. Students also continue to study culture in Spanish- speaking countries.

Spanish III

A-G approved, Core and College-preparatory course

This course was designed to enhance the student's knowledge of Spanish Language and Latin American culture. The course emphasizes advanced Spanish grammar, syntax, writing, reading, listening, and speaking skills. Students will be exposed to a variety of writings from Latin America authors. Students will read the novel *Las Hijas de Juárez*, by Teresa Rodriguez during the first semester. The main focus of the novel is to provide students an opportunity to hone and apply reading comprehension, listening/speaking skills, to deepen cultural awareness of social justice issues impacting women's rights in Juárez, Mexico. In re-creating and presenting an act from the play, students will promote awareness of the injustices that women are facing in the city of Juárez, Mexico to the rest of our school's student body. In the second semester, the focus will be Latin American fiction and poetry. Students are exposed to various writing genres incorporated in our textbook, *¡Ven conmigo!*, as well as a variety of poems by Pablo Neruda, Alfonsina Storni, and Nicolas Guillen (analyzing literary devices like tone, metaphor, simile, etc.). Students will analyze and critique poetry from Nicolás Guillén and will write their own poem using Guillén's writing style.

Advanced Placement course available for Spanish Language and Culture.

Visual and Performing Arts

Art History

A-G approved, Core and College-preparatory course

Art History is a full year art history course designed to help students develop critical thinking skills while developing an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other art media. Students will analyze major forms of artistic expression from the past through present and from various cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes an understanding of how and why works of art function in historical context, taking into account patronage, gender, culture, religion, events, politics and more. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

Graphic Design

A-G approved, Core and College-preparatory course

Graphic Design is a visual arts based course focusing on digital media used in the advertising industry. Through projects based on real world application the students use a variety of digital software. The Adobe Design suite, including Photoshop, Illustrator, InDesign, Dreamweaver and Flash are the main focus over the course of the year. Within these projects the students are introduced to the Elements and Principles of Design. These formal visual concepts are spiraled throughout the course and are applied to students work, as well as examples from the industry. Some examples include using Photoshop to create an original movie poster and graphics for online use. We use Illustrator to create original T-shirt designs. Using Google Sketch Up, we create

architectural designs. Flash is used to create animations to use online. The students create an online portfolio of their work, learning the basics of web design and professional presentation techniques.

Graphic Design II

A-G approved, Core and College-preparatory course

Graphic Design 2 is designed build on the skills and concepts introduced in Graphic Design 1. The skills developed in Photoshop and Illustrator will be explored more in-depth with the focus being on developing independent ideas and building a professional portfolio. Starting with gathering images, the students will focus on composition and strategies to take interesting pictures. These digital photographs will be used as a basis for a series of projects developing an understanding of the Elements and Principles of Design.

Integrated Arts I

A-G approved, Core and College-preparatory course

In Integrated Arts 1 students will learn the fundamentals of visual art. This class will provide a foundation introducing the Elements and Principles of art, art history, production, criticism, and aesthetics. This course is designed to establish a foundation of two dimensional and 3 dimensional art production. Our students will be expected to use this basic foundation throughout high school and beyond. The basic knowledge of two dimensional and three dimensional art will include a visual literacy about the Elements and Principles of Art, as well as the aesthetic, cultural, and historical context of a variety of artworks. In addition, students will explore the content areas of general art (California Art Standards creative expression, art criticism, art history, aesthetics and interdisciplinary connections). Students will have an opportunity to explore community-based art through the theoretical, exploration and practical application. In addition to exploring the aesthetic, historical, political and socio-cultural aspects of art, students will become community-based artist and will work collaboratively with other students and the community to plan and implement a public-based artwork.

Integrated Arts II

A-G approved, Core and College-preparatory course

Integrated Art 2 is designed for students who are seriously interested in the experience of art and are interested in the development of and understanding in the principles and elements of art. The course is also designed to encourage the development of original ideas. Students will develop a stronger understanding line, color, shape/form, texture, value, space, balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity. Students are required to investigate all three aspects of the portfolio which include Quality, Concentration, and Breadth. Students are expected to develop mastery in concept, composition, and execution of ideas. Students are encouraged to develop verbal and written literacy about their artworks. Students are encouraged to examine and discuss issues relevant to their artwork.

In class students will select how and what they would like to work with. Students will work on many diverse projects to ensure all final portfolios have individuality. In their Breadth category students will work on different concepts and approaches to demonstrate their versatility, thought, problem solving and creativity. These original ideas may also be used in their concentration section.

Students will be given homework; the assignments given will focus on how to produce art work that will go into their final portfolio. Students will also participate in class critiques, students will discuss their own work, in addition students will use new art vocabulary words to address art ideas, concepts and principles in the class room.

In the second semester students will decide what their concentration section will compose of. In this section students will develop a body of work that will investigate a theme or an idea. Students will work diligently to have their concentration well planned out.

In the development of the portfolio, students experience a variety of concepts, techniques and approaches designed to help artistic talent as well as their understanding of technique and the development of original ideas. Students will develop a body of work for their Concentration section of the portfolio, this section will investigate and idea/theme of personal interest to them.

Video Production I

A-G approved, Core and College-preparatory course

Video Production I will provide students with a basic understanding of storytelling on screen. Students will study the history of film, film genres, production process, filming techniques, industry vocabulary, and mise en scene.

Students will also learn to view film critically by studying the relationship between film and society and the effect of biases in film and television. Students will also practice the art of video production and become proficient in the basic skills of the video camera and video editing software while applying the fundamentals of design, composition, and thematic organization.

Students will ultimately produce various works reflecting the school and community, such as documentaries, news broadcasts, narrative short films, advertisement, and community service announcements. This course is a visual and performing arts elective, and will focus on artistry behind filmmaking alongside its technical aspects. Students will engage in regular reading, assignments, research, and writing as well as hands-on video production.

Advanced Placement courses available for Studio Art: Drawing and Studio Art: 2-D Design.

College-preparatory Electives

Creative Writing

A-G approved, Core and College-preparatory course

The overall purpose of the course is to study the components of fiction, such as dialogue, plot, character development, world building, and point of view through short stories, poetry, novel selections, and creative nonfiction. Students will analyze these features as different authors use them across a variety of genres. After thorough analysis (written and oral), students will work to develop a portfolio of authentic literary works of their own where they purposefully use each of these elements. Students will use these elements throughout their portfolios and will also submit multiple drafts, revise, and edit work in order to ready pieces from their portfolio for submission.

Creative Writing teaches students strategies and practice in the art of writing poetry, short stories, creative nonfiction, plays, and review. Students will explore the genres of fiction (science fiction, western, horror, romance, mystery, fantasy), graphic novels (aka comic books or manga), play writing, screenwriting, creative nonfiction, reviews (books, films, video games), and new media writing including blogging, tweeting, and hypertexting. The learning process and outcomes will emphasize the conventions of each genre, the writing process, and revision. We will use the writing workshop model for revision and critic.

Through large and small groups, students discuss the importance of word choice, tone, diction, review, voice, and style. Students will use the writing process (pre writing, drafting, peer editing, editing, proofreading, and publishing). Students will participate in close reading, writing exercises, mechanics, and grammar. Students will read works by published others to use as models.

Economics

A-G approved, Core and College-preparatory course

This course is designed to be an introductory course in micro- and macro-economics. Students will understand the concepts of supply and demand, government spending and taxes, international economics, and financial stock markets. Students will create reports on economic challenges and the effects of globalization. Students will argue which macroeconomic policy within the government is most effective. Students will gain an in-depth understanding of money and banking.

Environmental Justice

A-G approved, Core and College-preparatory course

Introduction to Sustainability is a year-long introduction to sustainable living from the individual level to society as a whole. Students will build upon ecological concepts learned in biology to examine how humans impact their environment and what can be done to ensure we live in harmony with the environment. Students will learn how ethics, economics, science, and politics integrate to create the environmental policies we live with. As a result, students will participate in actively changing their interactions to live more sustainable lives through laboratory activities, projects, and action research topics.

The purpose of this course is develop students' ability to analyze complex environmental issues, synthesize topics from both the sciences and social sciences, and develop sustainable solutions to environmental problems (i.e. land use, water availability, pollutions, sustainable agriculture, and developing sustainable energy). By integrating knowledge from multiple disciplines but with a central focus on the scientific principles of sustainability, students gain a better understanding of real world problems and an ability to create solutions.

Ethnic Studies

A-G approved, Core and College-preparatory course

The Ethnic Studies class is an interdisciplinary class that focuses on the history of African Americans, Chicana/os, Latina/os, Asian Americans, Native Americans and other ethnic groups. We will study each group historically in relationship to each other and in relationship to the history of the US. Through critical readings, class discussion, research projects, role plays, film, art, and writing students will have opportunities to develop a solid intercultural foundation to understanding race, cultural diversity, and movements for social justice in the US. This course will first highlight the historical legacy of ancient Meso-American Indigenous civilizations such as the Maya, Olmec, Toltec, Mexica (Aztec), Inca and ancient African civilizations such as Egypt, Nubia, Mali, Ghana, and others. We will then move forward to concentrate on a shared history of resistance to colonialism and slavery in Africa and the Americas. We will focus our research on cross cultural alliances and cooperation between Indigenous and African People in the past 500 years. The class will then investigate how during the 20th Century various leaders, and social movements comprised of different ethnic groups brought about change within the United States of America focusing our attention to the Civil Rights movement, Chican@ movement, Black Power movement, American Indian Movement, Women's rights movement, Asian-American Movement, Labor Movement, LGBTQ movement and other movements for social change. Students will then be asked to apply the history and strategies of the various civil rights and human rights movements of the U.S. to present day issues and concerns facing our local and global community. During the course we will be working every day on reading, writing, speaking, listening, research, communication, and presentation skills. We will read about history and we will study our own lives and family as a way to understand the world we live in. The final project of the year will ask the students to research a specific

problem in the local community, come up with solutions, and create and implement an action project to address it. These will be shared with families and community members.

In addition to rigorous reading assignments, contemporary information is drawn from student's life experiences, major newspapers, popular culture, culturally conscious musicians, and alternative media. Students will be asked to read a major newspaper weekly and to listen to the radio, including National Public Radio, Democracy Now, and KPFK 90.7 FM. The current information will allow us to see historical trajectories, contemplate social action, and make course material relevant.

Get Lit – Words Ignite

A-G approved, Core and College-preparatory course. Course adopted from **Get Lit - Words Ignite**.

Get Lit- Words Ignite is a deep dive into literacy that strengthens foundational skills through the use of classic poetry, response writing and performance. To fully develop students as readers, writers, and communicators, this course uses analysis, multi-genre writing and refined performance skills to help students synthesize and respond to poetic forms, universal themes, historical context and the effectiveness of literary devices. In this course, students will act as authors, performers and evaluators, to examine and apply how to share their story in a way that is engaging and impactful. This course uses classic poetry and response writing to create community that fosters self- confidence, identity, interpersonal skills, empathy, cultural activism and self- advocacy through the lens of literacy and public speaking.

Sociology

A-G approved, Core and College-preparatory course

Through this two-semester course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics for the first semester include society and culture, what is sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. In the second semester, students learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society.

School-based Electives

Chemistry Lab

This is an introductory course in the foundations of chemistry. This course covers the topics through in-depth explorations into the real-world applications of chemistry. Emphasis is on the development of critical thinking skills and problem solving. This course is project oriented, providing a hands-on environment for students to explore various chemistry concepts. This course is geared toward all students, providing a solid

grounding in chemistry for all, and an introduction to chemistry fundamentals for those who will pursue additional science courses.

Contemporary Global Issues

Pending A-G approval

This course explores the global nature of contemporary social change. It examines globalization as the master trend reshaping social life everywhere, while recognizing that social outcomes are shaped through interaction with other processes as well. This course is interdisciplinary, combining perspectives from sociology, anthropology, political science, economics and philosophy to explore the meanings of globalization and its central processes and institutional structures. It pays particular attention to the relationship between globalization, inequality and poverty, issues of gender, ethnicity, the environment, social justice, and human rights.

Film Studies

Pending A-G approval

Film Studies is structured to develop students' understanding of the impact of film across the world and throughout history. Students will become familiar with the basic terminology and elements of filmmaking and narrative structure to improve their critical thinking, as well as their ability to communicate critical responses to films. Through class demonstrations, hands-on assignments, and critiques, students will be exposed to concepts such as the aesthetic, compositional, technical, and sensory properties of film. In-depth study of several movements in film will broaden the student's knowledge of the medium's history and evolution. Students will analyze films and study filmmakers from various cultures and eras. They will apply the standards and language of art criticism when critiquing filmmakers' works.

History of American Music

Pending A-G approval

This course is an enjoyable and interesting way to expose students to new cultures as well as to teach a social history of America through music. The goals of this course are: cultural awareness, teaching history through musical expression, and helping students understand that artistic expression is directly influenced by events in society.

The course will enhance student's enjoyment and understanding of the music they may already know, as well as introduce them to less familiar styles and genres. They will develop critical listening skills and become more informed consumers of popular music. Also, students will better understand the relationship between cultural values, societal events and the art that is produced as a result. Students will critically analyze the history of this country as seen through the eyes of musicians. They will demonstrate the ability to think critically by the completion and presentation of various projects. This class is intended to help students think creatively and critically about American popular and folk music and to recognize the value and multicultural nature of American society with

respect to cultural diversity. Also, one of the goals is to open up students minds and ears in order for them to hear and appreciate America's incredibly deep well of music, past and present. Students will do this through a variety of multimedia tactics that include, films, keynote presentations, listening to recordings, lectures and live performances and demonstrations. During the course students will be tested in a variety of ways including papers and presentations to the class. A critical review of a live performance will also be required.

Holocaust & Human Behavior

Pending A-G approval

The Holocaust intensely depicts the fragility of democracy. Using the Facing History and Ourselves scope and sequence, students will examine how the aftermath of World War II left a ravaged Germany highly susceptible to the guiles of Hitler and the Nazi Party. As students analyze the transformation of the Weimer Republic into the Third Reich, they will assess the roles that silencing, propaganda, conformity and blind obedience have on the destruction of democracy. Students will be called to recognize universal themes of membership and exclusion, obedience and resistance, and judgment and memory through an analysis of the Holocaust and other cases of genocide. Parallels will be drawn to the importance of civic participation in their own communities, placing students at the center of history and calling them to consider the weight their choices carry in strengthening or diminishing the health of democratic society.

Leadership

The course covers topics about being a leader, leading with effectiveness, and establishing a positive school culture. Students work individually and in teams to develop and implement lessons on topics pertaining to the six school-wide character pillars: Trustworthiness, Respect, Responsibility, Fairness, Citizenship and Caring. Students also use these pillars to plan and execute school-wide culture-building programs and activities throughout the school year.

Marine Biology

This Marine Biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plants, protists, and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. The course is recommended as a science elective, particularly for students interested in marine and/or environmental studies.

Physical Education

CNHS No. 2 Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This course is specific for 9th grade students and incorporates components designed to master the physical fitness test student are required to take during their 9th grade year. Students will also master and be assessed on California health and physical fitness standards through a variety of physical activities and classroom learning experiences.

Physical Education II

CNHS No. 2 Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This course is an extension of the skills students acquired in their 9th grade Physical Education class. Physical Education II is designed to extend the depth of understanding and level of mastery of previously practiced skills and curriculum covered during the Physical Education course. Students will also master and be assessed on California health and physical fitness standards through a variety of physical activities and classroom learning experiences.

Prerequisite: Physical Education

Religion in Literature

The primary goal of this course is for students to acquire appropriate frameworks for engaging theological questions through the vehicle of literary analysis. Students will examine a variety of organizational structures in composing nonfiction writing and mastering the skills of matching purpose to structure. From cause/effect to comparison/contrast, students will collect a variety of organizational “tools” from which they can draw when composing their own written responses to various writing prompts. Through writing, students will synthesize multiple sources and genres of information to provide historical, biographical, and theological analyses of diverse texts.

Yearbook

Pending A-G approval

This project-based course is designed to provide practical, specific journalistic experiences with the main end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and

gain a respect and understanding of the viewpoints others hold. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

School-based Advisories

iConnect

An approximately 30-minute class designed to help students balance their academic load with your future goals. Students will have lessons on how to respond to bullying, harassment, and intimidation, coping with stress, time management, study skills, college readiness, goal setting, and grade calculation. More over the course is designed to forge a bond between students and the school community at large. Students are assigned to the same i-connect class for the duration of their stay at CNHS No. 2. The class is gender specific and a mix of 9th-12th grade students.

iGraduate

This course is designed to provide an understanding of the university preparation and application process, and to help students increase their college knowledge and readiness. Through the course, students will demonstrate knowledge of the university preparation and application process, demonstrate understanding of career opportunities and preparation for respective careers, demonstrate an understanding the financial options to pay for higher education, demonstrate an understanding the factors of college life and transition, and demonstrate confidence in written and oral expression.

Senior Seminar A

This course is designed to guide students through the college application process and to help students increase their college knowledge and readiness. Through the course, students will demonstrate knowledge of the university preparation and application process, demonstrate understanding of career opportunities and preparation for respective careers, demonstrate an understanding the financial options to pay for higher education, demonstrate an understanding the factors of college life and transition, and demonstrate confidence in written and oral expression.

Senior Seminar B

This course is designed to allow 12th grade students the opportunity to apply the skills and knowledge they have acquired over their time at the high school in a comprehensive project on a topic of their choosing. The goal of the class to showcase students' academic skills through the use of a project based learning experience. Student work is showcased in an exhibition at the end of the year and graded by multiple faculty and administrators.

Support & Intervention Courses

Learning Center 9-12

In this class students with IEP receive support services in their area of need that has been determined in the students' Individualized Education Plan document. This class is designed to extend the core classes of Math and ELA for students that require additional time to acquire the academic skill related to these classes. These classes are specifically taught by special education teachers.

Study Lab – Algebra I

Students are pre-selected for this class based off of diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Algebra I. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.

Study Lab – Algebra II

Students are pre-selected for this class based off of diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Algebra II. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.

English Language Development

This class is designed for differentiated levels of English Language Development. The class utilizes the Systematic ELD curriculum by EL Achieve, a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for adolescents. In the course, students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions, and then transfer these oral skills to academic writing. The course is designed to prepare the English Language Learner to acquire the prerequisite skills needed to reclassify as fluent English proficient by progressing through their designated ELD levels.

English Language Support Lab

This class is a supplemental support class for students who are concurrently enrolled in English Language Development and is designed to support students whom are new to the country and have little to no English speaking capabilities. This course will provide instruction in academic and professional language skills for non-native speakers of English. Emphasis is placed on development of integrated language skills for use in studying a particular content area. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular core content areas. Students set goals for life after high school and the teacher works to help link students in this class to services and education needed to realize these goals. Moreover, this class is designed for students new to the country and that have limited context and understating of the community they live in. Students gain knowledge of community resources, transportation systems, and other basic knowledge to assist them being successful in everyday life. Lastly, students are supported in core academic

classes, assignments are translated, instruction is supplements in native languages and content is reviewed in student's native languages (Spanish).

Curricular and Instructional Materials

English Language Arts	<p>Course Name: English 9 Textbook Name: Maus Textbook Author/Publisher: Art Spiegelman</p> <p>Course Name: English 9 Textbook Name: Of Mice and Men Textbook Author/Publisher: John Steinbeck</p> <p>Course Name: English 9 Textbook Name: Holt McDougal Literature Textbook Author/Publisher: Houghton Mifflin Harcourt Publishing Company</p> <p>Course Name: English 10 Textbook Name: Things Fall Apart Textbook Author/Publisher: Chinua Achebe</p> <p>Course Name: English 10 Textbook Name: Things Animal Farm Textbook Author/Publisher: George Orwell</p> <p>Course Name: English 10 Textbook Name: Life and Death of Julius Caesar Textbook Author/Publisher: William Shakespeare</p> <p>Course Name: English 11 Textbook Name: Mockingjay Textbook Author/Publisher: Suzanne Collins</p> <p>Course Name: English 11 Textbook Name: Fahrenheit 451 Textbook Author/Publisher: Ray Bradbury</p> <p>Course Name: English 11 Textbook Name: Literature: American Literature Grade 11 (Common Core Edition) Textbook Author/Publisher: Holt-McDougal</p> <p>Course Name: AP English Language Textbook Name: The Language of Composition: Reading, Writing, Rhetoric (2nd Edition) Textbook Author/Publisher: Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses</p> <p>Course Name: AP English Language Textbook Name: Barron's AP English Language and Composition (6th edition) Textbook Author/Publisher: George Ehrenhaft</p>
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	<p>Course Name: Expository Reading and Writing Textbook Name: Into the Wilde Textbook Author/Publisher: Jon Krakauer</p> <p>Course Name: Expository Reading and Writing Textbook Name: Between the World and Me Textbook Author/Publisher: Ta-Nehisi Coates/Penguin Random House</p> <p>Course Name: Expository Reading and Writing Textbook Name: Brave New World Textbook Author/Publisher: Aldous Huxley/HarperCollins</p> <p>Course Name: Expository Reading and Writing Textbook Name: Zoot Suit Textbook Author/Publisher: Luis Valdez/Arte Publico Press</p> <p>Course Name: Expository Reading and Writing Textbook Name: Hamlet, Prince of Denmark Textbook Author/Publisher: William Shakespeare</p>
Mathematics	<p>Textbook Name for each Math Course:</p> <ul style="list-style-type: none"> • Core Connections Algebra 1 • Core Connections Algebra 2 • Core Connections Geometry • Core Connections Pre-Calculus • Core Connections Calculus <p>Textbook Author/Publisher: College Preparatory Mathematics</p>
Science	<p>Course Name: Biology Textbook Name: Biology Textbook Author/Publisher: Miller & Levine</p> <p>Course Name: AP Biology Textbook Name: Biology In Focus (AP Edition) Textbook Author/Publisher: Campbell</p> <p>Course Name: Chemistry Textbook Name: Chemistry; Matter and Change Textbook Author/Publisher: McGraw Hill- Glencoe</p> <p>Course Name: Environmental Science Textbook Name: Environmental Science "Earth as a Living Planet" Textbook Author/Publisher: Botkin & Keller</p> <p>Course Name: AP Environmental Science Textbook Name: Environmental Science "A Global Concern" Textbook Author/Publisher: William Cunningham, Mary Ann Cunningham</p>

History	<p>Course Name: Ethnic Studies Document Titles/Authors: <i>A People's History of the United States</i> by Howard Zinn <i>Pedagogy of the Oppressed</i> by Paulo Freire <i>I Am Joaquin</i> by Rodolfo Corky Gonzalez <i>The Mighty Times: Children's March</i> (Teacher Curriculum) Film Titles: <i>Viva La Causa</i> <i>Walkout!</i> <i>Precious Knowledge</i> <i>13th</i></p> <p>Course Name: World History Textbook Name: World History Textbook Author/Publisher: McDougal Littell</p> <p>Course Name: US History Textbook Name: History Alive: Pursuing American Ideals Textbook Author/Publisher: Teacher's Curriculum Institute</p> <p>Course Name: AP US History Textbook Name: By the People: A History of the United States, AP Edition Textbook Author/Publisher: James W. Fraser</p> <p>Course Name: US Government Textbook Name: Government Alive: Power, Politics and You Textbook Author/Publisher: Teacher's Curriculum Institute</p> <p>Course Name: AP Government Textbook Name: Government in America Textbook Author/Publisher: Pearson</p> <p>Course Name: Economics Textbook Name: Naked Economics Textbook Author/Publisher: Charles Wheelan</p> <p>Course Name: Economics Textbook Name: Economics Alive: The Power to Choose Textbook Author/Publisher: Teacher's Curriculum Institute</p> <p>Course Name: Economics Textbook Name: Economics Principles and Practices Textbook Author/Publisher: McGraw Hill</p> <p>Course Name: Economics Textbook Name: Fast Food Nation Textbook Author/Publisher: Eric Schlosser</p> <p>Course Name: Sociology Textbook Name: Sociology: Concepts and Applications in a Diverse World Textbook Author/Publisher: Thomas J. Sullivan</p>
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Foreign Language	<p>Course Name: Spanish 1 Textbook Name: ¡Ven conmigo! Level 1 Textbook Author/Publisher: Holt, Rinehart, Winston</p> <p>Course Name: Spanish 2 Textbook Name: ¡Ven conmigo! Level 2 Textbook Author/Publisher: Holt, Rinehart, Winston</p> <p>Course Name: Spanish 2 Textbook Name: Cuentos Maravillosos Textbook Author/Publisher: Abby Kanter/ Pearson (Pearson)</p> <p>Course Name: Spanish 2 Textbook Name: Santitos Textbook Author/Publisher: Maria Amparo Escandon / Plaza & Janes Editores (Publisher)</p> <p>Course Name: AP Spanish Textbook Name: Temas Textbook Author/Publisher:</p> <p>Course Name: French 1 Textbook Name: D'accord 1 Textbook Author/Publisher: Vista Higher Learning</p> <p>Course Name: French 2 Textbook Names: (1) D'accord 1 and (2) D'accord 2 Textbook Author/Publisher: Vista Higher Learning</p> <p>Course Name: French 3 Textbook Names: (1) D'accord 2 and (2) D'accord 3 (excerpts) Textbook Author/Publisher: Vista Higher Learning</p>
Art	<p>Course Name: Integrated Arts 1 Textbook Name: Believing Is Seeing: Creating the Culture of Art Textbook Author/Publisher: Mary Anne Staniszewski. Penguin Books; 1st edition (January 1, 1995)</p> <p>Course Name: Integrated Arts 2 Textbook Name: Visual Literacy: A Conceptual Approach to Graphic Problem Solving</p>

	<p>Textbook Author/Publisher: by Judith Wilde (Author), Richard Wilde. Watson-Guptill (April 15, 2000)</p> <p>Course Name: AP Art</p> <p>Textbook Name: Art History First Edition, First Printing Edition</p> <p>Textbook Author/Publisher: Marilyn Stokstad, Harry N Abrams; First Edition, First Printing edition (December 1995)</p>
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Subject Area							
9th Grade		10th Grade		11th Grade		12th Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		World History A	World History B	U.S. History A	U.S. History B	Economics	U.S. Government
				AP U.S. History A	AP U.S. History B	AP U.S. Government & Politics A	AP U.S. Government & Politics B
English 9 A	English 9 B	English 10 A	English 10 B	English 11 A	English 11 B	Expository Reading & Writing A	Expository Reading & Writing B
				AP English Language & Composition A	AP English Language & Composition B	AP English Literature & Composition A	AP English Literature & Composition B
Algebra I A	Algebra I B	Algebra II A	Algebra II B	Geometry A	Geometry B	Pre-Calculus A	Pre-Calculus B
Algebra II A	Algebra II B	Geometry A	Geometry B	Pre-Calculus A	Pre-Calculus B	College Mathematics A	College Mathematics B
				College Mathematics A	College Mathematics B	Calculus A	Calculus B
				Calculus A	Calculus B	AP Calculus AB A	AP Calculus AB B
				AP Calculus AB A	AP Calculus AB B	AP Calculus BC A	AP Calculus BC B
		Biology A	Biology B	Chemistry A	Chemistry B	Environmental Science A	Environmental Science B
				AP Biology A	AP Biology B	AP Environmental Science A	AP Environmental Science B

Subject Area							
9th Grade		10th Grade		11th Grade		12th Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
French I A	French I B	French I A	French I B	French II A	French II B	French II A	French II B
Spanish I A	Spanish I B	French II A	French II B	French III A	French III B	French III A	French III B
		Spanish I A	Spanish I B	Spanish II A	Spanish II B	Spanish II A	Spanish II B
		Spanish II A	Spanish II B	Spanish III A	Spanish III B	Spanish III A	Spanish III B
				AP Spanish Language & Culture A	AP Spanish Language & Culture B	AP Spanish Language & Culture A	AP Spanish Language & Culture B
Art History A	Art History B	Art History A	Art History B	Art History A	Art History B	Art History A	Art History B
Graphic Design A	Graphic Design B	Graphic Design A	Graphic Design B	Graphic Design A	Graphic Design B	Graphic Design A	Graphic Design B
Integrated Arts I A	Integrated Arts I B	Graphic Design II A	Graphic Design II B	Graphic Design II A	Graphic Design II B	Graphic Design II A	Graphic Design II B
		Integrated Arts I A	Integrated Arts I B	Integrated Arts I A	Integrated Arts I B	Integrated Arts I A	Integrated Arts I B
		Integrated Arts II A	Integrated Arts II B	Integrated Arts II A	Integrated Arts II B	Integrated Arts II A	Integrated Arts II B
		Video Production A	Video Production B	Video Production A	Video Production B	Video Production A	Video Production B
				AP Studio Art: Drawing A	AP Studio Art: Drawing B	AP Studio Art: Drawing A	AP Studio Art: Drawing B
				AP Studio Art: 2-D Design A	AP Studio Art: 2-D Design B	AP Studio Art: 2-D Design A	AP Studio Art: 2-D Design B
Ethnic Studies A	Ethnic Studies B	Get Lit. Words Ignite. A	Get Lit. Words Ignite. B	Get Lit. Words Ignite. A	Get Lit. Words Ignite. B	Get Lit. Words Ignite. A	Get Lit. Words Ignite. B
Get Lit. Words Ignite. A	Get Lit. Words Ignite. B	Sociology A	Sociology B	Sociology A	Sociology B	Sociology A	Sociology B
Sociology A	Sociology B	Creative Writing A	Creative Writing B	Creative Writing A	Creative Writing B	Creative Writing A	Creative Writing B
Creative Writing A	Creative Writing B	Environmental Justice A	Environmental Justice B	Environmental Justice A	Environmental Justice B	Environmental Justice A	Environmental Justice B

Subject Area							
9th Grade		10th Grade		11th Grade		12th Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Physical Education A	Physical Education B	Physical Education II A	Physical Education II B	Physical Education II A	Physical Education II B	Physical Education II A	Physical Education II B
Leadership A	Leadership B	Leadership A	Leadership B	Leadership A	Leadership B	Leadership A	Leadership B
Marine Biology		Marine Biology		History of American Music	Contemporary Global Issues	History of American Music	Contemporary Global Issues
Religion in Literature	Get Lit. Words Ignite.	Religion in Literature	Get Lit. Words Ignite.	Holocaust & Human Behavior A	Holocaust & Human Behavior B	Holocaust & Human Behavior A	Holocaust & Human Behavior B
History of American Music	Contemporary Global Issues	History of American Music	Contemporary Global Issues	Film Studies A	Film Studies B	Film Studies A	Film Studies B
Film Studies A	Film Studies B	Film Studies A	Film Studies B				
Chemistry Lab	Marine Biology	Chemistry Lab	Marine Biology				
	Study Lab – Algebra 2		Study Lab – Algebra 2	Learning Center 11 A	Learning Center 11 B	Learning Center 12 A	Learning Center 12 B
	Study Lab - Algebra 1		Study Lab - Algebra 1	English Language Development A	English Language Development B	English Language Development A	English Language Development B
Learning Center 9 A	Learning Center 9 B	Learning Center 10 A	Learning Center 10 B	English Language Support Lab A	English Language Support Lab B	English Language Support Lab A	English Language Support Lab B
English Language Development A	English Language Development B	English Language Development A	English Language Development B				
English Language Support Lab A	English Language Support Lab B	English Language Support Lab A	English Language Support Lab B				

Instructional Methods & Strategies

The primary instructional methods and strategies implemented at CNHS No. 2 are described in our instructional frameworks for literacy across the content areas and math. In addition, the instructional staff create an academic environment grounded in inquiry-based instruction. This is facilitated through a variety of manners; however, the core, cross-curriculum and subject methods of engaging all students in this process is demonstrated through the use of small group instruction, visual exemplars, and project based learning that emphasizes student led instruction.

Literacy Framework

Our approach to literacy instruction, which is implemented across the content areas, is based on Mike Schmoker's "Authentic Literacy Template," which he described in his book *Focus* (2011). This instructional method features the following stages of an authentic literacy cycle: teaching vocabulary, setting the purpose for reading, teacher modeling of reading skills, guided and independent reading practice, text-based discussion, and writing. While this framework is new to the teachers of CNHS No. 2, we are striving to implement all of the aforementioned steps throughout the course of a week in all non-math classes.

Math Framework

Similarly, we have developed a Balanced Math Framework over the course of the past year and are striving to implement it in all math classrooms. The foundational instructional practices of this framework include: strategies to encourage and support student talk, collaborative groups, and a rich mathematical environment characterized by anchor charts, math word walls, and student work. These instructional practices are coupled with a strategic planning approach geared toward inquiry-driven instruction. Lessons are planned to support students' problem solving and inquiry within a given task. Teachers achieve this by setting the stage for effective collaborative problem solving, providing ample time and structures for this collaborative work to occur, and facilitating a student-led discussion and reflection of the task in order to solidify learning.

Small Group Instruction

Small group instruction, which teachers are working to norm across all content areas, can be seen in pockets throughout the school. We are working to make small group instruction a cornerstone of the instruction at Camino Nuevo High School No. 2 and we pride ourselves in embodying a dynamic blended inclusion model. This research-based instructional method of engaging with students has proven effective in a number of manners. Most importantly, this method of instruction allows for instructors to efficiently and with greater precision, differentiate student learning. They are able to do this by allowing for students that need extra practice with the material (whether due to general difficulty with the material, special learning needs, language needs, or simply

absence) to have that extra time and space without detracting too greatly from the class' pacing plan.

Furthermore, while that group is remediating, the instructor is given the opportunity to implement an enrichment activity that further enhances student understanding for those that have mastered the specific skill/concept being taught. This instructional method allows for more individualized student attention between the student and instructor, which has been proven to be important for all types of student learners, whether advanced or those that need specific assistance such as those that have a specific learning and language need. Since implementing this model of instruction, one can notice a notable upward trend of both student engagement and achievement across all content areas and all types of learners. One other noteworthy aspect to this model is the fact that it allows for the learner to focus on the task in a smaller and often times quieter learning environment. Anecdotally, it is also worth noting that the small group model of instruction has been effective in terms of decreasing feelings of alienation and stigma among students with special learning needs because they are often paired with students of different abilities. This is particularly true in times when small group instruction is paired with the next item to be discussed, project based learning.

Project-Based Learning

In order to effectively meet the needs of all learners, many instructors across content areas have implemented project based learning as a manner of engaging with all learners. This can be seen in activities ranging from creating a multi-dimensional poster, scripting their own play based on an issue, conducting research, or painting a mural. Like in the case of small group instruction, this is a research and data driven initiative that has proven, over time, to be an effective manner of allowing for all types of student learners (examples: visual, kinesthetic, auditory) to participate in the learning process. Furthermore, this method allows students to demonstrate both mastery and their understanding of course materials in a manner that best reflects their strengths as a learner. While there are certainly some non-negotiables in terms of standardized testing and common assessments being implemented in the standard essay or test format, these projects allow students to more fully invest in the course material. Camino Nuevo High School No. 2 strives to provide opportunities for students to “put themselves” (either their type of learning or their personal experience) into the work that they are producing. By combining and maximizing their strengths, students are able to produce work that they can truly call their own. Finally, this is an effective method of reaching all learners on campus for a couple of reasons. It both leverages and builds upon a student's strengths, which empowers them to take on more challenging tasks found within the unit or later on in the class. Second, it has been proven through research (and at CNHS No. 2) that students most effectively learn material when they are tasked “to create knowledge” and have opportunities to teach it to their peers.

Teachers and other staff members responsible for instruction go to great lengths to provide indicators for success for each standard and skill, using specific rubrics and exemplars towards which students should strive. Clear expectations and paths/guides to success are important for students to understand how best to achieve success on an assignment. Furthermore, by having this in place, students are able to advocate for themselves and the help that they need in order to understand the material, based on their particular needs and style of learning. This is because students understand what is expected of all students (example: English Language Learners and students with specific learning disabilities) and they are able to take the necessary steps for them to reach success and mastery. Project Based Learning is effectively and fully supported by both general education teachers and the RSP staff member that are assigned to each grade level. Both parties share ownership of all student learning, which means that all student needs are addressed and proper scaffolds will be created to assist students in reaching academic goals. By having these structures in place, the RSP staff and general education are able to fully assist students in mastering the content or skill.

Standards-Based Instruction

CNHS No. 2's curriculum is centered on the CA Common Core State Standards (CCSS) across all contents. Starting in the 2015-2016 school year, the school strategically integrated the Next Generation Science Standards, as well. Grade level teams work together to ensure that the CCSS for Informational text are successfully and explicitly integrated into science, foreign language, arts, and technical classrooms. In addition, the school's English Language Development curriculum, Systematic ELD which is utilized during Designated ELD instruction, is aligned to the 2012 California English Language Development Standards. The school will continue to broaden its use of the CA ELD standards across the instructional day as teachers and school leaders learn more about the standards in practice following the release of the English Language Proficiency Assessment for California (ELPAC), administered annually for the first time in February of 2018. The course catalog and the graduation requirements for CNHS No. 2 are aligned to meet the UC "A-G" requirements.

In order to ensure the school utilizes a standards based curriculum, CNHS No. 2 is committed to standards based grading, which evaluates students' level of mastery on specific standards rather than holistic grades. Teachers collaborate on creating rigorous rubrics that not only align with the CCSS, but also promote high level skill development to ensure college readiness. As CNHS No. 2 has moved from focusing on college access to college readiness, we have worked to ensure that all curriculum explicitly ties the standards to high expectations of student performance.

To further ensure faithful adherence to the CCSS, CNHS No. 2 has engaged in a rigorous process of developing departmental professional learning communities. As such, departments have been asked to focus on standards that contain essential college readiness skills and design common assessments across grade levels. The data from these assessments is then used to plan re-teaching strategies, create a vertically aligned curriculum, and discuss college readiness skills.

In addition to this work currently being done in all classrooms, CNHS No. 2 has developed a rigorous and competitive AP program that offers 10 distinct courses. These courses are aligned not only to relevant CCSS but also to college readiness standards as evidenced by the use of AP and university rubrics in the classrooms. Course syllabi are revised to ensure they reflect college readiness standards and are submitted to the College Board each year for approval.

Development of Technology-Related Skills and Use of Technology

Camino Nuevo High School No. 2 will strive to improve the literacy skills of its student population by providing technological exposure and access, which is found to have a critical link to literacy development. Working towards our mission and vision, students will have access to information, to other communities, and to resources through greater access to technology. Students and educators will use technology for many learning tasks. In turn, students will develop their ability to navigate computer based tests such as SBAC by developing related skills. Students will also be exposed to quarterly online Smarter Balances assessments. Students will take quarterly Smarter Balance IAB assessments to gain exposure to online testing platforms. A well-designed technological infrastructure will help to create a model 21st-century learning environment, encouraging students to learn efficiently in order to prepare to be part of a technologically-based workforce.

At Camino Nuevo High School No. 2 all teachers are equipped with a laptop computer. We also have mobile carts in every classroom and two computer labs available for student use. Students will continue learning about technology by using computers to engage in learning activities related to their current units of study. For example, the use of Achieve 3000 will strategically support student interface with social media, online expository texts and polls. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from 3 to college, and in Spanish. As part of their advisory curriculum, students will learn keyboarding and office software programs. Further, Contemporary technology, including the use of tablets, will ensure students are meeting Common Core Standard expectations in this area.

Graduation Requirements

Historically, CNHS No. 2's graduation requirements met and exceeded the national and state standards as well as the A-G requirements of admission into the University of California and California State University. However, to make the rigor of our program even more explicit, the graduation requirements for the class of 2021 and beyond will be as follows:

CNCA Proposed Minimum Required Coursework for Graduation			
Courses	Grade Type	Number of Courses	Credits****
A-G Courses	C or higher	33 semesters	165
		(16.5 year long-classes)	
I-grad & Senior Seminar	C or higher	3	30
Electives*	C or higher	15 semesters	75
Internship**	1 completed	1	5
Service Hours***	40 hours		5
College Application Completion	At least four college applications must be submitted		
			280
*For students transferring in, the minimum grade requirement for transferrable elective credits will be determined on a case by case basis.			
** An internship must be completed for all CNCA High School students who attend CNCA high school beginning in ninth grade			
*** 10 hours per year enrolled in a CNCA High School			
**** In exceptional instances, such as newcomers beginning in 11th grade, the minimum number of credits required for graduation might be reconsidered, contingent on approval by CEO.			

The table below outlines CNHS No. 2's A-G requirements, which exceed the minimum UC/CSU requirements.

Subject	Camino Nuevo HS No. 2	UC/CSU Requirements	LAUSD
A. Social Sciences World History, U.S. History, U.S. Government	2.5 years	2 years	2 years
B. English English 9, English 10, English 11, English 12/Expository Reading and Writing	4 years	4 years	4 years
C. Mathematics Algebra I, Algebra II, Geometry, Higher Level Mathematics	3 years 4 recommended	3 years 4 recommended	2 years
D. Laboratory Science Biology, Chemistry, Environmental Science, Physics	2 years 3 recommended	2 years 3 recommended	2 years
E. Foreign Language Two years of same language other than English or equivalent to the second level of high school instruction	2 years 3 recommended	2 years 3 recommended	2 years
F. Visual and Performing Arts Integrated Arts, Graphic Design, Contemporary Art, Video Production	1 year	1 year	1 year
G. College-Preparatory Elective Any additional year in Subjects A-F (Subject F Only if it is Level II)	2 years	1 year	1 year

College/Career Indicator

CNHS No.2 ensures all students meet and/or exceed the “Prepared Level” for the California College/Career Indicator Performance Levels through a multitude of course offerings, supports, and targeted graduation requirements. CNHS No.2 offers eleven advanced placement classes. With this number of AP course offerings, students at CNHS No.2 have the opportunity to engage in at least one AP course and subsequent test while attending the school. Students are highly encouraged to take at least one AP course throughout their four years at CNHS No.2. Moreover, the school holds an annual AP fair to build a positive school culture around Advanced Placement classes. To graduate, Students at CNHS No.2 must complete University of California A-G criteria requirements. To ensure students complete these rigorous graduation requirements, the school closely supports and monitors student course matriculation by ensuring a 240 to 1 student to college counselor ratio. This students to counselor ratio is less than half that of the average in the state of California, 500 to 1. Lastly, ELA and Math curriculum at CNHS No.2 is aligned to CCSS for ELA and Math so that students achieve high marks of these assessments.

Intervention and Credit Recovery

- Students with *fails* in A-G classes must retake those courses to meet minimum graduation requirements. Fails will stay on students' historical transcripts and be included in their GPA, along with the grade for the repeated credit. Students with a history of incompletes or fails will be carefully placed in classes that meet their current and historical credit needs.
- Students with current I's and F's are required to attend service learning, academic and college trips and may not stay back to get caught up on work.
- CNHS No. 2 will ensure a robust summer school program designed to offer students an opportunity to engage in credit recovery classes and provide students with remedial classes to help them better access core content.
- CNHS No. 2 has allocated funds to provide students with online classes that can aid in the credit recovery process. While these classes are an option, the school takes great care in assigning these classes for students based on individual student's ability to succeed in this more independent learning format.
- Students transferring into CNHS No.2 meet with college counselor and/or an administrators to determine courses that will allow students to meet graduation and college entrance requirements.
- Transcripts of students who transfer to CNHS No.2 are reviewed by the college counselor before student is enrolled in classes. Previous course work is checked for accreditation and a-g alignment. Students are then enrolled in the appropriate classes that will ensure graduation and college access.

WASC Accreditation

On May 1, 2017, CNHS No. 2 received six-year WASC accreditation through June 2023.

Parent Notification of Transferable Courses

CNHS No. 2 serves high school students in grades 9-12 and meets UC/CSU course entrance requirements. The transferability of CNHS No. 2 courses, due to their A-G alignment and the school's WASC accreditation, is explained to parents as they learn about the A-G coursework alignment during student recruitment, student enrollment, and during the beginning of each school year when course requirements and their A-G alignment are communicated through the distribution of our family handbook. The student/family handbook and the enrollment contract is signed by each student and parent, and is offered digitally and in hard copy to our families in both English and Spanish. If a student decides to transfer out of CNHS No. 2, a school administrator can review the courses that transfer to the relevant A-G credit(s) with the family. College counselors ensure nearly all classes offered at CNHS No. 2 undergo the A-G approval process so that students exiting the school leave with the maximum amount of A-G accredited classes and can enroll in classes at their receiving school that will facilitate college access. Students transferring out of CNHS No. 2 are provided with copies of multiple official transcripts so to ensure the receiving school has the information

necessary to enroll the exiting student into college ready classes. The school is WASC accredited ensuring all A-G approved classes are acceptable for use in the college application process.

Transitional Kindergarten

N/A

Academic Calendar and Schedules

July 2018

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
			NT	NT	NT	
5	6	7	8	9	10	11
	NT	SD	SD	SD	SD	
12	13	14	15	16	17	18
	X	X	S	X	X	
19	20	21	22	23	24	25
	X	X	S	X	X	
26	27	28	29	30	31	
	X	X	S	X	X	

September 2018

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	H	X	S	X	X	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	X	X	S	X	M	
23	24	25	26	27	28	29
	X	X	S	X	X	
30						

October 2018

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	X	X	S	X	X	
7	8	9	10	11	12	13
	X	X	S	X	X	
14	15	16	17	18	19	20
	X	X	S	X	X	
21	22	23	24	25	26	27
	X	X	S	X	M	
28	29	30	31			
	SD	X	S			

November 2018

Su	M	Tu	W	Th	F	Sa
				1	2	3
				X	X	
4	5	6	7	8	9	10
	X	X	S	X	H	
11	12	13	14	15	16	17
	X	X	S	X	X	
18	19	20	21	22	23	24
	X	X	M	H	H	
25	26	27	28	29	30	
	X	X	S	X	X	

December 2018

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	X	X	S	X	M	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	H	H	H	H	H	
23	24	25	26	27	28	29
	H	H	H	H	H	
30	31					
	H					

January 2019

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
		H	S	X	X	
6	7	8	9	10	11	12
	X	X	S	X	X	
13	14	15	16	17	18	19
	H	X	S	M	M	
20	21	22	23	24	25	26
	SD	SD	SD	X	X	
27	28	29	30	31		
	X	X	S	X		

February 2019

Su	M	Tu	W	Th	F	Sa
					1	2
					X	
2	3	4	5	6	7	8
	X	X	S	X	PTF	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	H	X	S	X	M	
23	24	25	26	27	28	
	X	X	S	X	X	

March 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	X	X	S	X	SD	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	X	X	S	X	M	
23	24	25	26	27	28	29
	H	H	H	H	H	
30	31					
	H					

April 2019

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	X	SD	S	X	M	
7	8	9	10	11	12	13
	X	X	S	X	X	
14	15	16	17	18	19	20
	X	X	S	X	X	
21	22	23	24	25	26	27
	X	X	S	X	X	
28	29	30	31			
	X	X	S			

May 2019

Su	M	Tu	W	Th	F	Sa
		1	2	1	2	3
		X	X	X	X	
4	5	6	7	8	9	10
	X	X	S	X	M	
11	12	13	14	15	16	17
	X	X	S	X	X	
18	19	20	21	22	23	24
	X	X	S	X	X	
25	26	27	28	29	30	
	H	X	S	X	X	

June 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	X	X	S	X	X	
9	10	11	12	13	14	15
	X	X	S	M		
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

8/13/2018 First Day of School
6/13/2019 Last Day of School

Holidays:

7/4/2018	4th of July Observed
9/4/2018	Labor Day
11/10/2018	Veteran's Day
11/23/2018-11/24/2018	Thanksgiving Break
12/18/2108-12/29/2018	Winter Break
1/1/2019	New Year's Day
1/15/2019	Martin Luther King Jr. Day
2/19/2019	Presidents Day
3/26/2019-3/30/2019	Spring Break
5/28/2019	Memorial Day
Other:	
3/7/2019	Success Conference
2/7/2019	MOY Retreat

Q1:	8/13/2018 - 10/26/2018	SD 10/29/2018	PT Conference 11/7/2018 - 11/9/2018
Q2:	10/29/2017 - 1/18/2019	SD 1/21/2019	PT Conference 1/31/2019 - 2/2/2019
Q3:	1/21/2019 - 3/21/2019	SD 4/2/2019	PT Conference 4/11/2019 - 4/13/2019
Q4:	4/1/2019 - 6/13/2019		

of Instructional Days

Q1:	53	28%
Q2:	45	24%
Q3:	39	21%
Q4:	53	28%
Total:	190	100%

	X	S	M	SD	Total Inst. Days	Total Work Days
Jul	0	0	0	0	0	0
Aug	12	3	0	4	15	19
Sep	14	4	1	0	19	19
Oct	16	5	1	1	22	23
Nov	15	3	1	0	19	19
Dec	7	2	1	0	10	10
Jan	12	4	2	3	18	21
Feb	14	4	1	0	19	19
Mar	10	3	1	1	14	15
Apr	16	5	1	1	22	23
May	18	4	1	0	23	23
Jun	6	2	1	0	9	9
Total	140	39	11	10	190	200

Sample Daily Schedule

The 2017-18 daily schedule shown below is a sample daily schedule the school intends to use for the duration of this charter term.

12th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	12 th	French 3	Economics
3/4	9:30-10:55	12 th	College Mathematics	Environmental Science
iC/CD	11:00-11:35	12 th	i-connect	
Lunch	11:35-12:15	12 th	Lunch	
5/6	12:20-1:45	12 th	Expository Reading and Writing	AP English Literature and Comp.
7/8	1:50-3:15	12 th	Creative Writing	Senior Seminar

11th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	11 th	English 11	Chemistry
3/4	9:30-10:55	11 th	Geometry	US History
iC/CD	11:00-11:35	11 th	i-connect	
Lunch	11:35-12:15	11 th	Lunch	
5/6	12:20-1:45	11 th	Integrated Arts I	English Language Development
7/8	1:50-3:15	11 th	Learning Center	i-Graduate 11

10th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	10 th	English 10	French 2
3/4	9:30-10:55	10 th	Geometry	World History
iC/CD	11:00-11:35	10 th	i-connect	
Lunch	11:35-12:15	10 th	Lunch	
5/6	12:20-1:45	10 th	Biology	Pre-Calculus
7/8	1:50-3:15	10 th	History of American Music	i-Graduate 10

9th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	9 th	Algebra 1	Physical Education
3/4	9:30-10:55	9 th	Spanish 1	Ethnic Studies
iC/CD	11:00-11:35	9 th	i-connect	
Lunch	11:35-12:15	9 th	Lunch	
5/6	12:20-1:45	9 th	English 9	English Language Development
7/8	1:50-3:15	9 th	Creative Writing	i-Graduate 9

Instructional Day 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	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250
10	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250
11	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250
12	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250

Staff Recruitment and Selection Process

CNHS No. 2 seeks a group of professionals committed to our mission—that all students will become literate, critical thinkers with sensitivity to the world around them and the desire to be agents of social justice. In addition, the teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek tenacious and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff who personalize their services with absolute customer service. Each Camino Nuevo Charter Academy campus selects its own staff. All candidates undergo a thorough hiring process led by the school administrators. The hiring process helps to ensure that the candidate and school are well-matched.

Camino Nuevo High School No. 2 recruits through announcing openings and encouraging candidates at various locations, such as: Edjoin website, local universities recruitment fairs, LinkedIn, partnerships with LMU, CSUDH, & USC, 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.

CNHS No. 2 Professional Development

CNHS No. 2 is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, “professional learning communities are indeed the best form of staff development. In a five-year period where Adlai Stevenson High School made immense achievement gains, not a single external staff development initiative was launched. Their gains were the result of internal expertise, shared and refined by groups of teachers” (*Schmoker, 2006*). CNHS No. 2 firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment.

Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. “Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools” (DuFour and Eaker, 2004). Therefore our vision for support and development at CNHS No. 2 defines our professional culture and ensures a powerful adult learning community focused on academic excellence:

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

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

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

To hold high expectations for each other, all members of CNHS No. 2 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 CNHS No. 2's core professional development foci. In 2017-2018, the organizational-wide focus areas for professional development are: Common Core through Authentic Literacy, Conceptual Math, Effectively Serving English Learners, Whole Child, Restorative Justice, Partnering with Families, and Data Analysis and Response. With these foci and data in mind, the principal crafts a yearlong PD calendar that is unique to CNHS No. 2. The annual scope and sequence is reviewed by the Chief Learning Officer in consultation with the Home Support Office team members to ensure high levels of quality and alignment. Home Support Office staff are activated to facilitate professional development with the site Principal, as appropriate. Although the focus of CNHS No. 2 professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations are also scheduled for all-school staff.

The topics for the professional development for the 2018-2019 school year might shift as we respond to our school's needs; the topics are determined based on teacher need, end-of-school-year student achievement data, and progress toward our school-wide goals. Our school-wide goals are centered around school culture and instruction, more specifically creating a culture of academic scholarship, focusing on authentic literacy in all content areas, and implementation of new guaranteed and viable curriculum in mathematics courses. We project that we will be continuing the work within our professional learning communities to refine curriculum and pacing so it is literacy-rich, guaranteed, and viable. In addition to instruction-focused PD, additional topics for PD include restorative justice and standards based grading

The format of CNHS No. 2 professional learning community (PLC) is defined by five key structures:

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

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

2. Classroom Walk-Throughs (CWT): The UCLA School Management Program developed this process to provide teachers and leaders the opportunity to observe and have conversations about what is happening in classrooms, so teachers can make change in the classroom and increase student achievement. CNHS No. 2 leaders conduct classroom walkthroughs monthly to collect data around school-wide instructional trends. Teachers are included in CWTs on a quarterly basis to promote shared accountability and transparency of practice across all grades. The observational data gathered in CWTs is used to develop next steps for professional development and coaching.

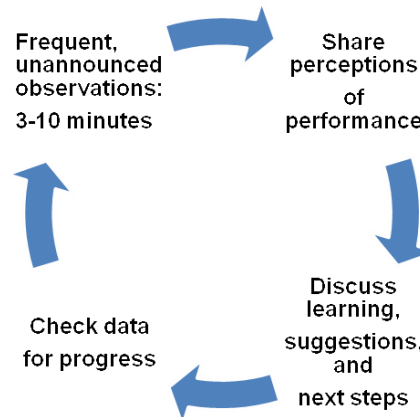
3. Coaching Model: At CNHS No. 2, administrators are required to be true instructional leaders who are present and involved in teachers’ instructional practice. At CNHS No. 2, we strive to harness the collective power of collaboration by opening up our doors and our dialogue to build professional relationships that help all students meet the standards. We believe that professional growth is dependent upon creating a “feedback rich” culture that creates and sustains high performance. Teachers and leaders value the coaching model as an opportunity for regular opportunities for observation, feedback, reflection, and eventually, improvement.

The Principal and three Assistant Principals act as instructional coaches for all classroom teachers. The Dean of Culture coaches teacher assistants and elective teachers. Coaches typically oversee 8-10 teachers each. Instructional coaches observe in classrooms once a week for new or struggling teachers, or every other week for experienced teachers for 15-20 minutes. The Dean observes bimonthly as well. Subsequently, coaches and teachers meet once a week or every other week for one hour to debrief, analyze student work, and plan together.

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

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

The learning loop cycle below outlines the essential elements of the model and frames our coaching conversations with teachers (*Schmoker, 2006*).



4. In-House Professional Development: CNHS No. 2 provides extensive professional development opportunities to our teachers, administrators, and staff. Seven full professional development days are calendared each year, during instructional leaders guide teachers in learning and applying new approaches to curriculum planning, instructional strategies, and assessment. Professional development is also embedded into the work week through weekly early-release Wednesday sessions dedicated to ongoing adult learning. All teachers participate in these two hour sessions.

One Wednesday PD of each month is allocated for rotations (teachers rotate within 3-4 mini sessions). A significant portion of professional development sessions are dedicated to content area collaboration as outlined above. The remaining meetings are commonly “new learning” sessions facilitated by site leaders, internal experts, or outside consultants to build teachers’ collective capacity in core school-wide expectations. These sessions are typically utilized for new initiatives or curricular frameworks, such as Common Core, ELD curricula, and Readers Workshop structures.

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

The Home Support Office of Camino Nuevo Charter Academy has developed an extensive professional learning community for administrative leaders as well. School leaders come together for a monthly meeting with leaders across the Camino Nuevo Charter Academy network to share best practices, engage in case studies, and develop collaborative action plans for key growth areas. In addition, Principals, Assistant

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

5. Teacher Leadership: CNHS No. 2 established Instructional Cadres, which are comprised of teachers and leaders and are focused on initiatives related to teaching and learning, as well as initiatives focused on the socio-emotional support needed to maximize learning. Sample Cadre projects include the school's Technology Initiative and Restorative Justice practices. Teachers in the Teacher Leadership Cadre meets once or twice a month to collaborate and plan for capacity building opportunities. These are essential school-wide practices that support the teaching and learning process. The Cadre experience provides teachers with ongoing leadership development which strengthens their craft, and a valuable sense of ownership of school programs.

Teacher Orientation and Induction

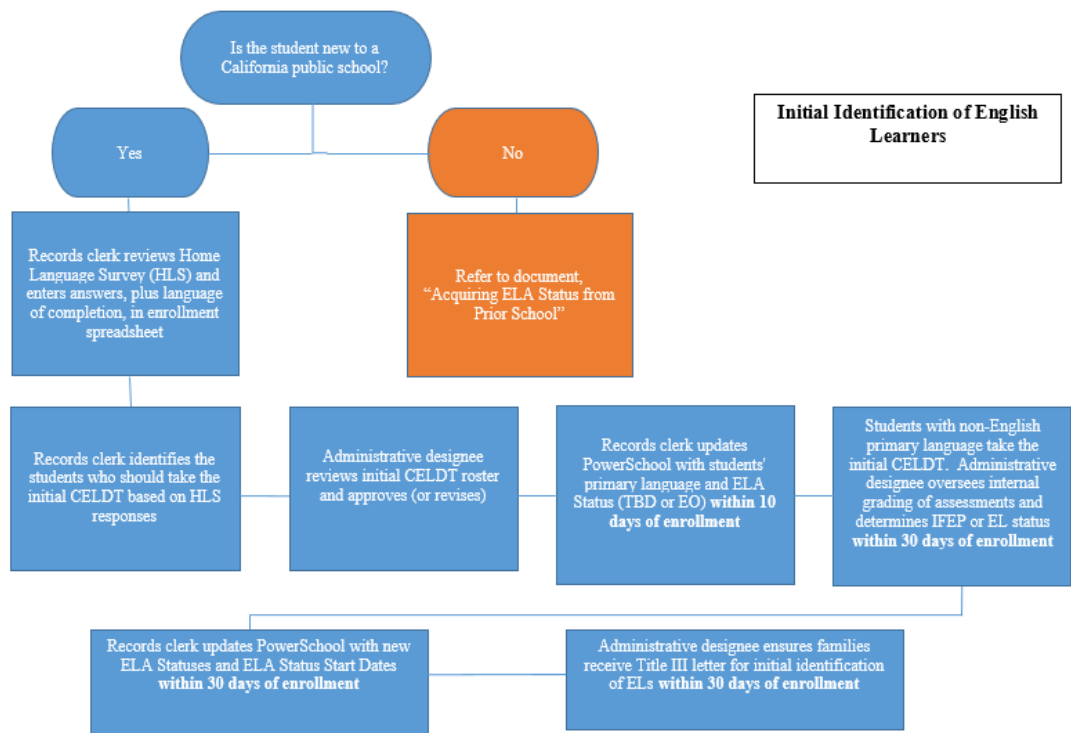
Teachers new to CNHS No. 2 participate in a mandatory 4-day new teacher orientation in August before all teachers return for school-wide professional development. During the orientation, new teachers learn the essentials of CNCA's approach, as well as CNHS No. 2's specific information such as the academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school's partnership with parents, professional expectations and safety procedures. Teachers who are in their first and second year of BGDI are supported by an advisor on-site.

Following New Teacher Induction, both new and existing faculty come together for four days before school begins to revisit the school's vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year.

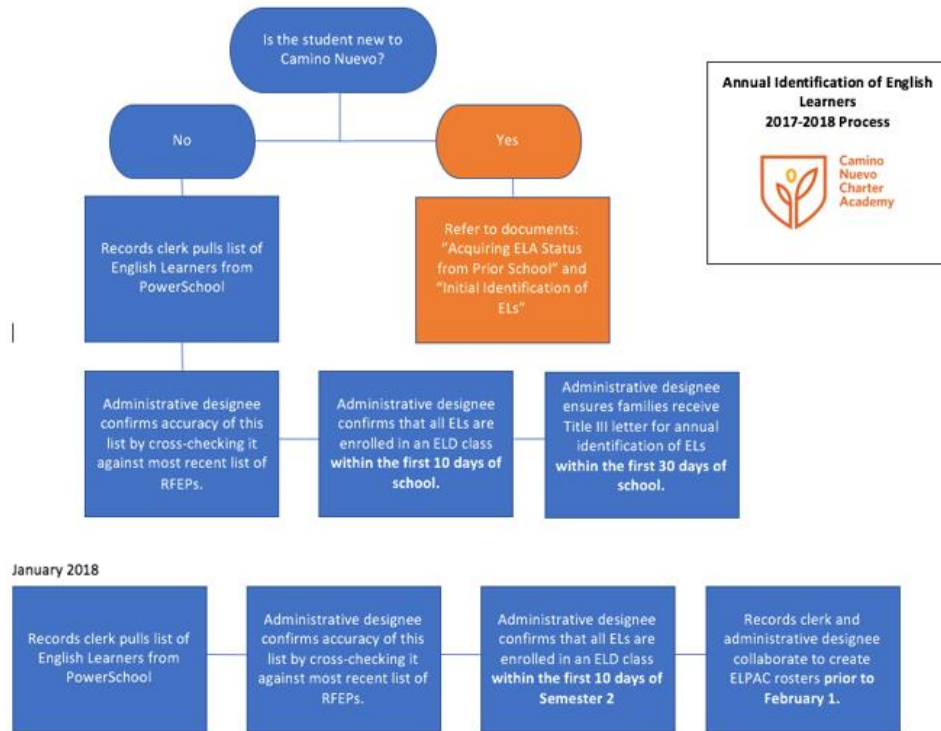
Meeting the Needs of All Students

English Learners

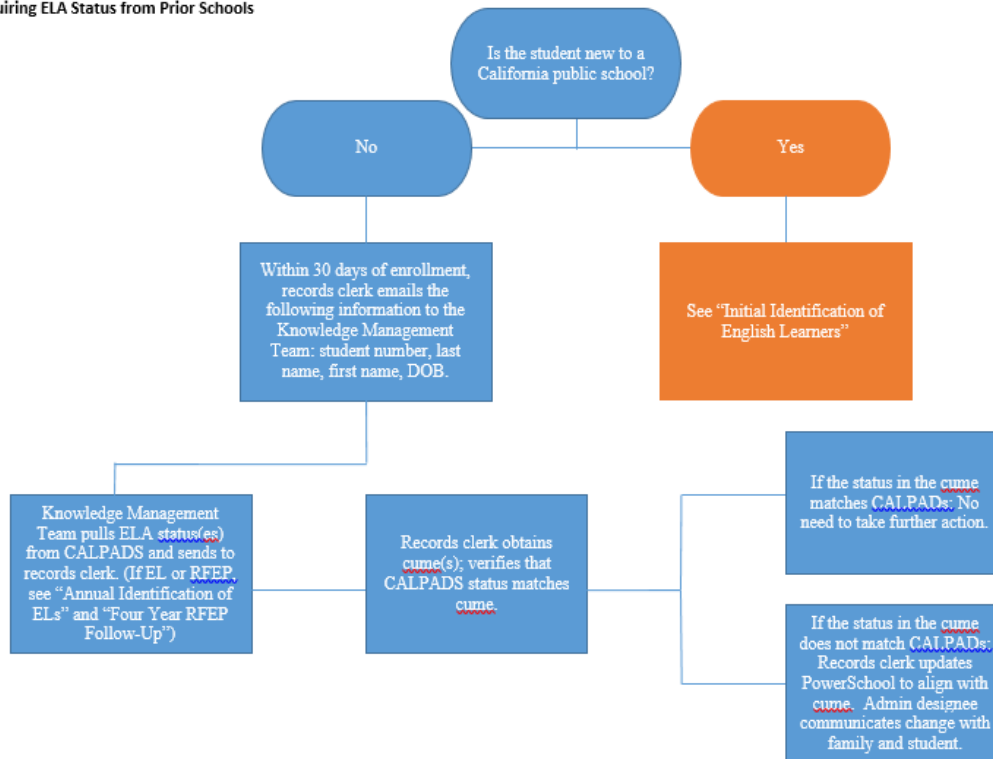
CNHS No. 2 will continue to implement the EL Master Plan for Camino Nuevo Charter Academy. As described in the Master Plan, CNHS No. 2's process for identifying English Learners varies depending on whether the students are new to a California public school, new to Camino Nuevo Charter Academy, or a returning student. These processes are described in the charts that follow:



Camino Nuevo Charter Academy
English Learner & Reclassification Processes
2017-2018



Acquiring ELA Status from Prior Schools



Once English Learners have been identified, they are placed into an English Language Development class for Designated ELD instruction. Based on extensive research into effective programs, Camino Nuevo Charter Academy adopted a data-based methodology for teaching English Language Development, called Systematic ELD. This framework was identified by teachers and leaders at the Camino Nuevo Charter Academy Burlington Campus during the 2008-2009 school year, adopted by them in the 2009-2010 school year, and then spread to other campuses in the subsequent years.

Based on the work of Susana Dutro and EL Achieve, Systematic ELD is a framework that initially attracted, and continues to attract, CNCA educators because of its unique features:

- Students are grouped and taught at their assessed ELD proficiency level by fully credentialed teachers at least three times a week at the high school level;
- Students are explicitly taught forms and functions of language, which the framework writers paced out across the levels of language development and aligned to the California ELD standards 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, but need for academic and social life; and
- Students use oral and written language in meaningful contexts.

In order to meet the needs of all students with academic language needs, teachers design ELD lessons that have clearly stated language objectives designed to “build into and from content instruction” (*Tariba, 2014*). As described in the subsequent pages of this section, teachers utilize a gradual release model to:

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

Curriculum and Assessment

CNHS No. 2 teachers draw from Sample Unit Instructional Maps and function pages within the Systematic ELD Handbook to backwards plan Designated ELD units that lead students toward the completion of a worthwhile cognitive task that is aligned to the language students need in other parts of the instructional day (i.e., in history, English, science, math, or an arts class). These units are aligned to the California ELD standards, as are the assessment tasks described below. It is through the grading and analysis of these assessments that ELD teachers ensure that English Learners are making adequate progress toward mastery of the ELD standards.

Daily	Weekly	Unit (every 4-6 weeks)	Summative (end of each semester)
<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 – created by the teacher to assess students’ ability to synthesize the language learned during the week into a brief, performance task that is grade-level and developmentally appropriate (i.e., the task is as cognitively rigorous as any other high school-level task would be) 	<ul style="list-style-type: none"> • Unit Assessments – created by the teacher to assess students’ ability to synthesize language learned during the unit into an extended, performance task that is grade-level and developmentally appropriate (i.e., the task is as cognitively rigorous as any other high school-level task would be) 	<ul style="list-style-type: none"> • Benchmark assessments by grade-span and proficiency level, created by CNCA teachers and leaders

In addition to using data from the internal assessments described above to monitor student progress and drive instructional decisions, teachers at CNHS No. 2 have historically used results from the CELDT to tailor instruction to student needs. For example, through an analysis of subtest results, ELD teachers identified that a common low-scoring domain for their students was Reading. As a result of this, they adapted their lesson structure to include guided and independent reading fluency and comprehension work on a regular basis. Camino Nuevo Charter Academy educators are committed to data-driven instruction and will use ELPAC results in a similar way when appropriate.

Daily Instruction

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

I. Gradual Release of Responsibility

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

II. Visual Supports

Observers in a Designated ELD classroom at CNHS No. 2 should notice ample visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support. Teachers model how students might use these visuals during oral and written practice, as well as support students toward independent language production without the use of a scaffold.

III. Structured Language Practice

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

IV. Written Application Tasks

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

Meaningful Access to the Core Curriculum

In order to ensure that English Learners achieve parity with their non-English Learner peers, Camino Nuevo Charter Academy provides 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." 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. Virginia Collier, a professor of bilingual education, states, "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." Given that meeting the criteria for reclassification does not necessarily indicate that one has achieved "deep academic (language) proficiency," Camino Nuevo Charter Academy provides Integrated ELD to all students in an effort to achieve this goal. This approach is also supported by the research related to the vocabulary gap between low and upper income children. As of the 2015-2016 school year, 97% of our students qualified for free and reduced price lunch. 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*). As such, we believe that all students we serve benefit from and should therefore receive Integrated English Language Development.

Daily Instruction and Assessment

Teachers' planning prepares them to implement the following common Integrated ELD practices throughout the instructional day:

Vocabulary Instruction

Teachers engage in a prioritization process which 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 the word represents. Teachers define less important or easily understood words 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. They are given sentence frames with the word already embedded and then are asked to insert the word into less scaffolded sentences.

Most importantly, the words that have been selected for in-depth study are re-visited and students are required to use them in writing and conversation to ensure that they develop 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 implement additional visual supports to ensure that English Learners can access content instruction. These include:

- pictorial input charts
- anchor charts with key concepts and processes defined in pictures and words
- graphic organizers that help students visually display information, such as Thinking Maps
- word 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. However, this oral practice must be well structured in order to be effective. As such, teachers teach and implement Structure Language Practice routines, or SLPs. These routines provide students with a structured time to practice the vocabulary and grammatical structures that characterize the academic 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.

Sentence Frames and Sentence Starters

To help students perform the language function necessary to accomplish an oral or written task, teachers provide students with written sentence frames and sentence starters. An example of a sentence frame for cause and effect language is: *As a result of* _____ (past tense verb phrase: cause), _____ (past tense verb phrase: effect). Another example is: _____ due to the fact that _____. Both examples are sentence frames in that they support students with the completion of an entire sentence, whereas sentence starters only support students in beginning a sentence. However, as exemplified above, even sentence frames can vary in the amount of support they provide students, with the first

example being more supportive than the second. Teachers use their knowledge of students' developmental and language needs to determine which type of sentence frame to use and whether to post it or to share it orally. No matter the type of frame used, teachers always spend time introducing the frame to students, teaching them how to use it, and practicing it before they expect students to use it independently.

Process for Annual Evaluation of the EL Program

The administrators of CNHS No. 2 meet with members of the Learning Group from Camino Nuevo Charter Academy's Home Support Office on a regular basis in the form of Quarterly Data Meetings. These Data Meetings, which are held at the end of each quarter of the academic year, are opportunities for school site and organizational leaders to collectively evaluate the effectiveness of the entire educational program, including the English Learner Program. During these meetings, leaders analyze a wide range of EL performance data, including CELDT/ELPAC scores, Lexile scores, Smarter Balanced Interim Assessment Block scores, course grades. They also analyze whole child data points such as attendance and suspensions. This holistic portrait of English Learner performance allows leaders to synthesize programmatic strengths and weaknesses, as well as determine whether members of the following subgroups are in need of additional support:

- English Learners, especially Long-Term English Learners (LTELs) and students At Risk of Becoming LTELs
- Reclassified students, especially those who reclassified within the previous four school years

CNHS No. 2 leaders and Home Support Office staff also analyze performance data of reclassification candidates in order to ensure that all students who are ready or close to ready to reclassify are able to do so within the subsequent cycle. For example, students who are meeting all criteria but one are explicitly identified and targeted for intervention support, if needed, in order to ensure that they meet the missing criterion and reclassify swiftly.

Quarterly Data Meetings are followed by strategic planning time for the site leadership team members to take into account recommendations from the Home Support Office, as well as their own ideas for programmatic adjustments. By engaging in annual strategy plan writing, and adjusting these plans on a quarterly basis based on the results of student achievement data, leaders at CNHS No. 2 ensure that data is not collected to simply sit in a spreadsheet. Rather, data is used to prioritize leadership actions and to make programmatic adjustments in order to better meet the needs of all students, especially English Language Learners and reclassified students.

Reclassification Process and Criteria

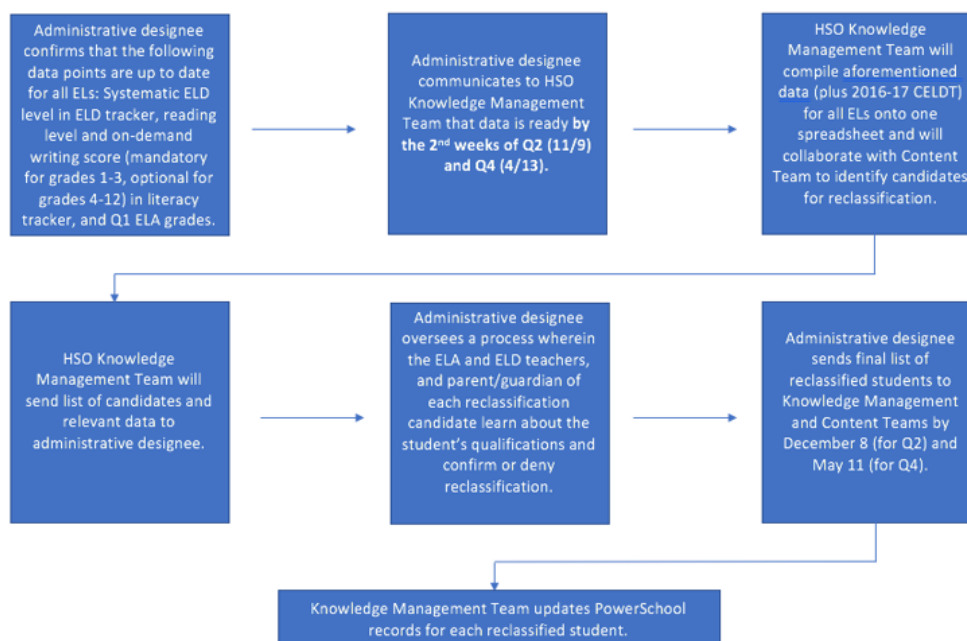
The following describes the reclassification process for the 2017-2018 school year, as well as the reclassification criteria for all Camino Nuevo Charter Academy students.

Reclassification Process

Camino Nuevo Charter Academy English Learner & Reclassification Processes 2017-2018



Reclassification Process



Reclassification Criteria

Grades 1-2	Grades 3-8	Grades 9-12
2016-2017 CELDT Score or Internal ELD Level Overall performance level of 4 or 5, with scores of 3 or higher in all four domains for grade 2 and with scores of 3 or higher in listening and speaking for grade 1. If the student did not meet these criteria on the 2016-2017 CELDT test, then movement to an Early Advanced ELD level will be determined based on Systematic ELD unit assessment performance.	2016-2017 CELDT Score or Internal ELD Level Overall performance level of 4 or 5 with scores of 3 or higher in all domains: listening, speaking, reading and writing. If the student did not meet these criteria on the 2016-2017 CELDT test, then movement to an Early Advanced ELD level will be determined based on Systematic ELD unit assessment performance.	2016-2017 CELDT Score or Internal ELD Level Overall performance level of 4 or 5 with scores of 3 or higher in all domains: listening, speaking, reading and writing. If the student did not meet these criteria on the 2016-2017 CELDT test, then movement to an Early Advanced ELD level will be determined based on CNCA's ELD benchmark assessment.

Grades 1-2	Grades 3-8	Grades 9-12
English Reading Level Meets quarterly benchmark goals for each English reading	English Reading Level Reading level in English within 1.5 years of the grade level benchmark, inclusive	English Lexile Level 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). SBA Writing Domain score may be used.	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.
Teacher Opinion ELA progress report grades of 3 or better in all domains (reading, writing, listening and speaking).	Teacher Opinion ELA progress report grade of 2 or better in all domains (reading, writing, listening, and speaking), or C- or better.	Teacher Opinion ELA progress report grade of C- or better.
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	Parent Opinion Teacher and/or administrative designee must obtain parent signature on the RFEP letter, indicating approval, once relevant data have been shared

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

Camino Nuevo Charter Academy’s educational philosophy is grounded in the belief that we should serve all students with the expectation that they can achieve at the highest academic levels. Subsequently, CNHS No. 2 does not identify GATE students nor do we offer GATE classes. High-achieving students will be identified by scoring in the advanced range on internally developed standardized assessments, reading at least one or more years above grade level, and achieving mastery in all core courses with a score of 4 or an A. Teachers will consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They will use this information to create learning activities that target the needs of all students and scaffold appropriately. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination. Other examples include:

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

Students Achieving Below Grade Level

On a monthly basis, the CNHS No. 2 leadership team looks at student level data to identify students who need extra support and/or additional differentiation. On a quarterly basis, the CNHS No. 2 leadership team meets with CNCA home office staff to take a deep dive in to student and teacher level data. The reflections of these discussions are shared in weekly teacher professional development. From these data discussions and daily instructional time, teachers and leaders identify struggling students who need long-term intervention based on class performance and grades. These students, particularly in math, are placed in an intervention class named Study Lab that are taught by math teachers. During Study Lab, students are receiving support for their core math classes, doing remediation work to get caught up, or previewing upcoming lessons to prepare them for the core math classes. Additionally, due to challenges around getting students to stay after school for tutoring support and remediation, in 2015-2016, CNHS No. 2 adjusted the bell schedule to include a Tutoring Block every Wednesday for 45 minutes where students are assigned to a class that they are either failing or close to failing to get tutoring support directly from the teacher. This space allows all students to get support or get ahead during the school day and provides opportunities for teachers to reteach, assess, and/or work with individuals and smaller groups of students who need more support.

Socio-Economically Disadvantaged/Low-Income Students

Given that 97% of the CNHS No. 2 student population qualify as socio-economically disadvantaged, the support of these students is a whole-school approach. CNHS No. 2 identifies its socio-economically disadvantaged students subgroup through meal applications, CALPADS Direct Certification, and parent education data collected through the enrollment form. CNHS No.2 school leadership team and Home Office leadership team have quarterly data meetings to monitor and track progress of all students. Site administrators are part of SSTs to track progress of individual students with teachers in the grade-level teams. Many times, students who come from low SES households require more extensive supports to be successful in school. As mentioned earlier, our instructional model is grounded in a whole-student approach, taking in to account the social emotional, social capital, and academic needs of our students. As such, CNHS No. 2 has an innovative on site counseling program that allows the school to provide a significant percentage of the student population with mental health service during school hours. CNHS No. 2 has a full time Family Services Coordinator that provides extensive trainings for parents, coordinates services for families, and connects with other outreach organizations to provide wrap around supports. Our school has two-full time college counselors and a part time college counseling assistant. Our families and students have a relatively low counselor to student ratio when compared with the national average. Additionally, we offer our students internship opportunities and experiential educational opportunities, such as college trips, camping trips, and partnerships with a variety of leadership development organizations that are intended to build our students' social capital so they are prepared to navigate the academic and social challenges of college, regardless of their socio-economic status.

CNHS No. 2 partners with the Youth Policy Institute to provide a comprehensive after school program that ensures student safety and offers enrichment, free of charge. The program includes access to computers, sports programs, food services, and academic support after school. Moreover, CNHS No. 2 has enrichment activities after school such as CIF sports teams, school clubs and tutoring. With these partnerships and supports CNHS No. 2 is able to effectively meet the needs of students that fall under the category of socio-economically disadvantaged.

Students with Disabilities

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

Students in Other Subgroups

CNHS No. 2 serves a high-needs population. Ninety-seven percent of our students come from households that qualify for free or reduced lunch, many of our students have been exposed to traumatic life expenses related to living in poverty, and for many of the students at CNHS No. 2 the school is the one point of stability in their lives.

Subsequently, the school has embedded supports to address these needs throughout its approach to instruction, social emotional supports, and outreach to parents. Strategies and services such as in school therapy, a restorative approach to discipline, and highly differentiated instruction all meet the needs related to servicing foster youth. The family services coordinator at CNHS No. 2 will also track the needs of any foster youth that attend the school. The family services coordinator will act as a liaison to any and all agency involved in providing services for foster youth students and ensure their needs are being met. CNHS No. 2's family services coordinator will identify foster youth, homeless students, and unaccompanied minors through self-disclosure, enrollment process, or referral by a local agency, staff member, and/or family member of the student. Upon identification of a student as foster, homeless, or unaccompanied minor, CNHS No. 2 will immediately enroll the student in school even if records normally required for enrollment are lacking (e.g., academic records, special education records, proof of residency, medical records and/or immunizations). The family services coordinator will also assist the student with referrals to school based educational programs and/or support services as well as community resources. Families, children and youth receive educational services for which they are eligible, including referrals to health, mental health, dental and other appropriate centers.

English Language development has developed into a leveled class systems where students are grouped according to their language development levels. The program has three dedicated teachers that provided instruction that is aligned to a Systematic ELD curriculum. The school uses internal ELD benchmarks and CELDT scores to track student progress. With this information teachers differentiate instruction to target language acquisition domains such as listening, speaking, reading, and writing. The

school also uses data from the CELDT to place students in the correct ELD classes and to help teachers target long term English language learners language acquisition deficit area.

CNHS No. 2 has incorporated a space for students with IEPs to practice their English language acquisition skills with an RSP teacher. During this time, students receive support with their language acquisition needs through the lens of each student's processing deficits. The team has determined students with IEPs that are also long term English language learners have yet to reclassify English fluent proficient due the processing deficit in the language acquisition area they are struggling in. One of the leveled ELD classes for this school is for students with IEPs and is taught by an RSP teacher.

Lastly, the school population of new comers to our country has increased steadily year after year. Subsequently, the school has created an English Language support lab class that provided a myriad of supports for these high needs students. In this class teachers supplement core instruction in Spanish (ELA and Math), cover community resources with students, and help to craft a transition plan for life after high school. The students that we serve in this class are also in ELD classes designed to ensure students are provided with English language acquisition support.

A Narrative Describing a “Typical Day” at the Charter School

Students begin arriving at school at 7:15 am and are greeted by school staff and administrators. The school environment is a small, safe school that allows teachers and staff to get to know every student's needs and focus on ensuring they achieve at high levels.

Our master schedule is designed to meet the needs of our students. Our A-G curriculum and focus on the Common Core State Standards ensures a rigorous and well-rounded education. Subsequently, innovative scheduling practices have been utilized to ensure the student's schedules complement their rigorous learning experience. CNHS No. 2 has imbedded math support, achieve 3000 reading support, i-connect, tutoring block, and i-graduate classes into every student's weekly learning experience. Our math support and reading support classes are targeted classes created to provide students with tier two intervention supports such as targeted remediation, extension work on curriculum covered during core instruction, and opportunities to reassess on content that has not been mastered during core instruction. Students will meet every day in an advisory like class, i-connect. There, students will build connection with teachers and fellow students in a gender specific setting. In i-connect, students will also reach out to the community during service learning trips where they will build an appreciation for civic duty through hands on experiential learning. Lastly, all students go to a tutoring block class one a week. During this highly dynamic time students are pre-selected by teachers to focus on an area of study they need the most support in. The rosters are every changing and

evolving though out the year based on student needs and upcoming academic experiences.

In each classroom students will be taught by highly qualified teachers that implement proven instructional strategies. Literacy experiences are aligned to an instructional framework based off of Mike Schmoker's research. Students are brought though a cycle of strategic vocabulary, reading, discussion and writing mini lessons that are based off of proven strategies. All students experience math though the College Prep Math curriculum. This curriculum places a premium on conceptual exploration of mathematics and is designed to allow students to obtain an internalized understating of mathematical concepts. Lastly, all students will travers their school day with opportunities to expresses themselves in the arts, forging languages and a myriad of other engaging academic and nonacademic elective courses.

After school, students have a safe structured environment provided by the Youth Policy institute. Even more, student run clubs, tutoring and sports teams are available for students to develop both their social and academic capacities. After school ends members of the student government might be attending an SBC meeting or students might be diligently working on assignments in the computer lab that is open after school hours. CNHS No. 2 is committed to providing a safe and supportive space both during and after school ends.

Sample Student School Day

Time	Activity
7:45-8:00	I arrive at school and am greeted by my principal as I enter the campus. I make my way to receive breakfast with my fellow students. The first bell rings at 7:55am and I quickly make my way to 1 st period that starts at 8:00am
8:00-9-25	Science, I love science! I am greeted by my teacher at the door and work my way to my seat. The learning objective is clear, "understand the various fault configurations and their relationship to geologic principals." After doing the "do now" my classmates and I break off into small groups to develop visual representations of a specific fault configuration that we are expected to teach to other members of our class. I share out my work and listen intently to my classmates describe the other material while taking notes on a graphic organizer. We fill out our exit ticket that allows us to reflect on our work and set goals for the next time we meet.
9:30-10:55	In history we are beginning a new unit. The class works though new vocabulary with the aid of a graphic organizer. We record these vocabulary words in a vocabulary binder and are instructed to reference these words as we engage with documents throughout the unit. The teacher begins to read though an article from the 1960s on civil rights. We read along with her as she points out the vocabulary words we covered earlier. I have such a better understanding of the text now knowing these

Time	Activity
	words. At the end of class we discuss if we agree or disagree with the tactics the Black Panther group was engaged in. As I engage in a discussion with fellow students I start to develop a deeper understanding of greater context the Civil Rights Movement as a whole. Off to i-connect!
11:00-11:35	As we settle in, the boys in my class connect with one another and check in about how the first few weeks of school have been. Our teacher then leads us in a reflective goal setting experience where we set an objective for the year and commit to hold each other accountable to accomplish it. Lastly, we sit and listen to the daily students announcements about upcoming events and important information.
11:35-12:15	The rush to the lunch line begins. My friends and I say hello to the administrators and campus aids out during lunch and hurry to pick up our food. We receive our lunch and sit down outside to catch up and talk about the test coming up next week in science. There are activates taking place that are led by the student government and some of my friends make their way over the field to take part in an informal soccer game. The bell rings and as soon as it starts lunch is over.
12:20-1:45	During art we review a reading from a contemporary art magazine. We are required draw connections between contemporary artwork and the classic works of Picasso. Before we start however, the teacher guides us though the reading and helps us annotate key paragraphs. We apply our learning in a self-created contemporary art piece that symbolizes any emotion of our choosing. We straighten up our work areas and prepare to move onto our last class.
1:45-3:15	As our teacher greets us at the door of our iGraduate class I can see the computer cart is open and ready to go. We sign out our computers and all students quickly logged into their Achieve 3000 accounts. We work though the lesson and wait for our accuracy report. My friend asks me for help answering a question. Just as I lean over to help him my teacher reminds me that all questions are different as the program is leveled to everyone's individualized reading levels and the articles and questions we read are tailored to our reading ability and proximal zone of development. At the end of class we review our ACT and SAT registration forms and go over the expectations for the college trip we will be taking as a class next week. Right before the bell rings students quickly put the computer away in the cart and straighten up the room.
3:15-6:00	I find the YPI sign in table and go to the computer lab. I start work on an essay that is due Friday. The YPI staff member helps me with a few paragraphs and revisions. I save my work and go out to the field for a quick basketball game. We play a few games and the day is over. 6:00 rolls around and my mother picks me up and I make it home to help around the house and prepare for the next day.

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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 school wide 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.

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

Methods for Measuring Pupil Progress towards Outcomes

Camino Nuevo High School No. 2 -- 2017-2018 Assessment Calendar

Test	Grade Levels	Window	Due Date	Notes/Updates
Quarter 1				
CELDT: Initial Assessment	K-12	8/14-9/12	9/12	All students classified as TBD (kindergarteners and students new to the CA public school system) must complete the CELDT within the first 30 calendar days of enrollment
BOY Lexile Assessment: LevelSet	9-12	8/14-9/15	9/15	Create site-specific schedule for LevelSet administration dates
Q1 Interim Assessment Blocks (ELA and Math)	9-11	Consult site-specific IAB calendar	10/26	Exact IABs to be administered each quarter determined at the site level
Quarter 2				
MOY Lexile Assessment: LevelSet	9-12	1/2-1/19	1/19	Consult site-specific schedule for LevelSet administration dates
Q2 Interim Assessment Blocks (ELA and Math)	9-11	Consult site-specific IAB calendar	1/19	Exact IABs to be administered each quarter determined at the site level
MOY ELD Benchmark	9-12	1/2-1/19	1/19	ELD teachers administer to their ELD classes
Quarter 3				
ELPAC Annual Assessment	K-12	2/1-3/2	3/2	The ELPAC Annual Assessment window opens 2/1; create a site-specific assessment calendar to assess all ELLs during the month of February
Q3 Interim Assessment Blocks (ELA and Math)	9-11	Consult site-specific IAB calendar	3/23	Exact IABs to be administered each quarter determined at the site level
Quarter 4				
EOY Lexile Assessment: LevelSet	9-12	5/29-6/8	6/8	Consult site-specific schedule for LevelSet administration dates
MDTP Algebra Readiness Test	8 th	5/29-6/8	6/8	
EOY ELD Benchmark	9-12	5/29-6/8	6/8	ELD teachers administer to their ELD classes
Smarter Balanced Summative Assessment	3-8, 11	Create site-specific calendar 5/1-6/1	6/1	Smarter Balanced Summative Assessments must be given to students grades 3-11
California Science Test (CAST)	5, 8, 10	Create site-specific calendar 5/1-6/1	6/1	The CAST is given to all assigned grade levels, in 2016-2017 that was 5, 8, 10

Projected Outcomes

Quarter One Assessments

- CELDT: student outcomes are limited to obtaining baseline data related to language acquisition levels.
- BOY Lexile Levels: 9th grade students will achieve baseline data. 10th -12th grade student will be expected to maintain previous years EOY reading levels.
- Interim Block Assessments: 9th grade students will set a base line data point as they are taking a new test for both math and ELA. 10th grade students will be expected to progress one level of performance compared to their 9th grade IAB assessment scores. 11th grade students will be expected to meet standards on the IAB assessments. Students taking the math IAB assessments will be expected to meet standard expectations as they will be taking the assessments that matched the content they are currently covering.

Quarter Two Assessments

- MOY Lexile Levels: Students will be expected to make a 20% growth in overall performance levels.
- Interim Block Assessments: 9th grade students will set a base line data point as they are taking a new test for both math and ELA. 10th grade students will be expected to progress one level of performance compared to their 9th grade IAB assessment scores. 11th grade students will be expected to meet standards on the IAB assessments. Students taking the math IAB assessments will be expected to meet standard expectations as they will be taking the assessments that matched the content they are currently covering.
- MOY ELD Benchmark: Students are expected to progress one ELD level from the previous year by demonstrating competency in all sub section of their current ELD level assessment.

Quarter Three Assessments

- ELPAC Annual Assessment: (TBD) school will set base line expectations based off of the 2017 -2018 school year administration.
- Interim Block Assessment: 9th grade students will set a base line data point as they are taking a new test for both math and ELA. 10th grade students will be expected to progress one level of performance compared to their 9th grade IAB assessment scores. 11th grade students will be expected to meet standards on the IAB assessments. Students taking the math IAB assessments will be expected to meet standard expectations as they will be taking the assessments that matched the content they are currently covering.

Quarter Four Assessments

- EOY Lexile Assessment: Students will be expected to make a 40% growth in overall performance levels from EOY Lexile levels
- MDTP Algebra Readiness Test: This assessment will provide baseline data for incoming 9th grade students and will be used to create 9th grade math rosters.
- EOY ELD Benchmark Assessments: Students will increase one ELD level compared from BOY
- Smarter Balance Summative Assessment 11th Grade: Reference LCFF table

CNHS No. 2 believes a robust assessment program yields positive student results. Students are assessed from the time they enter the school through graduation. Teachers, administration and central leadership monitor their progress closely.

Teachers administer quarterly Common Formative Assessments (CFAs) within their departments to evaluate student progress in reaching essential standards. With increased focus on formative assessments targeting critical Common Core skills, the data from individual students' assessments is used to drive strategies for re-teaching and reassessment, and to ensure that each student is mastering essential standards. Common Formative Assessments with rubrics provide a unique opportunity for teachers to compare results and identify which classroom practices glean the highest levels of student achievement. Opportunities to discuss teaching practices that target specific essential standards also allow teachers to brainstorm best practices for reaching students who struggle with any particular aspects of a topic. Assessment strategies are therefore informed by the collaboration of multiple teachers from any given discipline, with perspective across grade levels.

Given that student performance on math is a critical learner need for our school, beginning last year, the math department administered Common Formative Assessments on a more frequent basis to obtain additional feedback for comparative value across classes, and also administered Common Summative Assessments as a best practice. This allowed the math department as a team to monitor the particular needs of individual students, in addition to identifying topics meriting additional instruction.

The Common Formative Assessments for math are collaboratively created and vetted by our math team. Most recently, the math department has incorporated CFAs based on the Common Core Standards for Mathematical Practice. These assessments are carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master essential content standards.

CNHS No. 2 also assesses and monitors student Lexile levels and ELD classification in order to put in place the proper supports to propel student growth in literacy and language. Lexile levels are assessed twice a year for all students and monthly for students enrolled in reading support classes using the Achieve3000 program. Teachers

are able to monitor shifts in student Lexile levels and use this information to inform literacy targets in the classroom. Students designated as English Learners (EL) are assessed annually with the CELDT for their state designation. Students designated as EL all students are also assessed on an internal ELD placement test. This allows us to identify additional areas of support. Selected students with low literacy may also be administered the Flynt Cooter exam to better pinpoint literacy needs and to determine appropriate supports for the student.

Data Analysis and Reporting

- The type(s) of data the school will use:
 - CELDT/ELPAC Levels
 - RFEP Status
 - SBAC Standard Proficiency
 - Reading Levels
 - ELD Benchmark Assessments
 - Content specific Mastery Grades
 - 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 Education 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 compiled and various reports are created. Not only is the overall proficiency evaluated, but causal factors, such as students' literacy and language abilities, are considered as levers for progress towards proficiency. The performance of high priority subgroups, such as ELLs and students with disabilities is examined so that 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, as well as Advanced Placement.
 - Board receives end-of-year progress reports measuring performance towards organizational success formula.
- 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 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 as well as ACT and SAT scores for eleventh and twelfth grade students.

Grading, Progress Reporting, and Promotion/Retention

- Grading policy
 - Letter Grades – CNHS No. 2 uses a grading system called “standards based grading,” where grades are given based on students’ proficiency on core standards for each class. This grading system uses a 4-point scale.

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

Scores & Letter Grades

Proficiency Level	Score	iConnect Letter Grade
Super advanced	Above 800	A
Advanced	650-800 = A	A
Proficient	500-649 = B	B
Basic	400-499 = C	C
Below Basic	Under 400 = F	F

- Type and frequency of progress reporting
 - Parents are regularly informed of student progress through five-week and quarterly progress reports. Additionally, students receive formal semester grades that are recorded onto transcripts. Similar to their children, parents have continual access to detailed student grade reports and logs through PowerSchool and Kickboard. Should that data raise significant concern prompting multiple parent-teacher conferences, the Student Success Team will work collaboratively with parents to create a goal and viable and actionable next steps.
 - From Family Handbook: The Camino Nuevo Charter Academy academic year is divided into two 20-week semesters. Families will get a report card at the end of each semester and progress reports at the end of the first and third quarters of the year. Report cards may be mailed home or given directly to students or families/guardians during family conferences.
- Promotion/retention policy and procedures including appeals procedures
 - From Handbook: Retention Policy - Students with 2 or more I’s or F’s in their A-G courses at the end of the spring semester of summer school might repeat the grade. Students with 20 or more absences or excessive tardies may be retained. Other decisions about retention will be based on an individual basis, based on each student’s credit readiness for the following year.
 - Retention/Promotion Appeal Policy - The parent/guardian may disagree with the retention or promotion determination. If the parent/guardian disagrees, they are

entitled to an appeal meeting. Upon request for information, the principal/designee shall explain the appeal process and provide the parent(s)/guardian(s) with a form to request a site-level appeal.

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.¹

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.

¹ 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.

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.

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.

Camino Nuevo Charter Academy Board of Directors

Camino Nuevo High School No. 2 ("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.

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.

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 Operations and Strategy Officer:** Under the direction of the CEO, the COSO oversees the operations, programs, and advancement capacity of the organization. The COSO is responsible for the planning, development, implementation, assessment, and improvement of the operations, programs, and advancement of the organization and its charter

schools. The Chief Operations and Strategy Officer reports directly to the PN-EDG Board and CNCA CEO. She is a member of the PN-EDG staff and her services are included in the CNCA / PN-EDG service agreement; the cost of her services are covered in the indirect fees CNCA pays to PN-EDG for services.

- **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. She is also responsible for adult learning across the organization. She reports directly to the PN-EDG Board and CNCA CEO. She is a member of the PN-EDG staff and her services are included in the CNCA / PN-EDG service agreement; the cost of her services are covered in the indirect fees CNCA pays to PN-EDG for services.

All management powers not specifically designated to the Board are delegated to the Chief Executive Officer, who answers directly to the Board. Financial and business matters are overseen by the CNCA CEO and are currently managed by ExED, the relationship is expanded upon below. CNCA's most senior contact at ExEd currently serves in a Chief Financial and Business Officer capacity and reports directly to the CNCA CEO.

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 with voting authority then 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.

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.

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.

CNCA Board Members

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.

Mark Dalzell, Board President

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

David Gidlow

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, Secretary

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.

Gabriel Sandoval

Gabriel Sandoval is a Partner in the statewide education law practice group of Atkinson, Andelson, Loya, Ruud & Romo, a California-based law firm representing over 450 educational institutions including universities, community colleges, school districts, and charter schools. Prior to joining the firm, Sandoval served in President Barack Obama's Administration as Senior Advisor and Director of Policy for the White House Initiative on Educational Excellence for Hispanics. In this capacity, Sandoval advanced Executive Order 13555, which is focused on expanding and improving the educational opportunities and outcomes for Latinos from cradle to

career. While in the Obama Administration, Sandoval also served as Senior Counsel in the Office for Civil Rights of the U.S. Department of Education—the largest office of the federal government focused exclusively on ensuring that students are not discriminated against based on race, color, national origin, sex, or disability. He is a Pahara-Aspen Education Fellow, a Member of the Aspen Global Leadership Network, and an American Marshall Memorial Fellow of the German Marshall Fund of the United States. Sandoval earned his B.A. with departmental honors from Stanford University and J.D. from Columbia University School of Law, where he was a recipient of a Human Rights Fellowship.

Cindy Lee Smet

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

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).

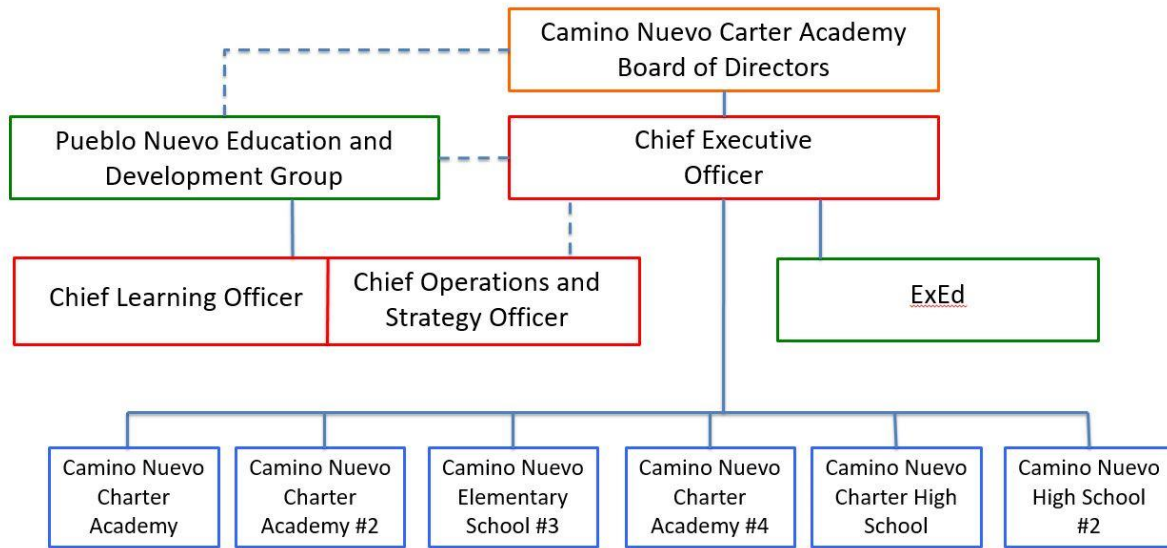
CNCA acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve CNCA's public funds shall remain within the scope of the annual audit required under Education Code 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.

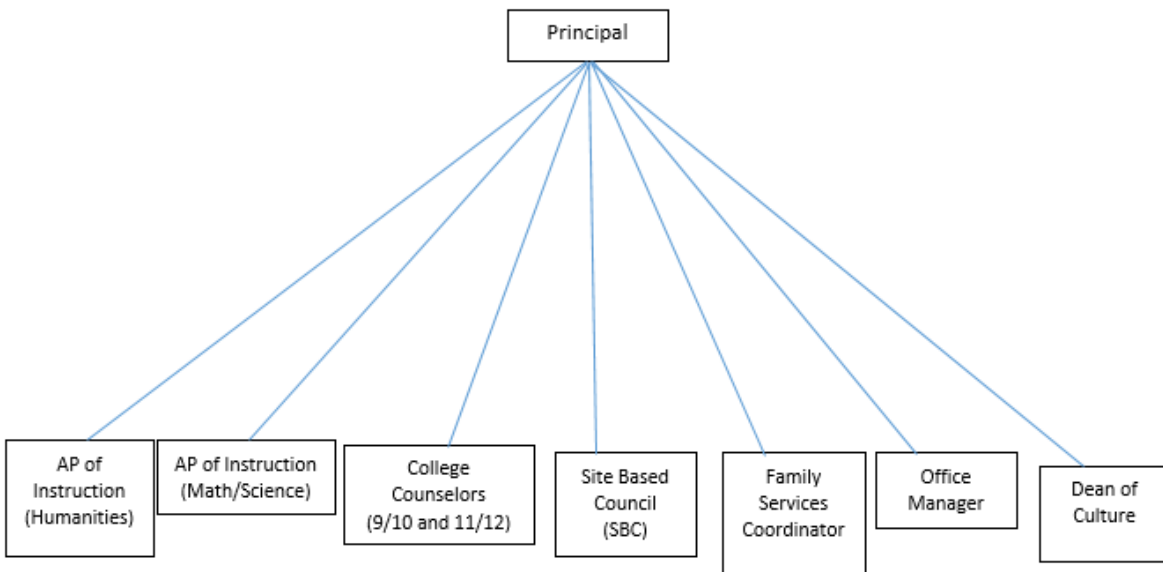
Business and Operations Management

CNCA has for many years and currently continues to outsource most 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. This enables the school site staff to focus on instructional and curricular issues. The business services provided to CNCA and Charter School include: budgeting, fiscal planning, vendor management, accounts payable, attendance tracking systems, completion and submission of compliance reports, supports with the monitoring of applicable laws, and serve as a liaison with the District as appropriate. The contracted organization, ExEd, employs generally accepted accounting principles.

CNCA Organizational Structure, 2017-2018



CNHS No. 2 Organizational Chart as of 2017-2018



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

CNHS No. 2 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

School Site Leaders must believe deeply in the mission of CNCA, have a vision for how he/she 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. He/she 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.

At minimum the Site Leaders must:

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

The Site Leaders will:

- Assist the site principal in the overall administration of the instructional program and school operations;
- Support the implementation of school-wide vision, goal setting and positive school culture;

- Support the cycle of continuous improvement by providing instructional leadership and regularly analyzing key data indicators;
- Plan and facilitate professional development activities that promote a culture of growth and collaboration;
- Perform Site specific duties and responsibilities assigned by the Principal;
- Represent the mission and core values of the organization.

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

Teachers

CNHS No.2 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 CNHS No. 2 vision and mission. CNHS No. 2 seeks instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. CNHS No. 2, 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

CNHS No. 2 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.

CNHS No. 2 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

CNHS No. 2 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:

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

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 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.

If Charter School occupies and/or operates on a District facility, 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 blood-borne 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 school-site 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 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)

CNHS No. 2 is committed to the optimal development of every student. CNHS No. 2 is committed to the wellbeing of its students and their families. CNHS No. 2 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 CNHS No. 2'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 CNHS No. 2 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 CNHS No. 2 in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CNHS No. 2 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.

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 High School No. 2 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, CNHS No. 2 will provide all outreach materials in the primary language spoken by more than 15% of the student population, which is currently English and Spanish. CNHS No. 2 will continue to revisit enrollment and census data annually to ensure that materials are provided in any other relevant language.

Outreach Plan

- Fall Semester (ongoing) – Implement strategic marketing efforts such as fliers, mailings, 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.
- 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 Camino Nuevo High School No. 2.

Element 8 – Admission Requirements

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

Documentation of 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 in accordance with the terms of the Charter. These records shall be made available to the District upon request.

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.

Admission Requirements

Admission to CNHS No. 2 is open to any resident of the state of California. Camino Nuevo High School No. 2 shall adhere to all state and federal laws regarding the minimum age of students. Camino Nuevo High School No. 2 shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22. Camino Nuevo High School No. 2 shall not require any child to attend the charter school. If the number of students applying for admission exceeds openings available, entrance will be determined by a public random drawing.

Student Recruitment

CNHS No. 2 will recruit students from all backgrounds. 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. These efforts will also include information on services the school offers for students with low academic performance, socio-economically disadvantaged students, and students with disabilities. This information will be included in the outreach efforts outlined in Element 7.

Lottery Preferences and Procedures

CNHS No. 2 shall admit all students who wish to attend. If the number of pupils who wish to attend exceeds the school's capacity, attendance shall be determined according to public random drawing.

1. Preference shall be extended first to students residing within LAUSD.
2. Preference shall be then extended to students currently attending CNCA schools.
3. Preference shall then be extended to siblings of students currently attending CNHS No. 2.
4. Preference shall then be extended to children of CNHS No. 2 employees not to exceed 10% of the Charter School population.
5. Students residing in California with no ties to CNHS No. 2.

CNCA has a K-12 model, as such we extend preference to students who attended a CNCA middle school in order to allow them to continue the strand. We extend a preference to siblings that would be attending the same campus to help our families.

In order to participate in the lottery a family must fill out the enrollment interest form and receive a duplicate copy or receipt. It is the families' responsibility to contact us if any information on their enrollment interest form changes. Enrollment interest forms will be made available in the school office, online, and at recruitment events and 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 phone call and/or letter. Notified families must confirm verbally intent to enroll by the campus deadline and then submit enrollment paperwork. Families that do not respond will be withdrawn from the list.
- CNHS No. 2 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 both CNHS No. 22 and Camino Nuevo High School. It will allow parents to apply to one or both campuses. School staff 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 paper enrollment interest forms received. In addition, SchoolMint will automate waitlist and track open seats in real time.

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 CNHS No. 2 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 CNHS No. 2 will be conducted for each fiscal year. The books and records of CNHS No. 2 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, CNHS No. 2 will provide any necessary financial statements to charter granting agency and the Los Angeles County Office of Education (LACOE), and the respective state agencies. The CEO 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 charter granting agency describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the charter granting agency 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

CNHS No. 2'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. CNHS No. 2 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.

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. CNHS No. 2 may also hold restorative circles and use restorative practices to resolve discipline concerns. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

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.

CNHS No. 2'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 CNHS No. 2. 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

In-School Suspension

Using their discretion, the Principal or designee may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff. Students who are suspended in-school will be provided with work for all courses in which they are enrolled and will be provided with assistance in order to complete their academic assignments. A student may be suspended in-school for a maximum of five school days and a maximum of 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 the charter petition.

Grounds for Suspension and Expulsion

Practices and considerations for student suspension and expulsion can be found in the section below; ultimately, the school site Principal or designee has discretion over student discipline procedures including student suspension and recommendations for expulsion.

Students who present a real or alleged threat to health and safety of others including but not limited to verbally or physically aggressive behavior may be immediately suspended and later recommended for expulsion by the Principal or designee.

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.

The Principal or designee may implement alternative consequences to suspension as appropriate. If a parent/guardian would like to appeal a student's suspension, the suspension appeal form is available in the main office. A conference with the Principal and/or their designee will be held to determine whether or not the suspension will be upheld and kept on the student's records.

Matrix for Suspension/Expulsion Recommendations

Student Offenses with <u>No</u> Discretion for Recommendation to Expel	Student Offenses with <u>Limited</u> Discretion for Recommendation to Expel	Student Offenses with <u>Broad</u> Discretion for 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 particular circumstances render expulsion inappropriate.	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. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053. 4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in 48900 (n). 5. Possession of an explosive. 	<ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. 3. Unlawful Possession and/or use of any controlled substance (except for the first offense of possession of no more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. 5. Assault or battery, or threat of, on a school employee. 	<ol style="list-style-type: none"> 1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of serious injury). 2. Possessed dangerous objects 3. First offense of marijuana possession of not more than one ounce, or alcohol. 4. Sold, furnished, or offered a look alike substance representing drugs or alcohol 5. Caused damage to school or private property. 6. Committed theft 7. Possessed or used tobacco. 8. Committed obscenity/profanity/vulgarity. 9. Possessed, sold, or negotiated to sell any drug paraphernalia. 10. Knowingly received stolen school or private property. 11. Possessed an imitation firearm. 12. Committed sexual harassment. 13. Harassed, threatened or intimidated a student witness. 14. Sold prescription drug Soma. 15. Engaged in an act of hazing. 16. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Out-of-School Suspension Procedures

Informal Conference

The CNHS No. 2 Principal or designee has 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 t 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.

Notice to Parents/Guardians

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

Appeal of Suspension

The suspension of a student will be at the discretion of the Principal or designee of Camino Nuevo High School No. 2. 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 Services. The Director of Student Services works at CNCA’s home office and supports the CNHS No. 2 Principal and Leadership team in ensuring sound discipline practices. The appeal of suspension form can be obtained at the CNHS No. 2 main office or at the CNCA Home Office and must be submitted within 5 days of the last day of the student’s suspension.
- For in/out of school suspension appeals, the Director of Student Services shall form a suspension appeal committee to review the appeal of suspension within 5 school days of the submission of the appeal.
- The Director of Student Services will notify the parent/guardian in writing of the decision of the appeal within 3 working days of the appeal committee’s decision.
- The decision communicated by the Director of Student 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 Services will not result in further appeal actions.

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 5 consecutive school days 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 20 school days; a student in special education shall not be suspended for more than 10 school days within an academic year. 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 CNHS No. 2 main office daily during the length of the student's suspension; retrieval of work assignments for courses in which the student is enrolled should be picked up from the main office at least once per week. CNHS No. 2 may make arrangements with the parent/guardian of the student to take exams and/or state and teacher administered tests in the CNHS No. 2 main office of the CNCA Home Support Office.

In the event that a student's suspension is extended beyond 5 days pending an expulsion hearing, the Principal or designee will 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.
- c. 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 is accused of 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 responsibilities:

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

Student Suspension Prior to Expulsion

Every effort will be made to hold an informal conference prior to suspension with the student. At this conference, the Principal 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. The student's parent/guardian may pick-up assignments for the student daily in the CNHS No. 2 main office.

The Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. A hearing will be held within 30 days after the 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 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. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing via certified mail to the student's home address on record. The Board Discipline Committee is delegated by the CNCA Board, the authority to make a final decision on expulsion. A decision, communicated via written notice, along with a record of expulsion, will be made within 10 school days after the conclusion of the expulsion hearing (unless the student requests in writing that the decision be postponed).

This Hearing Notice will include:

- a. The date and place of the hearing;
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- c. A copy of CNHS No. 2's disciplinary rules that relate to the alleged violation;
- d. Student and parent rights related to expulsion hearings including the right to counsel or the presence of an advocate, and/or language support.

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.

Post Hearing

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 CNHS No. 2;
- c. The reinstatement eligibility review date;
- d. Copy of the rehabilitation plan;
- e. The type of educational placement options during the period of expulsion;
- f. Appeal procedures.

A 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, CEO, or designee. 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 the local district Student Discipline Proceedings Office if they would like for the student to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

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 in advance to enactment 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 10 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 involved in the expulsion recommendation or decision. The parent/guardian is entitled to reasonable accommodations, language support, and other due process protections and rights.

To appeal an in or out of school expulsion a student's parent/guardian must submit a written appeal of expulsion form to the CNCA Chief Operations and Strategy Officer. The appeal of expulsion form can be obtained at the CNCA Home Office and must be submitted within 5 days of receipt of the student's expulsion order.

- The Chief Operations and Strategy Officer shall form an expulsion appeal committee made up of CNCA Board of Directors members not involved in the recommendation for expulsion, expulsion proceedings, or any previous discipline related to the student to review the appeal of expulsion within 5 school days of the submission of the appeal.
- The Chief Operations and Strategy Officer will notify the parent/guardian in writing of the decision of the appeal within 3 working days of the expulsion appeal committee's decision.
- The decision communicated by the Chief Operations and Strategy Officer 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 Chief Operations and Strategy Officer will not result in further appeal actions.

The decision of expulsion appeal committee will be final. In the event of a decision to expel a student from Camino Nuevo High School #2, CNCA will work cooperatively with the district of residence, county, and/or charter schools to assist with the appropriate educational placement of the student who has been expelled. If a student is under an expulsion order from another school district (LEA), all information including the student's rehabilitation plan, must be provided to the CNCA Charter School Board of Directors for review. The Board of Directors will determine if enrollment will be granted upon review of expulsion on a case by case basis.

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates via phone or submission of the expulsion order via certified mail.

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 CNHS No. 2 employees who are eligible participate in STRS and eligible classified employees participate in PERS and/or another retirement plan. Employees contribute the required percentage and CNHS No. 2 contributes the employer’s required portion. All withholdings from employees and the charter school are forwarded to the STRS/PERS Fund and/or private retirement programs as selected by employees. Contributions to federal social security are made on behalf of all employees who are not STRS eligible. CNHS No. 2 submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS/PERS. The CNCA Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

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 High School No. 2 is a school of choice. No student is required to attend the Charter School.

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
CNHS No. 2
3500 West Temple St.
Los Angeles, CA 90004

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
CNHS No. 2
3500 West Temple St.
Los Angeles, CA 90004

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).)

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 School 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).

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 may be co-terminous with the approved Charter, as permitted by law. 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

District Required Language Addendum

Assurances, Affirmations, and Declarations

Camino Nuevo High School No. 2 (also referred to herein as “CNHS No. 2” 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).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- 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).)

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.

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.

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 of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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.

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 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.

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.²

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,

² 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.

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.

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(1).

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.

If Charter School occupies and/or operates on a District facility, 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 blood borne 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 school site 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 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 in accordance with the terms of the Charter. These records shall be made available to the District upon request.

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
[Charter School Name]
[Charter School Address]

- 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
[Charter School]
[Charter School Address]

- 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).)

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 School 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).

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 may be co-terminous with the approved Charter, as permitted by law. 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).)