

APPENDICES

Camino Nuevo Charter Academy




Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

APPENDIX D

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

MCD		SCHOOL PLAN	
OUTCOME	COMPONENT		
Federal Requirement, District publications and forms are available	Search and Serve	<p>Upon enrollment of all students, or with initial referral for special education assessment, CRES #14 will provide the parent a "Request for Reasonable Accommodations" form and will maintain a copy in the student's green folder. With the assessment Plan CRES #14 will provide the parent with "A Parent's Guide to Special Education Services". At least 10 days prior to the IEP, CRES #14 will provide parents with "A Parent's Guide to Special Education Services", "Notification to Parent to Participate in Individualized Education Program Meeting", and "The IEP and You" booklet. At the IEP meeting, CRESS #14 will provide and explain to the parent, "A Parent's Guide to Special Education Services", "Least Restrictive Environment" brochure and the Parent Input Survey". If there is a dispute at the IEP meeting, CRES #14 will provide the parent with and explain the "Informal Dispute Resolution for IEP Disagreements" brochure.</p> <p>CRES #14 will display the "Compliant Response Unit/Parent Resource Network" poster as well as the monthly "Special Education Parent Training Calendar" in a common area. CRES #14 will distribute to all parents and students the Parent-student handbook containing the District's nondiscrimination statement and sexual harassment policy, written notice regarding Uniform Complaint Procedures or a similar complaint process. This notice will be in any form that will reach the school community, e.g. newsletter, handbook, memorandum or brochure. In addition, CRES #14 will distribute "Section 504 and Students with Disabilities brochure and the "Are You Puzzled by Your Child's Special Needs?" brochure at the beginning of the school year to all parents.</p> <p>CNCA will distribute the CRU/PRN "Notification Letter", "Complaint Response Unit/Parent Resource Network" brochure and the "Special Education Parent Training Calendar to all parents of students with special needs.</p>	


 Ana Ponce

CEO, Camino Nuevo Charter Academy

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0

APPENDIX D

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

Outcome 2	Intervention Programs	<p>The academic intervention program is intended to address the needs of those students who demonstrate significant academic deficits that are not most effectively addressed within the context of the larger classroom environment. Participating students will attend intervention classes to receive remedial support in reading, mathematics, or Spanish language development due to the demands of the bilingual program. The goal of the intervention program will be to address students' skill or learning deficits as quickly as possible to support access and mastery of grade level standards.</p> <p>A student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. With the majority of our students likely qualifying for free and reduced lunch, we will make every effort to ensure that our students receive an excellent education that will allow them to be college and career ready in the future. Given the many challenges that will face CRES #14's student population, students not meeting grade level expectations will be required to receive intervention, within or outside of the classroom.</p> <p>At CRES #14, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student. The framework for how we approach students who are not meeting grade level expectations will be best described as a "problem solving approach" within the Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs. The student will be referred to the Coordinated Support Team, which will be responsible for following up with all Tier I stakeholders. Teachers will provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching through the use of multiple learning modalities. Because a majority of our students will be English Learners, teachers will employ a variety of SDAIE (Specially designed academic instruction in English) strategies and targeted ELD instruction to meet students' diverse language development needs. To aid the problem solving approach, teachers may meet informally, in Critical Friends Groups or as grade level teams, to find new ways to address a student's needs. Teachers will carefully monitor student progress, gather information on the student and determines whether or not the intervention has successful met student needs.</p> <p>If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, (Tier II) intervention outside of core instruction. At this time a Student</p>
-----------	-----------------------	---

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Camino Nuevo Charter Academy

		<p>Success Team (SST) will be called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. In all SST's the immediate outcome will be a structured plan for how to improve in one or more of these areas and then a follow up meeting will be scheduled to review parent and teacher feedback to determine if progress is made on the SST plan. The SST plan outlines actions, timeline, multiple check-points and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability. If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist. Ultimately, if a Specific Learning Disability is diagnosed, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.</p>
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>At the beginning of the year, CRES #14 will provide all parents and students (both general education and special education) with a Parent-student Handbook which outlines the school's Discipline code and expectations.</p> <p>CRES #14 will establish school-site procedures and practices consistent with the "Discipline Foundation Policy: School Wide Positive Behavior Support" to reduce the number of suspensions for students with disabilities. For a student that has been suspended the first time, CRES #14 will convene a Disciplinary Review Team meeting to address the student's behavior or will convene an IEP meeting to review, modify, or develop a behavior support plan. For a student that has been suspended a second time, CRES #14 will convene an IEP meeting to 1) review the student's instructional program, 2) review, modify or develop a Behavior Support Plan or Behavior Intervention Plan, and 3) if appropriate, recommend a behavioral</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Camino Nuevo Charter Academy

		assessment.
		<p>When a behavior emergency intervention is used for a student with a disability, CRES #14: 1) will complete the "Behavior Emergency Report for Individuals with Disabilities", notify the parents within 24 hours of the incident, file the report in the student's cumulative record, and submit copies to the Support Unit Administrator, and the Division of Special Education Behavior Support Office, and 2) will develop an IEP that addresses the behavior emergency and documents the review, revision or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP) and if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p> <p>CRES #14 will use the following recommended practices in classrooms where special education students receive the core curriculum: implementation of classroom management procedures, availability of core curriculum materials, instruction guided by content standards, evidence of instructional planning, academic rigor, provision of IEP supports, and ongoing assessment of student progress.</p> <p>All staff is responsible for implementing a student's Behavior Support Plan as written in their IEP and will have access to hard copies of the student's IEP and BSP. CNCA will provide all accommodations recommended in the student's IEP, both academic and behavioral</p> <p>CNCA will serve students with similar demographics as those currently attending area elementary and middle schools. As a tuition-free, non-sectarian public school of choice, we will not discriminate based upon race or ethnicity, religion, gender, culture, disability or sexual orientation.</p> <p>It is projected, based on local School demographics, that at least 10% of CRES #14's student population will have Individual Education Plans and will receive special education services on the mild to moderate spectrum, provided by our Resource Specialists, Special Day Class teachers and related service providers. Students on this spectrum qualify as having specific learning disabilities, other health impairments, speech and language delays, autism and mild mental retardation among other eligibilities.</p>
Necessary for Planning, will be provided	Description of Student Population	

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

APPENDIX D

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

Outcome 2	Special Education Program Description	<p>CRES #14 is a K-8 general education campus that will offer special education services to students who qualify per their IEPs. CRES #14 will have a highly qualified Resource Specialist to provide academic services for students who require this support in a collaborative model. To provide students with the Least Restrictive Environment, the Resource Specialist will assist the general education teachers in meeting students needs through a combination of co-teaching, consultation, collaboration, in the general education classroom, as well as pull out models when necessary, in the school's Learning Center to assist students in achieving their IEP goals and accessing grade level standards. Services will be provided on a regular basis as per each student's IEP and will be regularly tracked in Welligent with the "RST Tracker" tool. Students with a higher level of need will be placed in appropriate Special Day Classes per their IEPs. These classes will serve the students with the highest academic needs and be staffed with a highly qualified special educator and special education aides. The students in Special Day Classes will be mainstreamed for specific subject areas as determined by the IEP team. Both special education and general education staff will be given professional development time to collaborate and plan for the inclusion of students with special needs into the general education population on a weekly basis. Since some students need a small group environment and increased individual assistance with certain grade level standards and skills, the Learning Center at CRES #14 will create an environment where students with IEPs can receive support in a quiet, small and focused environment.</p> <p>General education teachers, special education teachers, and related services providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments will be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents quarterly and at IEP meetings.</p> <p>The Resource specialists and Special Day Class teachers will work with at least one full time special education assistant to ensure that all student's are receiving their provided service minutes, and will track these services by logging on to Welligent on a daily basis. All teachers and aides will assist students in accessing grade level material with assistive technology and other supports provided in their IEPs.</p> <p>The majority of students with IEPs at CRES #14 will spend their day alongside their grade level peers in the general education classroom setting. In order to access the grade level standards, general education teachers will provide all accommodations and modifications that are described in the student's IEP in order for the student to have the same level of educational access as a student without a special need. Common classroom accommodations and modifications could be, but are not limited to the following: extra time on</p>
-----------	---------------------------------------	--

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Camino Nuevo Charter Academy

		<p>assignments and tests, access to a calculator, shortened assignments, peer assistance, preferential seating, use of a timer, access to writing templates, a personal dictionary and word wall, access to math manipulatives, small group instruction, access to quiz and test retakes, frequent checks for understanding, repeated and clarified directions, etc.</p> <p>All staff, including substitute teachers, will have access to hard copies of the student's IEP in order to provide the necessary accommodations.</p> <p>CNCA is committed to offering a high quality, collaborative program that inspires personal academic excellence for all students. Our students will take ownership of their learning through self awareness and self advocacy, thereby effectively accessing opportunities and resources both as students and as professionals.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>When a student has been referred for a special education assessment, CRES #14 will follow all federal, state, and local district timelines.</p> <p>CRES #14 will document the "Request for Special Education" form and maintain a copy in the student's green folder. CRES #14 will provide the parent with a Welligent generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. If requested by the parent, CRES #14 will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. CRES #14 will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. CRES #14 will follow appropriate timelines for conducting annual and three- year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out of District IEP transfers in. For initial and three-year assessments, CRES #14 will conduct vision and hearing screenings within the previous 12 months of the IEP meeting date and will document the screening dates in the IEP.</p> <p>CRES #14 will monitor the identification of African American students with an eligibility of Emotional Disturbance (ED) and will have a system for tracking their records. CRES #14 will schedule IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation and will use the "Notification to Parent/Guardian to participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings. CRES #14 will use strategies, such as individual or conference telephone calls when parents cannot attend the meetings.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Camino Nuevo Charter Academy

		<p>CRES #14 will maintain a roster of staff eligible to interpret at IEP team meetings and these staff members will attend District trainings in the area of translation. Welligent's "Missing and Old IEP Report" will indicate there are not missing or old IEPs at CRES #14.</p> <p>All staff responsible for implementing the student's program, including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student. CRES #14 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP. The Resource Specialist Teacher uses the Welligent "RST Monthly Service Log" to document provision of services and will regularly update in Welligent the "IEP Report of Progress and achievement from Current IEP" and distribute it to parents at the same time progress reports are issued. For staff who leave CRES #14, changed positions, and/or acquired different roles as Welligent users, the school will update Welligent account information.</p> <p>Modified Consent Decree Review Team will meet regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>As previously described, CRES #14 will implement a multi-tiered, research based, and comprehensive intervention program for students performing below grade level. After a student has participated in several rounds of documented interventions without progress, the Student Support Team will make a recommendation for special education assessment when appropriate. Parents can also request an assessment in writing.</p> <p>Once the request has been received by the Special Education Coordinator, an assessment plan is created. For English language learners, the assessment plan documents the student's primary language and language proficiency status. When standardized tests are considered invalid for the student, the assessment plan documents alternative assessments.</p> <p>Initial assessment reports document the following required elements: Use of multiple assessment measures, results of tests administered (including primary language tests), tests given were valid for the student, test results were a valid reflection of student's skills and aptitudes, if interpreter was used, a statement regarding validity of assessment, whether the student may need special education/related services, basis for making the previous determination, relevant behavior noted during observation of student in appropriate setting and relationship of that behavior to academic and social functioning, students social, emotional, behavior status as appropriate, educationally relevant health, development and medical</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

APPENDIX D

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

		<p>findings, and determination concerning effects of environmental, cultural or economic disadvantage. The school psychologist's report will include whether there is a significant discrepancy between achievement and ability that cannot be corrected without special education or related services for students with learning disabilities. For students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented.</p> <p>For a student transitioning from pre-school to kindergarten, CRES #14 will conduct a reassessment using CTAR and will develop an IEP. For a student with Emotional Disturbance disability, CNCA will conduct a comprehensive reassessment for a three year review IEP.</p>
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>Students with special needs at CRES #14 will receive instruction in all grade level content with specific supports, accommodations, and modifications as outlined in their IEPs. Students with special needs will not follow an alternative curriculum at CRES #14. All teachers at CRES #14 will use differentiation techniques in their teaching practices and scaffold lessons to meet the learning needs of both their general education students and their students with IEPs.</p> <p>CRES #14 will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans that all students will have access to. The process will build upon the Understanding By Design, (Wiggins and McTighe, 2005) backwards planning approach:</p> <ul style="list-style-type: none"> • We will analyze current pacing plan formats to determine the components of a CNCA pacing plan template. • Group California standards into units around big ideas and essential understandings. • Write measurable objectives to teach each standard. • Document classroom resources that should be used in instruction. • Document ways to assess individual objectives and each unit. <p>Ultimately, these standards based pacing plans will provide the foundation from which all teachers, both general education and special education, can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a "guaranteed and viable" curriculum, we will implement high quality frameworks for instruction to facilitate learning. School-wide Structures. The following structures make up the framework of the instructional design at CNCA. These common cross-curricular structures will be utilized to ensure consistency and academic excellence: Bilingual Program, Thinking Maps (Grades K-8), Building Blocks/ Four Blocks Framework, Reading Strategies (Grades K-8), Integrated Block Structure (Grades 6-8), Reading Block (Grades 6-8), Strategic</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Camino Nuevo Charter Academy

		<p>Afternoon Programming (Grades 6-8)</p> <p>Assessment</p> <p>Assessments at all grades will range from publisher-designed unit tests to teacher created unit tests. All students will also be assessed quarterly through standardized grade level benchmark assessments that will be aligned to standards-based pacing plans to ensure essential standards will be taught to mastery. Students with disabilities at CRES #14 will participate in the general education assessments and benchmarks with the support of their testing accommodations and modifications as outlined in their IEPs. These accommodations may include, but are not limited to: small group presentation, extra time during the testing day, repeated and clarified directions, and supervised breaks.</p> <p>Both general education and special education teachers will use benchmark assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need. Student progress will also be assessed on a daily/weekly basis through quizzes and daily informal assessment strategies such as “thumbs checks”, choral response, white board responses, and exit slips. In addition, for students with special needs, achievement towards IEP goals will be regularly tracked and reported to parents at each progress reporting period as well as at every IEP meeting.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>N/A</p> <p>All students will be taught grade level standards.</p>
Outcome 13	Plan to provide Supports & Services	<p>Many of CRES #14's special education population will qualify for related services, such as Speech and Language, Occupational Therapy, Adapted PE, and Physical Therapy as provided on their most recent IEPs. CNCA currently contracts privately with Sunshine Speech Therapy, a fully accredited and licensed company that works with our students on articulation, fluency, and language goals. In the past two years of working with Sunshine Speech at our other campuses, our students have seen tremendous growth, and many have even been able to exit speech and language services. In addition, Sunshine Speech will work with some of CRES #14's students on social conversations and practicing social skills as determined in their IEP goals. Our speech therapist attends all IEPs for students with this service and provides parents full and translated copies of their reports, as well as tracks service minutes into Welligent. Updates on speech and language progress are provided on a quarterly basis in conjunction with progress reports.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Camino Nuevo Charter Academy

		<p>CNCA will contract with an licensed occupational therapist to assist students in reaching their fine motor goals and desktop activities as well as a licensed physical therapist to assist students with gross motor skills and goals listed in their IEPs. CNCA also contracts with an adapted PE teacher who will assist in modifying the PE and dance curriculums for students who need physical accommodations and modifications. The APE will work in collaboration with the regular PE teacher and dance teachers and will provide professional support and alternate physical exercises for students who qualify for this service.</p> <p>CRES #14 will contract with LAUSD for some if not all of the following services: health and nursing, psychology, recreational therapy, vision therapy, and deaf and hard of hearing services as provided on student's IEP and as determined by the IEP team.</p> <p>All related service providers attend IEP meetings and provide present levels of performance statements, goals, and an offer of the LRE for the student as it pertains to their service. CRES #14 will work to ensure that as many of these services will be provided in the general education environment, to minimize the possibility of missing valuable instructional time and to help the student generalize their skills into the classroom.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>CNES #14 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP including secondary transition services for students 14 years or older. At least 10 days prior to the IEP meeting for a student who is 14 years or older, CNCA will distribute "The ITP and You" booklet to parents.</p> <p>For students beginning at age 14, the IEP includes an Individual Transition Plan (ITP) that documents the following elements: Career pathway, agency involvement, Achievement of transition activities from current ITP, Education/Training, Employment (including community experiences), Independent Living, and a course of study. To identify areas of strength and interest, all students will have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</p> <p>Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference.</p>

Los Angeles Unified School District

APPENDIX D

PUBLIC SCHOOL CHOICE 2.0

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

Federal requirement	Access to Extra-Curricular / Non academic activities:	Camino Nuevo believes in educating the whole child, therefore, all students at CNCA including all students with special needs, will have full access to the after school, extra-curricular and non academic programs that CNCA will provide. Students with special needs will be supported in doing this with necessary accommodations and modifications provided to the program leaders to ensure that all students have opportunities to explore the world outside of the classroom. Participation in these activities and supports that will be required for access, will be documented on the student's IEP, as determined by the IEP team.
Federal requirement	Providing Extended School Year	<p>Extended school year services will be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of a pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services will be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities.</p> <p>All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of a student's IEP. CNCA will indicate in each student's IEP, whether or not the student will receive ESY services. If in the IEP team meeting, it is determined that a student is not eligible for ESY, the student may be referred to the general education/intersession program. General education programs are available to all students, including students with disabilities, who meet program guidelines. CNCA will offer at least 20 days of added instructional time for students who qualify to receive ESY.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

APPENDIX D

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

All	Professional Development	<p>CNCA is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, “professional learning communities are indeed the best form of staff development. In a five-year period where Adlai Stevenson High School made immense achievement gains, not a single external staff development initiative was launched. Their gains were the result of internal expertise, shared and refined by groups of teachers”. CNCA believes in the power of professional learning communities and actively fosters a results-oriented, collaborative professional environment. We will combine three essential components to define the culture of CRES#14 and ensure a powerful adult learning community is established, focused on academic excellence.</p> <p>The professional learning community will be defined by five key structures: Critical Friends Groups, Classroom Walk-Throughs, Instructional Coaching, Focused Professional Development, and Teacher Leadership. Lastly, in our effort to yield the greatest student achievement gains in the shortest amount of time, the faculty and administration will commit to ensuring a guaranteed and viable curriculum exists for all students.</p> <p>General education and special education teachers will have opportunities to collaborate and plan to meet the needs of all students during designated trainings and meetings protocols, which will be documented with sign in sheets and agendas. All teachers will examine data and create differentiated lessons to ensure that all student needs are being met on a multi-tiered level. CRES #14 will explicitly address how to accommodate for students with special needs through professional development time as well as one on one coaching from experts within and outside of the organization.</p> <p>CNCA site leadership team selects its own staff. Individuals that apply for a position at CNCA are required to submit a resume and complete a CNCA employment application. All resumes are carefully screened and reviewed by a hiring committee to determine which candidates are best suited for open positions at the school based on their qualifications. All candidates that are considered possess or qualify for California Teaching Credential in Special Ed. The hiring committee is made up of the principal, site administrators, select teachers, and other stakeholders. This process help ensure that the candidate and school are well-matched. Candidates that are selected will go through an extensive interview process which includes panel interviews, lesson/unit design, demonstration lessons, and data analysis action plans. Once a candidate has been selected, a written offer of employment is sent to the candidate outlining the terms of employment.</p> <p>Projected special education revenues for CRES #14 will be determined by the allocation of AB602 and IDEA dollars minus the LAUSD SELPA encroachment per enrolled student. Expenditures will include all expenses related to meeting the needs of student with IEPs</p>
Outcomes 6, 8, 16	Staffing / Operations	
	Fiscal	

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

APPENDIX D

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Camino Nuevo Charter Academy

		<p>The budget is based on an estimated 10% of the student population having IEPs roughly translating to three special education teachers and three special education teaching assistants in addition to staff for all other related services. The final staffing plan will be developed to adequately meet the needs of the projected enrollment of students with special needs. The proposed budget will ensure services are provided.</p> <p>The personnel data report will be completed as required. All required reports including the end of year "unaudited actuals of revenues and expenditures" will be provided in a by deadlines indicated.</p> <p>Parents of students with IEPs will be fully informed, in the form of communication they best use, about their child's identification, evaluation, placement, instruction and re-evaluation for special education services. To meet this intent, District forms, notices and procedural guides designed for parents of students with disabilities are to be developed to be readable and linguistically appropriate to the extent required by law. Generally, the forms, notices and procedural guides referenced by this policy include special education forms, notices and guides; Section 504 forms and notices, Student Success Team forms, and disciplinary notices and forms. (specific form titles listed in "Search and Serve" section). So that parents are able to obtain further clarification of the content of any form, all such documents are to include a contact number for parents to call if they have any questions.</p> <p>Parents are entitled to reasonable accommodations to enable their participation in their child's educational decision-making. In addition to accommodations for parents with the need for mobile assistance, accommodations which the parent may request in order to understand the content of the forms or meetings also include oral translation and written translation in the parent's primary language. CRES #14 will ensure that parents are offered special education forms, assessment reports, IEP documentation, and Section 504 forms in their primary language. CNCA will provide an oral interpreter at all necessary IEP meetings, and will request written translation services from the Districts Translation Unit.</p> <p>When there is a dispute or disagreement over a child's eligibility, assessment, or amount or type of related services, CRES #14 will follow District guidelines and timelines as well as seek support from their Local Support Unit (4). CRES #14 will follow the outlined procedures in the Policies and Procedures Manual as it pertains to Informal Dispute Resolution (IDR), mediation, and due process. CRES #14 will attempt to settle any disagreements through mediation or IDR as a first option and will provide timely and appropriate response to all parent concerns.</p>
Outcome 14	Parent Participation	

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Bilingual Program	Year 1	<ul style="list-style-type: none"> Principal Bilingual Program Coordinator Parent Services Coordinator 	<ul style="list-style-type: none"> Two full-day professional development sessions during orientation; Ten two hour professional development sessions throughout the first year. One thirty minute observation each week per teacher during Spanish language arts instruction by the Bilingual Program Coordinator and Principal. Standards-based Four Blocks Pacing Plans (already created by CNCA). Authentic, leveled Spanish literature at all relevant grade levels, particularly K-5. Teacher release time for quarterly administration and analysis of the EDL/DRA Spanish reading assessment. One standing monthly parent workshop to explore various aspects of 	<ul style="list-style-type: none"> Formal teacher evaluation of professional development sessions (ongoing). Observable implementation of strategies shared during professional development sessions (ongoing). Bilingual program matrix and daily schedules will be implemented school-wide as appropriate beginning on the first day of school. Quarterly coaching assessments completed by teachers will indicate administrative observations and coaching meetings are supporting success. Leveled classroom libraries will be stocked with authentic, engaging Spanish literature, particularly K-5, by the end of the first month of school. Teachers will administer and analyze EDL/DRA Spanish reading assessments at the end of each quarter and craft re-teaching plans to address student needs with a goal of all students growing at least 1.5 years in Spanish 	<ul style="list-style-type: none"> Formal teacher feedback after professional development and coaching sessions. School-wide teacher-led classroom walk-through's with focus questions to address the efficacy of bilingual program instruction. Daily schedules and time audits. School-wide classroom library inventories. EDL/DRA quarterly assessment results. SLA quarterly benchmark assessment results. Stakeholder satisfaction survey results (parent, teacher, student). Metrics for Aprenda results Metrics for Spanish Standards Test results

APPENDIX G: IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
			bilingual education and instruction.	<p>reading by the end of the year.</p> <ul style="list-style-type: none"> Principal and administrative team will review EDL/DRA assessment results and re-teaching plans to ensure student reading growth in Spanish. Teachers will share EDL/DRA results with families each quarter during progress report meetings. 6th-8th grade students will have an afternoon Spanish elective to support Spanish language development in the upper grades by quarter two. 1st grade students will take the Aprenda exam at the end of the year with a goal of 70% of students scoring proficient or above. All 2nd -5th grade students will take the Spanish Standards Test at the end of the year with a goal of 70% of students scoring proficient or above. 	
Four Blocks Balanced Literacy Framework	Year 1	<ul style="list-style-type: none"> Principal Assistant Principals Literacy Coordinator 	<ul style="list-style-type: none"> One full-day professional development session during orientation; Ten two hour professional development sessions throughout the first year. One thirty minute 	<ul style="list-style-type: none"> Formal teacher evaluation of professional development sessions (ongoing). Observable implementation of strategies shared during professional development sessions (ongoing). 	<ul style="list-style-type: none"> Formal teacher feedback after professional development and coaching sessions. School-wide teacher-led classroom walk-

APPENDIX G: IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
			<p>observation each week per teacher during literacy instruction to observe each of the Four Blocks by the end of each month.</p> <ul style="list-style-type: none"> Standards-based Four Blocks Pacing Plans (already created by CNCA) Authentic, leveled literature at all grade levels. Teacher release time for the quarterly administration and analysis of the EDL/DRA Spanish reading assessment, K-5, and the Teacher's College Reader's and Writer's Workshop English reading assessment, K-8. One standing monthly parent workshop to explore various aspects of the Four Blocks Balanced Literacy Framework and the home/school connection. 	<p>Bilingual program matrix and daily schedules will be implemented school-wide as appropriate beginning on the first day of school.</p> <ul style="list-style-type: none"> Quarterly coaching assessments completed by teachers will indicate administrative observations and coaching meetings are supporting success. Leveled classroom libraries will be stocked with authentic, engaging Spanish and English literature, particularly K-5, by the end of the first month of school. Teachers will administer and analyze EDL/DRA Spanish reading assessment and the TCRWP English reading assessment at the end of each quarter and craft re-teaching plans to address student needs with a goal of all students growing at least 1.5 years in reading by the end of the year. Principal and administrative team will review EDL/DRA and TCRWP assessment results and re-teaching plans to ensure student reading growth targets are met school-wide. 	<p>through's with focus questions to address the efficacy of balanced literacy instruction within a bilingual program during quarters two and three.</p> <ul style="list-style-type: none"> Daily schedules and time audits. School-wide classroom library inventories. EDL/DRA and TCRWP quarterly assessment results. Stakeholder satisfaction survey results (parent, teacher, student). Metrics for Aprenda results. Metrics for Spanish Standards Test results. Metrics for California Standards Test results in English language arts. Individual quarterly data meetings with the principal and administrative team to discuss benchmark

APPENDIX G: IMPLEMENTATION PLAN

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
				<ul style="list-style-type: none"> Teachers will share reading assessment results with families each quarter during progress report meetings. 6th-8th grade students will have a targeted 30 minute reading block four days a week that changes quarterly based on assessment results and needs. Quarterly English language arts benchmark assessments will be administered to all students in grades 1 through 8. Principal and administrative team will review and individually discuss quarterly mathematics assessment results and re-teaching plans to ensure student achievement in mathematics. All 2nd -8th grade students will take the California Standards Test at the end of the year with a goal of 70% of students scoring proficient or above. 	assessment results.
Singapore and College Preparatory Mathematics Curriculum	Year 1	<ul style="list-style-type: none"> Principal Assistant Principals Parent Services Coordinator Mathematics 	<ul style="list-style-type: none"> Two full-day professional development sessions during the summer; eight two hour professional development sessions throughout the first year. One thirty minute 	<ul style="list-style-type: none"> Formal teacher evaluation of professional development sessions (ongoing). Observable implementation of strategies shared during professional development sessions (ongoing). 	<ul style="list-style-type: none"> Formal teacher feedback after professional development and coaching sessions. Daily schedules and time audits.

APPENDIX G: IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
		<p>Consultant, Robin Ramos.</p> <ul style="list-style-type: none"> Two teacher leaders elected to the instructional leadership cadre. 	<p>observation each week per teacher during mathematics instruction by the assistant principal.</p> <ul style="list-style-type: none"> Three sessions with Singapore Mathematics Consultant, Robin Ramos throughout the year, which may require teacher release-time. A class set of the textbook, student workbook, and teacher reference guide for all K-8 mathematics teachers. Singapore/CPM aligned standards-based pacing plans and quarterly benchmark assessment (already created by CNCA). Three two hour benchmark assessment analysis sessions throughout the year during regular professional development days. One standing monthly parent workshop to explore various aspects of the Singapore and CPM mathematics curriculum. 	<ul style="list-style-type: none"> Quarterly coaching assessments completed by teachers will indicate administrative observations and coaching meetings are supporting success. Teachers will share benchmark assessment results with families each quarter during progress report meetings. 6th-8th grade students will have afternoon mathematics support classes as needed per assessment results. All K-8 students will take quarterly mathematics benchmark assessments with the goal of scoring proficient or above per grade level performance bands. Principal and administrative team will review and individually discuss quarterly mathematics assessment results and re-teaching plans to ensure student achievement in mathematics. Placement on Algebra readiness exam in 7th grade and Geometry readiness at the end of 8th grade. 	<ul style="list-style-type: none"> Quarterly benchmark assessment results. Stakeholder satisfaction survey results (parent, teacher, student). Metrics for California Standards Test in mathematics. Metrics for Spanish Standards Test in mathematics. Individual quarterly data meetings with the principal and administrative team to discuss benchmark assessment results.

APPENDIX G: IMPLEMENTATION PLAN

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Visual and Performing Arts	Year 1	<ul style="list-style-type: none"> Principal Los Angeles Philharmonic School Partner Program PS Arts Everybody Dance 	<ul style="list-style-type: none"> Various grade level appropriate mathematics manipulatives and technology programs related to the curricula. One K-5 teacher-leader to support peer coaching of Singapore implementation during department meetings; one 6-8 teacher leader to do the same with College Preparatory Mathematics curricular implementation. Budget allocation for partnership costs. Daily schedule that reflects emphasis on providing foundational arts exposure to all K-8 students. Teaching Artists for visual and performing arts, including drama, music, dance, and visual art. Space allocation for music, dance, and drama instruction. 	<ul style="list-style-type: none"> Daily arts instruction will begin by the second month of school per partnership calendars. Quarterly performances or demonstrations will be held to share student progress with general education faculty, parents, students, and stakeholders. Progress report grades. 	<ul style="list-style-type: none"> Annual stakeholder satisfaction Surveys (students, teachers, parents). Annual analysis of progress report grades in the areas of the performing arts.

APPENDIX G: IMPLEMENTATION PLAN

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
EL Achieve	Years 2-5	<ul style="list-style-type: none"> Principal Bilingual Program Coordinator EL Achieve Trainers Parent Coordinator 	<ul style="list-style-type: none"> Five full professional development days for all teachers throughout the course of the year. EL Achieve Binders for all teachers and administrators. Collaboration and planning time following professional development sessions. Administrative Coaching sessions for all teachers at least once per week during ELD instruction during the first year. EL Achieve instructional units. Stipends for teacher leaders to participate in curriculum and assessment development over the course of the three year implementation process. 	<ul style="list-style-type: none"> All K-8 teachers will group students according to ELD level and provide 35-45 minutes of targeted ELD instruction daily per grade level requirements by the second semester of year two. All K-8 teachers will begin developing EL Achieve aligned unit plans by quarter two of year two. All K-8 teachers will develop an annual pacing plan by the end of year two. The pacing plans and unit plans will be implemented beginning the first day of school during year three of the implementation. Teachers and administrators will begin developing quarterly benchmark assessments aligned to unit plans for each ELD level to be completed by the end of the third year and fully implemented during year four and revised over the summer. The full EL Achieve Framework, unit plans, and benchmark assessments will be implemented and monitored during year five. 	<ul style="list-style-type: none"> Re-designation rates will increase by 3% each year. The percentage of students scoring basic on the English language arts portion of the quarter benchmark assessments will decrease by 5% each year. AYP targets for all the English language arts subgroup will be met annually.

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional
 ☐ Pilot
 ☐ Network Partner
 ☐ ESBMM
☒ Independent Charter
 ☐ Affiliated Charter

Name of School Central Region Elementary School #14

Name of Applicant Group/Applicant Team Camino Nuevo Charter Academy

Lead Applicant Ana Ponce

Title of Lead Applicant Chief Executive Officer

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
☒ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.
Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
☐ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES*. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Ana Ponce

Title of Lead Applicant Chief Executive Officer, Camino Nuevo Charter Academy

Signature of Lead Applicant  Date 11/29/10

Name of Board President* Philip Lance

Signature of Board President*  Date 11-24-2010

**The additional name and signature of the Board President is only applicable to organizations with a Board.*

ATTACHMENT 1 - SCHOOL CALENDAR

CAMINO NUEVO CHARTER ACADEMY
2011-2012 Central Region Elementary School #14

Month	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	X	S	M	SD	E	SE	ME	Total	Work Days		
																																						Total Days			
AUG	1	2	3	4	5	6	8	9	10	11	12	13	15	16	17	18	19	20	22	23	24	25	26	27	29	30	31														
SEP				1	2	3	5	6	7	8	9	10	12	13	14	15	16	17	19	20	21	22	23	24	26	27	28	29	30												
OCT							1	3	4	5	6	7	8	10	11	12	13	14	15	17	18	19	20	21	22	24	25	27	28	29	30										
NOV																																									
DEC																																									
JAN	2	3	4	5	6	7	9	10	11	12	13	14	16	17	18	19	20	21	23	24	25	26	27	28	30	31															
FEB																																									
MAR																																									
APR	2	3	4	5	6	7	9	10	11	12	13	14	16	17	18	19	20	21	23	24	25	26	27	28	30																
MAY																																									
JUN																																									
JUL																																									

KEY:

- X Regular Instructional Day
- E Enrichment Days
- M Minimum Day
- SD Staff Development (Inservice, pupil free day)
- H Holiday
- S Shortened Days
- NT New Teacher
- Non-school day for students and teachers

Holidays:

- 9/03/11: Labor Day
- 11/12/11: Veteran's Day (observed 11/07/10)
- 11/24 - 11/25/11: Thanksgiving Break
- 12/19/10 - 1/1/12: Winter Break
- 1/16/12: Martin Luther King Jr. Day
- 2/20/12: Presidents Day (observed 02/21/)
- 4/9 - 4/13/12: Spring Break
- 5/28/12: Memorial Day

TOTAL DAYS:

135	36	10	5	11	2	1	195	200
-----	----	----	---	----	---	---	-----	-----

CNCA -Professional Development Calendar

AUGUST	time	Session title	Location	Notes
8/13/12 Monday	7:45-3:30	Singapore Math Figueroa Cortez 3 rd grade team Leonard	Harvard	CPM (College Prep Math) Training Week K. Centolella (M, T, W) T. Cedar (M-F)
8/14/12 Tuesday	7:45-3:30	Singapore Math Figueroa Cortez 3 rd grade team Leonard	Harvard	
8/10/11 Wednesday	7:45-3:30	EL Achieve: Systematic ELD Grades 3-5 6-8 Humanities Open (Reyes)	Rm. 106	
8/11/11 Thursday	7:45-3:30	Orientation		All Teachers and Leadership
8/12/11 Friday	7:45-3:30	Orientation		
8/22/11 Thursday	7:45-9:45	Assessment: Clear guidelines and norms for using common reading assessments	BMS 106	k-3: L. Montenegro & C. Pena 4-8: N. Berg (teachers college reading assessment)
8/23/11 Tuesday	3:30- 4:30	Professional Expectations	BMS 106	A. Howard
8/25/11 Thursday	7:45-9:45	CELDT Test Administration and Scoring Training		Whole Group & Break Out k-1: Montenegro 3-8: Santos

SEPTEMBER	time	Session title	Location	Notes
9/02/11 Thursday	7:45-9:45	Benchmark Revision -Compare 2008-9 benchmarks to CST -Revise Benchmark -Revise Pacing Plans	BMS 106	Grade level teams
9/06/11 Tuesday	3:30-4:30	Team Meeting Emergency Safety & Evacuation Plan Mandated Reporting	BMS 106	Z. Suro
9/15/11 Thursday	7:45-9:45	Benchmark Support Alignment, Reports, and Standards mapping	TBD	Mary Javier, Director of Knowledge Management
9/22/11 Thursday	7:45-9:45	ES: Bilingual Pedagogy #1	BMS 106	L. Montenegro/ C. Peña Nicole Berg

CNCA -Professional Development Calendar

		MS: Strategic Alignment Plan (SAP) for ELLs		
9/16/11 Friday	Full day PD only for participating teachers	EL Achieve Systematic ELD Grades 3-5 Teachers 6-8 Humanities Teachers	TBD	*subs provided for participating teachers
9/20/11 Tuesday	3:30-4:30	CFG	TBD by Group	Tuesday CFG #1 Facilitators/ presenter TBD by CFG groups 2 days in advance
9/22/11 Thursday	7:45-9:45	Meeting the needs of the "Whole Child" #1: A Framework for Understanding Poverty	BMS 106	A. Howard
9/28/11 Wednesday	During school day*	Classroom Walkthroughs (CWT)	k-8 classrooms	* sub coverage provided for CWT teams

OCTOBER	time	Session title	Location	Facilitator(s)/Notes
10/06/11 Thursday	7:45-9:45	Benchmark Revision	BMS 106	
10/04/11 Tuesday	Full day PD*	EL Achieve Systematic ELD Grades 3-5 Teachers 6-8 Humanities Teachers	TBD	*sub coverage provided for participating teachers
10/06/11 Thursday	7:45-9:45	CFG	TBD by Group	Thursday CFG #1 Facilitators/ presenter TBD by CFG groups 2 days in advance
10/11/11 Tuesday	3:30-4:30	Team Meeting Classroom Walkthrough Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
10/13/11 Thursday	3:30-4:30	BOY Reading Data Analysis and Action Planning: EDL, TCRWP	BMS 106	C. Pena
10/18/11 Tuesday	3:30-4:30	CFG	TBD by Group	Tuesday CFG #2 Facilitators/ presenter TBD by CFG groups 2 days in advance
10/20/11	7:45-9:45	EL Achieve:	BMS 106	Rachel Caligiuri and Sierra

CNCA -Professional Development Calendar

Thursday		Developing Effective Lesson Plans		Feliciano
10/21/11 Friday	Minimum day	End of Q1 Teacher work time -grading -progress reports -preparation for benchmark analysis	k-8 classrooms	
10/27/11 Thursday	7:45-9:45	BOY Reading Data Analysis and Action Planning: Session 2	BMS 106	L. Montenegro/ C. Peña Nicole Berg
10/28/11 Friday	Full Day PD	Q1 Benchmark Analysis (ELA and Math) Singapore Math: Robin Ramos	TBD	A. Howard R. Ramos Grade Level Teams

NOVEMBER	time	Session title	Location	Notes
11/01/11 Tuesday Cancelled	During school day	Classroom Walkthrough (CWT) #2	k-8 classrooms	* sub coverage provided for CWT teams *Teacher Facilitator TBD
11/01/11 Tuesday	3:30-4:30	CFG	TBD by Group	Tuesday CFG # 3 Facilitators/ presenter TBD by CFG groups 2 days in advance
11/03/11 Thursday	7:45-9:45	Parent Conferences	k-8 classrooms	11/04/11 minimum day 11/06/11 minimum day
11/10/11 Thursday	7:45-9:45	CFG Singapore Math w/Robin Ramos: Developing Effective Lesson Plans	TBD by CFG Singapore: Room 106	Thursday CFG # 2 Facilitators/ presenter TBD by CFG groups 2 days in advance
11/15/11 Tuesday	3:30-4:30	Team Meeting: Teacher Evaluation	BMS 106	A. Howard Admin Team
11/17/11 Thursday	7:45-9:45	K-5 Bilingual Pedagogy: Best Practices in Reading Instruction from NCLR Conference MS: ELL Instruction	BMS 106	L. Montenegro and R. Caligiuri N. Chalfoun (MS)
11/23/11 Wednesday	1:00-2:00	Give Thanks Potluck Lunch	MPR	All-staff team building
	2:00-3:30	Teacher Work/Planning Time		
11/24/11 11/24/11	Thanksgiving Holiday			

DECEMBER	time	Session title	Location	Notes
11/29/11	3:30-4:30	Team Meeting	BMS 106	Iris Benitez

CNCA -Professional Development Calendar

Tuesday		Opening Cumulative Folders		k-5 cumulative folders organized by class
12/01/11 Thursday	7:45-9:45	CFG	TBD by CFG group	Thursday CFG #3 Facilitators/ presenter TBD by CFG groups 2 days in advance
12/6/11	8:30-1:30	CWT #2		
12/ 8/11 Thursday	7:45-9:45	ES: Bilingual Pedagogy #3 MS: Strategic Alignment Plan (SAP) for ELLs #3	BMS 106	Dr. Magaly Lavandenz, Transference
12/13/11 Tuesday	3:30-4:30	CWT #2: Debrief	BMS 106	Teacher-Leader
12/15/11 Thursday	7:45-9:45	Q2 Benchmark Revisions	BMS 106	

2010- Happy New Year!

JANUARY	time	Session title	Location	Notes
• Prepare for CST Writing (March grades 4,7)				
1/3/12 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #5 Facilitators/ presenter TBD by CFG groups 2 days in advance
1/5/12 Thursday	7:45-9:45	EL Achieve: Program Implementation Check-In	BMS 106	Director of Bilingual Education; Teacher leaders
1/6/12 Friday	During school day	Classroom Walkthrough (CWT) #3	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
1/12/12 Thursday	7:45-9:45	Meeting the needs of the "Whole Child" #2 -mental health -counseling	BMS 106	Gloria de La Cruz Quiroz
1/17/12 Tuesday	3:30-4:30	Classroom Walkthrough Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
1/19/12 Thursday	7:45-9:45	CFG	TBD by CFG group	Thursday CFG # 4 Facilitators/ presenter TBD by CFG groups 2 days in advance
1/20/12 Friday	12:30-3:30	Minimum Day End of Q2 Teacher work time -grading -progress reports	k-8 classrooms	

CNCA -Professional Development Calendar

		-preparation for benchmark analysis		
1/26/12 Thursday	7:45-9:45	MOY Reading Data Analysis and Action Planning	BMS 106	
1/27/12 Friday	Full Day PD	Q2 Benchmark Analysis (ELA and Math) Differentiation Support Plan	TBD	

FEBRUARY	time	Session title	Location	Notes
01/31/12 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #6 Facilitators/ presenter TBD by CFG groups 2 days in advance
2/02/12 Thursday	7:45-9:45	Parent Conferences	k-8 classrooms	2/03/12- minimum day 2/05/12- minimum day
2/09/12 Thursday	7:45-9:45	CFG	TBD by CFG group	Thursday CFG #5 Facilitators/ presenter TBD by CFG groups 2 days in advance
2/14/12 Tuesday	3:30-4:30	Team Meeting	BMS 106	
2/16/12 Thursday	7:45-9:45	ES: Bilingual Pedagogy #4 MS: Strategic Alignment Plan (SAP) for ELLs #4	BMS 106	
2/23/12 Thursday	7:45-9:45	Singapore Math w/ Robin Ramos	BMS 106	

MARCH	time	Session title	Location	Notes
02/28/12 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #7 Facilitators/ presenter TBD by CFG groups 2 days in advance
2/29/12 Wednesday	During school day	Classroom Walk-Throughs (CWT) #4	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
3/01/12 Thursday	7:45-9:45	Differentiated Support Planning	BMS 106	
3/08/12 Thursday	7:45-9:45	Shared Commitments and Vision Check-In	BMS 106	
3/13/12 Tuesday	3:30-4:30	Team Meeting CWT Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
3/15/12	7:45-9:45	CFG	TBD by	Thursday CFG #6

CNCA -Professional Development Calendar

Thursday			CFG group	Facilitators/ presenter TBD by CFG groups 2 days in advance
3/22/12 Thursday	7:45-9:45			
3/27/12- 3/30/12	SPRING BREAK Return to school Monday April 5 th (Full Day PD)			

APRIL	time	Session title	Location	Notes
4/02/12 Monday	Full day PD	Q3 Benchmark Analysis (ELA and Math) Differentiation Support Plan	TBD	
4/04/12 Tuesday	3:30-4:30	CFG	TBD by CFG Group	Tuesday CFG #8 Facilitators/ presenter TBD by CFG groups 2 days in advance
4/04/12 Wednesday	During school day	Classroom Walkthrough (CWT) # 5	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
4/05/12 Thursday	7:45-9:45	Mathematics k-8		
4/12/12 Thursday	7:45-9:45	Parent Conferences	k-8 classrooms	4/14/12- minimum day 4/16/12- minimum day
4/17/12 Tuesday	3:30-4:30	CWT Debrief	BMS 106	
4/19/12 Thursday	7:45-9:45	CST/STS Test Examiner Training* for all k-8 teachers Testing memo, security affidavits, logistics, procedures, video and PowerPoint *Mandatory	BMS 106	Y. Carrillo L. Montenegro
4/26/12 Thursday	7:45-9:20	CFG	TBD by CFG group	Thursday CFG #7 Facilitators/ presenter TBD by CFG groups 2 days in advance
	9:25-9:45	Guided visualization of our success on the CST 😊 (tradition)	BMS 106	L. Montenegro

MAY	time	Session title	Location	Notes
5/01/12 Tuesday	3:30-4:30	CFG	TBD by CFG Group	Tuesday CFG #9 Facilitators/ presenter TBD by CFG groups 2 days in

CNCA -Professional Development Calendar

				advance
5/03/12 Thursday	7:45-9:45	Meeting the needs of the "Whole Child" -counseling -mental health	BMS 106	Gloria De La Cruz Quiroz
5/10/12 Thursday	7:45-9:45	ES: Bilingual Pedagogy #5 MS: Strategic Alignment Plan (SAP) for ELLs #5	BMS 106	
5/15/12 Tuesday	3:30-4:30	Team Meeting End of Year Check Out Procedures	BMS 106	
5/17/12 Thursday	7:45-9:45	CFG	TBD by CFG Group	Thursday CFG #8 Facilitators/ presenter TBD by CFG groups 2 days in advance
5/25/12 Thursday	7:45-9:45	Closing Cumulative Files	Grade level teams	A. Howard

JUNE	time	Session title	Location	Notes
05/29/12 Tuesday	3:30-4:30	CFG	TBD by CFG group	Tuesday CFG #10 Facilitators/ presenter TBD by CFG groups 2 days in advance
5/30/12 Wednesday	During school day	Classroom Walkthrough (CWT) #6	k-8 classrooms	* sub coverage provided for CWT teams *Teacher facilitator TBD
06/01/12 Thursday	7:45-9:45	EOY Data Analysis -retention -intervention -protocol to reflect on key information on Target kids		
6/7/12 Thursday	7:45-9:45	Classroom Reorganization		
6/15/12	3:30-4:30	CWT Debrief and Action Planning	BMS 106	Teacher Facilitator TBD
6/13/12 Wednesday	12:30-3:30	Minimum Day		
6/14/12 Thursday	7:45-9:45	CFG whole group Reflection & Appreciation -Paseo Protocol to reflect on success and accomplishments - teacher awards	MPR	Breakfast potluck

CNCA -Professional Development Calendar

		- slide show - connections		
6/19/12 Tuesday	12:30- 3:30	Minimum Day Work time to close out classrooms	k-8 classrooms	Last Day with students

Additional PD support structures:

- ✓ Observations, Feedback within CNCA Burlington Coaching Model
- ✓ Weekly grade-level planning/collaboration time (k-5)
- ✓ Planning and Preparation periods (6-8)
- ✓ Bilingual Group (optional monthly gathering)
- ✓ Peer Observations (arrange for coverage with admin team)



Look closely! Dig deep!



Centro Latino for Literacy

BOARD OF DIRECTORS

President

Juan Mireles
City Manager, retired
El Monte

Secretary

Armando L. González, FAIA
Principal
González/Goodale Architects

Treasurer

Richard Koffler
CEO
Koffler Ventures, LLC

Directors

Marcos A. Cajina
President, Granada Tiles
Founder Centro Latino for Literacy

Diana M. Cepeda
Principal
Samsoluc Media LLC

Fernando M. Olguín
United States Magistrate Judge
California Central District

Bianca Philippi
Principal
Creative Insights

Clark D. Ritchie
Chief Technology Officer
One Economy, Corp.

Trude Skolnick
Director, Retired
LAUSD Emergency Immigrant
Education Program

Les Traub
Senior Vice President
Chief Financial Officer
First Credit Bank

Executive Director

Mari Riddle
Centro Latino for Literacy

November 24, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0 Application for Central Region Elementary School #14

Dear Superintendent Cortines,

I am pleased to submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14.

Centro Latino for Literacy (CLL) is a non-profit organization that provides Spanish literacy, English as a Second Language (ESL), computer and student leadership classes to adults, many of whom did not have the opportunity to attend school as children. Camino Nuevo Charter Academy (CNCA) routinely refers students' parents to CLL's adult education classes. CLL and CNCA recently began exploring the possibility of offering Centro Latino's *Leamos*TM literacy program at one of the CNCA schools.

From our experiences collaborating with Camino Nuevo Charter Academy (CNCA), we believe that CNCA schools create opportunities for students to realize their potential for excellence and enable them to positively transform their own futures and that of their community. CNCA's efforts to engage the community and develop partnerships with local non-profits to better serve their students contribute significantly to their success. Being awarded the ability to operate Central Region Elementary School (CRES) #14 would allow CNCA to serve an additional 700 students in this community by providing them with an excellent education and preparing them to succeed in high school, college and the workplace.

We are excited at this opportunity for CNCA to operate CRES #14, and we will offer CNCA our support in this endeavor. If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,

Maria J. Riddle

Mari Riddle
Executive Director
Centro Latino for Literacy

The Gabriella Axelrad Education Foundation

639 South Commonwealth, Suite B, Los Angeles, CA 90005

www.gabri.org (213) 365-2491

November 24, 2010

Board of Directors

Liza Bercovici,
Executive Director
and Founder

Elizabeth Berman

Ronald W. Buckly

James DeWitt

Leah Fischer

Theresa Reed Frantz

Cynthia Gauger

Susan Gurman

Dule Hill

Gayle Hooks

Ellis Horvitz

Charlotte Hughes

Tatitana Blackington James

Jane Jelenko

Meg Kasdan

Paola Santana

Talia Shire Schwartzman

Jaclyn Smith

Lynn Soodik

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0 Application for Central Region Elementary School #14

Dear Superintendent Cortines,

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14.

Our non-profit organization has been associated with Camino Nuevo for the past ten years teaching dance to their elementary and middle school students at four of their campuses. Over that time, we have come to know and respect the school's leadership and staff and we have had the opportunity to become familiar with Camino's high academic standards and expectations of their students. We feel confident that, if awarded CRES #14, Camino Nuevo would bring a high-quality school to the children of the Echo Park community.

If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,



Liza Bercovici
Executive Director
Gabriella Axelrad Education Foundation



THE LOS ANGELES
Child Development Center
A Non-Profit California Corporation

November 24, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

Miriam Williams, M.D.
Founder/President Emeritus
1910-1997

BOARD OF DIRECTORS
Jeri Weiss, Ph.D.
President

Esther Rydell
Vice President

Arthur F. Silbergeld, Esq.
Secretary/Treasurer

R. James Perkins, M.D.
Past President

Francine Bartfield, Ph.D.
Hon. Aviva K. Bobb, J.D.
Janet J. Ciriello, Ed.D.
Judge Leon S. Kaplan, J.D.
Ann Kirsch, Ph.D.
Stanley Leiken, M.D.
Mary Ann Rosenfield, Psy.D.
Roberto F. Santos
Anita Saunders, Ph.D., L.C.S.W.
Carol Weinstock, L.C.S.W., B.C.D.

SCHOOL-BASED
COUNSELING PROGRAM
Johanna Schwab, L.C.S.W.
Director Emeritus
Field Placement Program

Francine Bartfield, Ph.D.
Director, Field Placement Program
Carol Silbergeld, L.C.S.W., B.C.D.
Director, The Divorce Project

LACDC AT CAMINO NUEVO
Gloria DeLaCruz Quiroz, L.C.S.W.
Director

LACDC AT THE
ACCELERATED SCHOOL
Rachel Bartur, L.C.S.W.
Director

A Non-Profit California Corporation
Tax ID: #95-32222 95

**Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0
Application for Central Region Elementary School #14**

Dear Superintendent Cortines,

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14.

In 2005, LACDC began a partnership with Camino Nuevo Charter Academy. Now in our 5th school year, LACDC provides culturally competent, free mental health services to Camino Nuevo's low-income and uninsured students and their families. In addition our therapists and consultants support the teaching staff, administrators and resource specialists in addressing the mental health needs faced by the whole school population. The program is staffed by bi-lingual and bi-cultural mental health professionals and interns who reach a community on their home ground who have until now gone unattended.

From our experiences collaborating with Camino Nuevo Charter Academy (CNCA), we believe that CNCA schools create opportunities for students to realize their potential for excellence and enable them to positively transform their own futures and that of their community. CNCA's efforts to engage the community and develop partnerships with local non-profits to better serve their students contribute significantly to their success. Being awarded the ability to operate Central Region Elementary School (CRES) #14 would allow CNCA to serve an additional 700 students in this community by providing them with an excellent education and preparing them to succeed in high school, college and the workplace.

We are excited at this opportunity for CNCA to operate CRES #14, and we will offer CNCA our full support in this endeavor. If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,

Jeri Weiss
President
The Los Angeles Child Development Center



Janet Murguía
President and CEO

California Regional Office
523 West 6th Street, Suite 550
Los Angeles, CA 90014

TEL 213.489.3428
FAX 213.489.1167
www.nclr.org

November 18, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0 Application for Central Region Elementary School #14

Dear Superintendent Cortines,

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14.

At a national level, the National Council of La Raza (NCLR) has an affiliate network comprised of nearly 100 charter schools working toward improving the quality of education afforded to Latino students. Currently, nearly 30 of our affiliate schools are chartered through the Los Angeles Unified School District. The aim of our schools is to provide a rigorous instructional program that will adequately equip students to explore and pursue post-secondary options upon graduating high school. In a complementary manner, Camino Nuevo Charter Academy is working earnestly to provide every child in their school system the means to prepare for tier-one universities by offering them access to a comprehensive and well-acknowledge curricular framework.

From our experiences collaborating with Camino Nuevo Charter Academy (CNCA), we believe that CNCA schools create opportunities for students to realize their potential for excellence and enable them to positively transform their own futures and that of their community. CNCA's efforts to engage the community and develop partnerships with local non-profits to better serve their students contribute significantly to their success. Being awarded the ability to operate Central Region Elementary School (CRES) #14 would allow CNCA to serve an additional 700 students in this community by providing them with an excellent education and preparing them to succeed in high school, college and the workplace.

We are excited at this opportunity for CNCA to operate CRES #14, and we will offer CNCA our full support in this endeavor. If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Julia Poyne", is written over a horizontal line.

Senior Vice-President
NCLR



November 16, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

**Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0 Application
for Central Region Elementary School #14**

Dear Superintendent Cortines,

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14.

Pueblo Nuevo Development is a nonprofit community development corporation that has been working in the MacArthur Park community since 1993. The mission of Pueblo Nuevo Development is to provide opportunities for economic and educational advancement for the residents of the greater MacArthur Park neighborhood. We have been a partner with Camino Nuevo Charter Academy on four real estate development projects including schools and recreational facilities that serve thousands of children, youth and adults.

From our experiences collaborating with Camino Nuevo Charter Academy (CNCA), we believe that CNCA schools create opportunities for students to realize their potential for excellence and enable them to positively transform their own futures and that of their community. CNCA's efforts to engage the community and develop partnerships with local non-profits to better serve their students contribute significantly to their success. Being awarded the ability to operate Central Region Elementary School (CRES) #14 would allow CNCA to serve an additional 700 students in this community by providing them with an excellent education and preparing them to succeed in high school, college and the workplace.

We are excited at this opportunity for CNCA to operate CRES #14, and we will offer CNCA our full support in this endeavor. If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Ardell", written over a horizontal line.

Daniel M. Ardell
Chairman

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

November 24, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

**Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0 Application
for Central Region Elementary School #14**

Dear Superintendent Cortines,

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14. We have partnered with Camino Nuevo extensively over the past decade and the level of instruction that they provide, the strong culture of high expectations that permeates throughout their schools and the deep relationships that they have established with the surrounding community in MacArthur Park makes them uniquely positioned to operate Central Region Elementary School #14. As a result we are committed to supporting this application.

In particular we will support the recruitment of a highly effective teaching force that demonstrates a diversity of skill sets, background and experiences, who are trained in culturally relevant and responsive pedagogy, and who will use data in a collaborative manner to target supports for students and adults. Teach For America corps members in the schools Camino Nuevo operates will positively contribute to establishing a culture of continuous improvement and accountability for student learning.

As an organization Teach For America-Los Angeles has been recruiting, and developing talented teachers and school leaders who are knowledgeable and passionate about education for all students in Los Angeles, for nearly 20 years. During this period of time we have recruited more than 1,200 teachers to Los Angeles. These talented individuals have gone on to become leaders in our community, including eleven elected officials and 50 high performing school leaders. Across the nation, we have trained and supported almost twenty thousand teachers in communities and schools where the achievement gap is most pronounced. Our teachers have worked with nearly 3 million children living at or near the poverty line, the vast majority of whom are African American or Latino/Hispanic students who are performing well below their peers in higher-income neighborhoods.



ALL AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

For two decades, Teach For America has been learning about what distinguishes highly effective teachers in low-income communities. We frequently observe teachers in person and on video to gather qualitative evidence of their actions in and around the classroom. We interview them and facilitate reflection about their processes, purposes, and beliefs. We review teachers' planning materials, assessments, and student work. We survey teachers in our program at least four times a year about what training and support structures are most influential in their teaching practice. These findings are then incorporated into our teacher development model.

After individuals join Teach For America's corps, we focus our efforts on training them to be highly successful beginning teachers. Our model of teacher preparation, support, and development revolves around five key drivers of new teacher learning and performance. At the center of our model is experiential learning, or what teachers learn first-hand from their classroom experiences and from the progress their students make. Experiential learning includes using data on student achievement to drive reflection and feedback. This helps corps members analyze the relationship between their actions and student outcomes. In addition, we ensure corps members have a foundation of core knowledge in instructional planning and delivery, classroom management and culture, content and pedagogy, learning theory, and other areas. We provide support tools such as student learning assessments, lesson plans, and sample letters to parents. We give corps members the opportunity to learn from the examples of other excellent teachers, both live and virtual. Finally, we facilitate a community of shared purpose, values, and support, fostering connections among corps members so they can take risks, ask for help, experiment, learn from colleagues, and sustain themselves, both physically and emotionally.

Our corps members are committed to ensuring that they are employing instructional strategies to meet the needs of all learners. As part of their independent work, corps members read a set of textbooks that Teach For America has developed, conduct observations of experienced teachers, and complete written and reflective exercises. This includes *Diversity, Community, and Achievement*, which examines diversity related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap, and *Learning Theory* which focuses on learner-driven instructional planning. It considers how students' cognitive development and individual learning profiles should help inform corps members' instructional and classroom management decisions.

In addition to providing a comprehensive text and curriculum sessions on Diversity, Community and Achievement during the summer training institute, Teach For America provides incoming corps members with an overview of the diversity and history of communities in which they serve through panels with local community leaders, recommend readings, and small group discussions during regional orientation. Moreover, we build partnerships with organizations such as Sponsorship for Educational Opportunities (SEO), United Negro College Fund (UNCF), The National Council of La Raza, National Black and Hispanic MBA Associations, National Urban League, and have launched a number of broad diversity and inclusiveness initiatives to raise awareness in communities of color.



AN AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Our teachers set big goals that are ambitious, measurable, and meaningful for their students. They invest students and their families through a variety of strategies to work hard to reach those ambitious goals. They plan purposefully by focusing on where students are headed, how success will be defined, and what path to students' growth is most efficient. Our teachers execute effectively by monitoring progress and adjusting course to ensure that every action contributes to student learning. Teach For America corps members continuously increase their effectiveness by reflecting critically on their progress, identifying root causes of problems, and implementing solutions. Finally, they work relentlessly in light of their conviction that they have the power to work past obstacles for student learning. Additionally, each corps member is supported by a Program Director for the duration of their two year commitment. Program directors hold teachers accountable for producing data driven results within their classroom and facilitate co-investigation of teacher effectiveness.

National research has borne out our impact. Independent studies have demonstrated the added value of Teach For America corps members. For example, one study analyzing student exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science. That was true even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience. Research on Teach For America corps members teaching in LAUSD has substantiated this impact, finding that TFA teachers produce statistically significant gains for students when compared to non-TFA teachers regardless of years of experience.

As part of our community partnership with Camino Nuevo, we are committed to providing corps members to support Camino Nuevo's efforts to build a diverse staff, to broaden our partnership. As a partner with Camino Nuevo we look forward to expanding our presence within the schools they apply to operate, serving as a pipeline for a diverse and effective teaching staff. From our experiences collaborating with Camino Nuevo Charter Academy (CNCA), we believe that CNCA schools create opportunities for students to realize their potential for excellence and enable them to positively transform their own futures and that of their community. CNCA's efforts to engage the community and develop partnerships with local non-profits to better serve their students contribute significantly to their success. Being awarded the ability to operate Central Region Elementary School (CRES) #14 would allow CNCA to serve an additional 700 students in this community by providing them with an excellent education and preparing them to succeed in high school, college and the workplace.



AN AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

We are excited at this opportunity for CNCA to operate CRES #14, and we will offer CNCA our full support in this endeavor. If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,

Paul Miller

Executive Director
Teach For America-Los Angeles



A TEACHFORAMERICA PROGRAM



Founded 1983

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802
Fax: (213) 688-2942
www.ypiusa.org

November 24, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

Re: Support for Camino Nuevo Charter Academy's Public School Choice 2.0 Application for Central Region Elementary School #14

Dear Superintendent Cortines,

It is with great pleasure that I submit this letter in support of Camino Nuevo Charter Academy's Public School Choice 2.0 application to operate Central Region Elementary School #14.

The Youth Policy Institute provides education, training and technology services to lift low-income families out of poverty. YPI also supports efforts to boost the capacity and effectiveness of partnering agencies and schools that provide essential services for youth. Each year, YPI helps more than 30,000 youth and adults through these programs.

From our experiences collaborating with Camino Nuevo Charter Academy (CNCA), we believe that CNCA schools create opportunities for students to realize their potential for excellence and enable them to positively transform their own futures and that of their community. CNCA's efforts to engage the community and develop partnerships with local non-profits to better serve their students contribute significantly to their success. Being awarded the ability to operate Central Region Elementary School (CRES) #14 would allow CNCA to serve an additional 700 students in this community by providing them with an excellent education and preparing them to succeed in high school, college and the workplace.

We are excited at this opportunity for CNCA to operate CRES #14, and we will offer CNCA our full support in this endeavor. If you have any questions please feel free to contact me. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Dixon Slingerland", with a long horizontal flourish extending to the right.

Dixon Slingerland
Executive Director

Camino Nuevo Charter Academy Principal

Location:

Supervisor: CAO

Work Periods: Full time, 12 month, Exempt

Direct Supervision Exercised: All site staff, other staff as assigned

Class: Certificated, Administrator

Description:

The Principal serves as the educational leader, responsible for the development, implementation, and evaluation of a high quality, comprehensive educational program and to administer the program in accordance to school board policies and administrative rules and regulations. He/She is expected to embody, promote and lead Camino Nuevo's mission, vision and policies.

Essential Functions:

- Facilitate the development of a school-wide vision, with measurable goals and a positive school culture.
- Maintain high standards for student performance.
- Enable the school to meet improvement standards and other goals and obligations established in the charter.
- Develop and maintain positive relationships with parents, family and students including monitoring student progress and ensuring that students are aware of academic expectations.
- Manage staff and employees at the assigned school site. Managing staff includes utilizing each employee in an effective manner as well as evaluating and responding to professional development needs. The Principal must also conduct periodic evaluations on performance, providing relevant and timely feedback.
- Develop, coordinate, and assess instructional programs including standards-based core curriculum, intervention programs, special education program, master plan for English Learner students
- Develop and implement a professional development plan that is relevant and meaningful for instructional personnel.
- Supervise school-wide curriculum and assessment mapping including regular student achievement data analysis
- Ensure smooth running of daily school operations, which includes managing crises effectively, maintaining discipline and order in the school and most importantly ensuring the overall safety and security of the school.
- Supervise and support all parent participation programs including volunteer program, Parent Institutes, and family evaluations.
- Recruit, evaluate, and manage staff including certificated teaching staff, classified staff, and special programs classified assistants.
- Develop Master Schedule in alignment with instructional program needs and supervise implementation of schedule
- Develop and manage school budget.
- Develop and supervise student support services including Coordinate Support Team, Student Success Team, Student Council, visual and performing arts program, after school program, health services, and technology support services.
- Supervise and support all compliance related reporting including categorical programs (Title I, Bilingual), Civil Rights Compliance, Federal Meal Program.
- Ensure the school is fully enrolled and supervise enrollment, admissions and attendance procedures and records.
- Other duties as needed and/or assigned

Other Duties:

- Cooperate with outside evaluators in their efforts to assess the school's performance by establishing strong systems for data management and analysis and making the same available to the evaluators. The Principal shall assist the CEO/Executive Director in developing and implementing a school accountability plan.
- Attend and prepare any information needed for each scheduled CNCA Board meeting.
- Demonstrate a commitment to the good of the whole organization by making two significant contributions during

Camino Nuevo Charter Academy intends that all qualified persons shall have equal opportunity for employment and promotion.

Camino Nuevo Charter Academy 2008-2009

Camino Nuevo Charter Academy Principal

the year that directly benefit the other school sites.

- Support the Public Relations efforts of the school by attending to visiting guests and donors, forwarding information about their site for use in promotional literature and representing the school at off-site fund raising events, conferences and symposiums (about one per quarter).
- Meet with the school's executive leadership (including the other Principals) on a regular basis for planning and training purposes.
- Assist with Development needs by helping to edit and/or assigning site-based staff members to write portions of grants or other documents.
- Prepare a site budget for the each fiscal year with input from faculty and parents and present it to the CEO/Executive Director by March 31 of each year.
- Serve as the primary liaison for the respective campus landlord except in cases dealing with rent negotiations and other significant issues that may require assistance from the Executive Director.
- Serve on school site and charter governance bodies including Site Based Council and others as appropriate.

Job Specifications:

- Ability to develop and maintain a positive school culture.
- Ability to define and articulate a school philosophy aligned with the CNCA vision.
- Ability to inspire and support staff to continuously strive toward the CNCA vision.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Ability to ensure the effective implementation of mission-critical activities, based on school performance goals
- Ability to nurture high performing teams by demonstrating effective and dynamic leadership.
- Ability to promote effective communications and interpersonal relations among staff, parents, students and community members.
- Ability to promote on-going professional growth.
- Ability to work with students and to motivate and engage them in a positive way.
- Ability to maintain effective discipline and fosters a safe learning environment.

This job description encompasses the general duties and responsibilities of a Principal. An additional addendum to this job description may be outlined to list additional site specific responsibilities.

**Camino Nuevo Charter Academy
Executive Director**

Title: CNCA Executive Director

Location: All Sites

Work Period: 12 month, 7:30 – 4:30.

Reporting Relationship: Reports to the Board of Directors

Direct Supervision Exercised: Site Principals and Central Staff

Statement of Main Site-Specific Duties: Direct, supervise and support Camino Nuevo Charter Academy in making progress towards its mission.

Operations

- 1) Serve as the primary liaison between CNCA and various governmental agencies for purposes of contract reporting and compliance, contract negotiations and renewals, etc. (includes LAUSD, Los Angeles County Office of Education, California Department of Education, National School Lunch Program, other federal agencies and programs).
- 2) Negotiate, review, monitor and evaluate all contracts and leases with vendors, consultants and landlords (includes PND, New Visions, Wilshire Blvd. Temple, Town House, ExED, Special Education Consultants, among many others) in collaboration with relevant stakeholders.
- 3) Oversee development of seam-less instructional program across campuses
- 4) Supervise cross-campus implementation of school-wide policies and procedures
- 5) Supervise the development of an annual budget and present it to the Board of Directors.
- 6) Monitor and control budget throughout the year.
- 7) Consult with legal counsel when necessary concerning operations matters.
- 8) Manage the School Accountability Plan and report results to the Board of Directors on a Regular Basis.

Personnel

- 1) Recruit Principals and other Administrators (Director of Development, Facilities Manager, Special Education Coordinators, etc.) when vacancies occur.
- 2) Negotiate yearly contracts with the Principals and other Administrators within the constraints of the school budget.
- 3) Work with Principals and other Administrators to set yearly goals that challenge the school to achieve higher levels of excellence.
- 4) Conduct performance appraisal of Principals and other Administrators.
- 5) Implement accountability measures that foster a culture of high expectations throughout the school.
- 6) Provide support, guidance and mentoring to the Principals and other Administrators.
- 7) Manage internal communications among Principals, other Administrators, Parents, Teachers and Students in order to facilitate a strong sense of school mission, vision, and direction.
- 8) Consult with legal counsel when necessary concerning personnel issues.

**Camino Nuevo Charter Academy
Executive Director**

Page 2

Development

(The President of the Board would assist the Executive Director with the following responsibilities):

- 1) Develop annual fund raising plan.
- 2) Develop grant tracking and reporting process.
- 3) Raise awareness among various constituencies about CNCA through outreach efforts.
- 4) Develop volunteer program.
- 5) Supervise fund raising staff and grant writers.
- 6) Identify and establish relationships with new funding sources.
- 7) Serve as primary contact for foundations and granting agencies.
- 8) Oversee donor recognition matters (thank you gifts, plaques, site visits).
- 9) Represent CNCA at conferences, meetings and other events in order to develop and maintain relationships with potential donors, and allies.
- 10) Increase CNCA's profile in the education reform community.
- 11) Other duties as assigned.

Camino Nuevo Charter Academy Chief Operating Officer

Location: Central

Supervisor: CEO/Executive Director

Work Periods: Full time, 12 month, Exempt

Class: Certificated, Administration

Description:

Camino Nuevo Charter Academy (CNCA) is looking for a natural leader with the energy and skills to develop the operations infrastructure required to support the organization. Under the direction of the CEO/Executive Director, the Chief Operating Officer will manage direct reports in human resources, information technology, operations, compliance and communication. The ideal candidate will have either school operations experience or experience in developing a multiple site organization. The Chief Operating Officer must work with the rest of the management team to establish robust, flexible and reliable systems while maintaining entrepreneurial excellence.

The COO must be a consummate team player and creative problem solver who is able to work effectively with limited resources. A sincere commitment to serving low income students throughout California is mandatory. The Chief Operating Officer will demonstrate the passion, integrity and systematic thinking crucial to the continued success of CNCA.

Essential Functions:

- Developing the next IT platform for CNCA. Key challenges include:
 - Understanding how to leverage technology to reduce the cost of operations for CNCA
 - Increasing knowledge sharing across the organization and improve service to schools
 - Developing and executing on an IT roadmap for the next 3-5 years
 - Developing and executing on a Knowledge Management roadmap for the next 3-5 years
- Improving services to schools (food, transportation, security, janitorial, etc.). Key challenges include:
 - Defining a long term plan to provide superior service in all areas within a limited budget
 - Setting service level agreements and redesigning processes to consistently deliver on commitments
- Developing a superior talent pipeline and providing superior services and benefits to all employees. Key challenges include:
 - Assisting the Director of Human Resources and CEO in developing a high performance culture across the organization and maintaining a highly motivated employee force

Other Duties:

- Fosters a positive attitude toward the organization, including programs, sites and leadership
- Recommend budget expenditures and manage program budget
- Supports, manages and implements organizational policies and procedures including CEO/ Executive Director's initiatives.
- Evaluates the performance of subordinate personnel with feedback from Executive Director
- Other duties as assigned

Job Qualifications:

- Ability to define and articulate school philosophy aligned with the CNCA vision.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Experience managing organizations in the following functions: human resources, information technology, and general operations
- A track record of leading, motivating and developing high performance teams in diverse functions while contributing as an integral member of an executive staff.
- Knowledge of public school reform policies in the United States including professional relationships with a network of reform leaders is helpful.
- The executive presence to inspire confidence and passion in both internal and external audiences.
- Strong analytical and critical thinking skills.
- Excellent interpersonal and communication skills (written and oral).
- Bachelor's degree required, MBA highly preferred.

Camino Nuevo Charter Academy intends that all qualified persons shall have equal opportunity for employment and promotion.

Camino Nuevo Charter Academy 2010

Page A-47

Camino Nuevo Charter Academy Chief Academic Officer

Location: Central

Supervisor: CEO/Executive Director

Work Periods: Full time, 12 month, Exempt

Direct Supervision Exercised: Principals and others as assigned

Class: Certificated, Administration

Description:

Under the direction of the CEO/Executive Director, provides instructional program leadership, with specific responsibility for the planning, development, implementation, assessment, and improvement of the instructional programs including improving student achievement, closing the achievement gap, English language development, special education, Title 1, supplemental instructional programs, arts education, and mentoring site leadership across all school sites

Essential Functions:

- Serves as a resource to the CEO/Executive Director regarding the instructional program.
- Review and support principals in implementing comprehensive assessment plan
- Provides direction in the identification and interpretation of needs and the establishment of priorities related to the instructional program; initiates and assists in coordinating the planning, development, and implementation of programs and activities designed to meet such needs and priorities.
- Directs the implementation of staff development programs that relate to organizational and school site priorities. Including mentoring principals and other leadership staff as assigned.
- Analyzes student performance data for evaluating program effectiveness in increasing student achievement. Prepares reports and/or presentations as assigned.
- Directs and oversees the implantation of a school wide assessment program to monitor student performance and evaluate effectiveness of instructional materials and practices.
- Interprets state and federal educational policy as it relates to the instructional program; interprets guidelines for instruction, skill continuums, proficiency testing program, scheduling, organization, and retention/promotion requirements. Ensures program compliance of such policies.
- Monitors educational initiatives as they relate to K-12 instruction and reports progress to the Executive Director.
- Interpret, develop, and recommend policies and regulations that shape CNCA academic programs and are aligned with CNCA's mission and core values of community engagement and collaboration.
- Provides oversight for instructional committees.
- Represents the Executive Director at meetings as necessary.

Other Duties:

- Fosters a positive attitude toward the organization, including programs, sites and leadership
- Recommend budget expenditures and manage program budget
- Supports, manages and implements organizational policies and procedures including CEO/ Executive Director's initiatives.
- Evaluates the performance of subordinate personnel with feedback from Executive Director
- Provide leadership to special projects which include alumni tracking plan, principal evaluation system, incentive pay systems, etc.
- Develop community partnerships
- Investigate and write responses to school concerns and complaints
- Develop appropriate professional knowledge and skills
- Other duties as assigned

Job Specifications:

- Ability to define and articulate school philosophy aligned with the CNCA vision.
- Ability to promote effective communications and interpersonal relations among staff, parents, students and community members.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Ability to develop and maintain a positive school culture.

This job description encompasses the general duties and responsibilities of a CAO. An additional addendum to this job description may be outlined to list additional site specific responsibilities and will be provided by the CEO/Executive Director no later than August 30.

Camino Nuevo Charter Academy intends that all qualified persons shall have equal opportunity for employment and promotion.

Camino Nuevo Charter Academy 2008-2009

Camino Nuevo Charter Academy Director of Academic Affairs

Location: All Sites

Supervisor: CAO

Work Periods: Full Time, 12 month, Exempt

Direct Supervision Exercised: HSO Ed Team

Class: Certificated, Administration

Description:

The Director Academic Affairs will report to the CAO and work closely with the CEO/Executive Director and site principals. The Director of Academic Affairs is primarily responsible for evaluating the organization's performance against clearly delineated metrics and facilitating strategies to address performance gaps.

Essential Functions:

Supervision

- Supervision of academic arm of HSO: SpEd, Writing, Data, Alumni

Professional Development

- Provide professional development around organization initiatives
- Provide coaching
- Provide training and support on benchmark system
- Facilitate leadership team and principal meetings, and focus walks

Compliance/Reporting

- Compliance reporting related to academics: PSC, WASC, charter renewal, board reports, grants
- Coordinate and support the WASC accreditation process for schools
- Coordinate the administration of all required testing across sites (CST, APRENDA, CELDT, CAHSEE, STAR, etc.)
- Administer, analyze and report on parent, student and staff surveys and focus groups
- LAUSD liaison: PSC
- Refinement and systems

Instructional Support

- Manage the development, administration, data collection, analysis and reporting of quarterly PreK-12 benchmark assessments
- Assessment development and evaluation
- Curriculum: research, development, and implementation, guaranteed and viable curriculum, organization-wide guarantee

Program Support

- Programmatic: SpEd program
- Alumni articulation: Claudia and Diana

Communication

- Engagement and communication: principals, board members, students, faculty, community representative
- Other duties as assigned

Other Duties:

- Ability to define and articulate school philosophy aligned with the CNCA vision.
- Ability to promote effective communications and interpersonal relations among staff, parents, students and community members.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Demonstrated ability to effectively collect, analyze and report out on research
- Other duties as assigned

This job description encompasses the general duties and responsibilities of a Director of Academic Affairs. An additional addendum to this job description may be outlined to list additional site specific responsibilities.

Camino Nuevo Charter Academy Director of Human Resources

Location: Central

Supervisor: COO

Work Periods: Full Time, 12 month, Exempt

Direct Supervision Exercised: HR Team

Class: Classified, Administrative

Description: The Director of Human Resources will implement CNCA policies and procedures and oversee the development and implementation of the HR dept. The main responsibility of the HR director is to manage recruiting, staffing, performance management, benefits and compensation administration, organizational development, employee counseling services, and training.

Essential Functions:

- I. **Credentialing**
 - a. Confirm NCLB compliance
 - b. Send memos to employees regarding NCLB status
 - c. Transfer credentials and help them renew
 - d. Contact for commission on teacher credentialing
 - e. Support BTSA LAUSD program administration
 - f. Recruit support providers at each site
 - g. Support teacher intern mentorship and contracts
- II. **Recruiting-staffing**
 - a. Create job descriptions
 - b. Create Job Postings
 - c. Generate employee contracts
 - d. Conduct phone and resume screens to ensure minimum compliance
 - e. Conduct 1st round IV as needed
 - f. Conduct tours of campus
- III. **Workers Comp/Student Liability**
 - a. Serve as key contact for workers comp and student liability
 - b. Process all workers comp claims
 - c. Process all Student liability claims
 - d. Assist in depositions/investigations
- IV. **Conflict resolution and employee counseling**
 - a. Serve as third party contact for conflict resolution
 - b. Review improvement plans, memos, or write ups
 - c. Serve as mediator
 - d. Resource to all employees
- V. **Payroll**
 - a. Oversee Payroll
 - b. Process all status changes
 - c. Primary contact for LACOE
- VI. **Professional Development**
 - a. Provide training to new supervisor (evaluations, discipline, interviewing, conflict resolution etc...)
 - b. Provide classified training (Safe Schools)
 - c. Support all school leaders on as-needed basis

Other Duties:

- Fosters a positive attitude toward the organization, including programs, sites and leadership
- Ability to promote effective communications and interpersonal relations among staff, parents, students and community members.
- Ability to exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Other duties as assigned

Ana F. Ponce

EXPERIENCE	2003 - present	Camino Nuevo Charter Academy	Los Angeles, CA
	Chief Executive Officer		
	<ul style="list-style-type: none"> ▪ Work with Board of Directors to set, lead, and implement overall strategic direction of organization serving 1500 students in grades PreK-12th across four campuses ▪ Work with Board of Directors to define performance targets for organization ▪ Guide senior management teams to meet performance targets ▪ Work with parent organization to oversee facilities strategy ▪ Build external relationships for community relations and programmatic outreach ▪ Serve as the primary liaison between CNCA and various agencies for purposes of contract reporting and compliance ▪ Oversee development of seam-less instructional program across campuses ▪ Supervise cross-campus implementation of school-wide policies and procedures ▪ Develop and monitor budget of \$13,000,000 ▪ Negotiate contracts with certificated union representatives and administrative staff. ▪ Develop annual fund raising plan including grant tracking and reporting. ▪ Represent CNCA at conferences, meetings and other events in order to develop and maintain relationships with potential donors, and allies. 		
	2001 - 2003	Camino Nuevo Charter Academy	Los Angeles, CA
	Principal		
	<ul style="list-style-type: none"> ▪ Ensured quality instructional program delivery in grades K – 8 ▪ Hired, mentored and evaluated all certificated and classified staff ▪ Coordinated and implemented meaningful and relevant professional development. ▪ Research, review, order and maintain instructional, professional and consumable materials and resources. ▪ Coordinate supplemental/enrichment programs – Art Program, After School Program, Special Education Program, Student Intervention Programs and Parent Outreach/ Training Program. ▪ Implement a solid instructional program for English Language Learners ▪ Supervise all facility and day to day operations ▪ Ensure high levels of parent engagement through parent outreach program 		
	2000 - 2001	The Accelerated School	Los Angeles, CA
	Dean of Elementary Studies		
	<ul style="list-style-type: none"> ▪ Ensure quality instructional program delivery in grades K – 5 through observation and curricular sessions with teachers. ▪ Provide support to new and continuing teachers of the school. ▪ Provide or coordinate appropriate staff development in identified areas. ▪ Research, review, order and maintain instructional, professional and consumable materials ▪ Oversee supplemental/enrichment programs – Arts Program, Physical Education Program, Special Education Program, Student Intervention Programs and Parent Outreach/ Training Program. ▪ Participate in Accelerated Schools Model Reform Process ▪ Academic Summer Camp Coordinator ▪ Bilingual Program Coordinator 		

1994–2000 The Accelerated School Los Angeles, CA

Teacher

- Taught K/1, K/2, 4/6 multiage, Kindergarten and 6th grade English bilingual class
- Participate in Accelerated Schools Model Reform Process
- Founding Teacher of The Accelerated School Charter
- Member of Professional Development Center
- Developed Academic Summer Camp in partnership with Cal State LA Charter School of Education

Curriculum Coordinator

- Ensure high quality program delivery through observation and curricular sessions with teachers
- Provide support to new and continuing certificated and classified staff
- Order and maintain instructional, consumable, curricular materials as well as books
- Oversee supplemental/enrichment programs
- Develop and implement parent outreach program

Bilingual Program Coordinator

- Assess and monitor academic progress of English Language Learners students
- Maintain student and school records, ensure program compliance and reporting
- Developed program plan to meet needs of English Learners and support teachers with instructional delivery strategies

1996 - summer Teach For America Houston, TX

Corp Member Advisor

- Responsible for supervising and delivering workshops in all content areas to 16 corps members during intensive teacher training summer institute
- Provided workshops in Language Experiences and The Writing Process
- Adjunct faculty advisor for credits earned by corps members through CSU Dominguez Hills

1994–1994 P. S. 87 New York, NY

Teacher

- Taught 1st grade in dual language program.
- Developed, planned and implemented curriculum integrating teaching strategies such as thematic instruction, hands-on instruction, language experiences, and interdisciplinary instruction.

1991–1993 99th St. Elementary School Los Angeles, CA

Teacher

- Taught Kindergarten in modified and full bilingual settings
- Participated in Los Angeles Unified School District Internship Program
- Teach For America Corp Member

EDUCATION

2001–2002 University of California, Los Angeles Los Angeles, CA

- MEd, Principals Leadership Institute, Tier 1 Administrative Credential

1993–1994 Teachers College, Columbia Univ. New York, NY

- MA, Bilingual – Bicultural Education

1991-1993 LAUSD Internship Program Los Angeles, CA

- California Multiple Subject Teacher Credential

1991 - summer Teach For America Los Angeles, CA

- Completed 8 week intensive teacher training summer institute as Corp member

1988-1991 Middlebury College Middlebury, VT

- BA, Spanish and Italian Joint Major
- Concentration, Corporate/Managerial Economics

MEMBERSHIP

- Association of Supervision and Curriculum Development
- California Association for Bilingual Education
- National Association of Elementary School Principals
- Association of California School Administrators
- California Charter School Association
- Charter Schools Development Center
- League of Women Voters, Civic Society Member
- Member Council Representative, California Charter Schools Association (2005 – present)
- Board President, WASET Board of Directors (1998 - present)
- Board Member, Los Angeles Special Education Improvement Authority (Joint Powers Authority (JPA)) (2005 – Present)
- Board Member, Hispanas Organized for Political Equality Political Action Committee (HOPE-PAC) Treasurer (2007 – present)
- Board Member, Sahaya Foundation (2007 – present)

HOA TRUONG

EXPERIENCE:

CAMINO NUEVO CHARTER ACADEMY

June 2010 - Present

CHIEF OPERATING OFFICER

- Manage all aspects of the operations (Human Resources, Information Technology, Knowledge Management, Operations) for the charter management organization, which currently serves 2045 students at five campuses in the MacArthur Park neighborhood, west of Downtown Los Angeles.
- Develop and implement the operational processes and systems that will enable the organization to meet its growth needs over the next five years.

GREEN DOT PUBLIC SCHOOLS

January 2005 – January 2010

VICE PRESIDENT OF OPERATIONS

October 2007 – January 2010

Managed a staff of 19 (7 direct reports) and a \$2.6MM budget in Operations, Information Technology, and Knowledge Management. Key achievements include:

- *Saved over \$750K annually* by redesigning standard operational model to support Locke HS transformation into 5 small schools. Negotiated Service Level Agreements with LAUSD's Maintenance and Operations department.
- Reduced the meal ordering error rates from 12% to 5%, resulting in *annual savings of over \$120K*.
- Designed and implemented IT budgeting tool to assist principals in their annual budgeting process.

DIRECTOR OF INFORMATION TECHNOLOGY (INTERIM)

March 2008 – January 2010

- Managed a \$1.2M budget and 8 IT staff in Infrastructure Design, Networking, and Desktop Support.

DIRECTOR OF KNOWLEDGE MANAGEMENT

July 2005 – September 2007

- Increased teacher effectiveness by developing academic and discipline reports which provide student level data, enabling teachers to differentiate their instruction to meet their students' specific needs.
- Managed all aspects of PowerSchool (online Student Information System), including training users, customizing data input screens, and implementing school-site processes to effectively track data.
- Developed intranet to enable knowledge sharing of academic best practices among teachers.

DIRECTOR OF FINANCE & ACCOUNTING (INTERIM)

July 2005 – September 2006

- Managed Budgeting, Accounts Payable and Payroll processes for the \$19.8MM organization.

DIRECTOR OF HUMAN RESOURCES (INTERIM)

July 2005 – March 2006

- Managed all aspects of human resources for 150 employees, including Compensation Analysis, Performance Management, Workers' Compensation, Recruitment, and Salaries and Benefits admin.

CONSULTANT

January – June 2005

- Developed 5-year Budget and Cash Flow forecasts for 5 school sites and the Home Office

AUDIO VISUAL SERVICES CORPORATION

August 2002 – October 2004

STRATEGIC MARKETING MANAGER

Long Beach, CA

- Managed *Customer Satisfaction* program for 500+ hotels by working with J.D. Power and Maritz Research to develop surveys and reports that accurately measure key customer satisfaction drivers.
- Performed *Market Segmentation* analysis on 40,000+ hotels to identify critical target markets, enabling sales team to refocus its efforts on key sales targets. Results imported into Salesforce.com.
- Produced *Competitive Analysis* from interviews and secondary research to provide CEO with insight necessary for investigation of potential acquisition targets. Resulted in 2 attempted acquisitions.
- Conducted company's first *Market Sizing* analysis by compiling data from industry reports and internal estimates to forecast total audio visual industry market to be \$1.7 billion.

EXPERIENCE (CONTINUED):**ARTHUR ANDERSEN**

August 1996 - May 2000

SENIOR CONSULTANT

Los Angeles, CA

Los Angeles Unified School District (LAUSD)

- Developed a 3-5 year strategic IT plan for the \$9 billion school district. Recommended solutions resulted in \$20MM being budgeted for investment in key technology areas.
- Analyzed \$98MM IT budget, resulting in potential *savings of over \$13MM* by reducing budgeted positions by 29%, eliminating obsolete operations, and consolidating vendor contracts.
- Performed visioning sessions and facilitated discussions with the Deputy Superintendent of Support Services to develop a performance management system for the division.

Vivendi Universal Games (formerly Havas Interactive)

- Determined viability of outsourcing internal IT department with a \$40MM budget by identifying organization's IT service requirements, developing an RFP and business case.

EDUCATION:**UCLA, ANDERSON SCHOOL OF MANAGEMENT**

September 2000 - June 2002

Master of Business Administration – Marketing and Strategic Planning**GMAT Score: 760 / 800** (99th percentile)**Grade Point Average: 3.7 / 4.0****Honors:** *Commencement Speaker, Dean's List, Price Institute for Entrepreneurial Studies Fellowship***Activities:** Riordan Program Mentor, MBA Admissions Interviewer, Career Coach*China Europe International Business School, Exchange Program – Shanghai, China*

Fall 2001

UNIVERSITY OF CALIFORNIA, BERKELEY, HAAS SCHOOL OF BUSINESS

August 1992 - May 1996

Bachelor of Science in Business Administration**Honors:** *U.C. Berkeley Dean's Honor List, California Alumni Association Scholarship***Activities:** *Delta Sigma Pi (International Business Fraternity)**Alpha Phi Omega (National Service Fraternity)***LEADERSHIP AND OTHER:**

- **KIPP LOS ANGELES COLLEGE PREPARATORY SCHOOL** May 2003 – June 2008
A public charter middle school serving 350 students in grades 5-8 located in Boyle Heights, an economically disadvantaged and underserved community of East LA.
BOARD OF DIRECTORS CHAIRMAN January 2007 – June 2008
 - Led recruitment and selection process for current School Leader.
 - Increased board's ability to effectively manage School Leader by implementing surveys to provide Board with insight into staff satisfaction and identify key issues.
 - Led efforts to gain board approval for the creation of KIPP LA Schools, which merged KIPP LA Prep and KIPP Academy of Opportunity, and will open and operate 4 new schools.
- **THE BROAD RESIDENCY, ASSOCIATE RESIDENT** June 2006 - June 2008
Extremely selective (6% admissions rate) two-year management development program which provides quarterly professional development sessions for emerging leaders from the private sector focused on education reform in large, urban school districts.
- **CALIFORNIA ALUMNI ASSOCIATION, TREASURER** August 2003 – August 2005
- **CHINESE AMERICAN SERVICE ALLIANCE, FOUNDER AND PRESIDENT** August 1998 – August 2000
- **ASIAN PACIFIC AIDS INTERVENTION TEAM, BOARD OF ADVISORS** August 1998 - August 2000
- Fluent in *Cantonese*; ran the *Los Angeles Marathon* in 2002 and 2008; traveled to 19 countries.

ATYANI HOWARD

Education:

- Master of Arts with honors, 2000. English Literature, Northwestern University. Evanston, Illinois.
- Bachelor of Arts with honors, 1997. Multicultural Studies/English, Roosevelt University. Chicago, Illinois.

Awards:

<i>Seal of Excellence</i> , California Association for Bilingual Education	2009
<i>Title I Academic Achievement Award</i> , State Superintendent, Jack O'Connell	2009
<i>California Distinguished Schools Award</i> , State Superintendent, Jack O'Connell	2009

Strengths:

- Exceptional ability to foster a positive, engaging school culture for all stakeholders, including parents.
- Committed to ensuring authentic and quality educational experiences for students of all learning styles and backgrounds.
- Demonstrated ability to establish effective distributive leadership models.
- Strong experience with successful curriculum development and implementation.
- Proven ability to effectively design and facilitate professional development for teachers and administrators in challenging educational settings, like urban, Title I schools with large numbers of English language learners.
- Excellent written and oral communication skills as well as a strong command of research and data analysis.
- Proficient with Excel, Powerschool, and Data Director computer programs.

Work History:

2006-present

Principal

Camino Nuevo Charter Academy. Los Angeles, California.

- Maintain a positive school culture for all stakeholders.
- Support the implementation of innovative instructional methodology and assessment practices, K-8.
- Design annual professional development program, K-8.
- Supervise Title I, bilingual programs and special education.
- Analyze assessment data to design strategic instruction and increase student achievement.
- Develop and manage academic intervention programs, including the Coordinated Support team and Student Success team.
- Manage standardized testing administration for the K-8 program.
- Purposefully purchase and maintain instructional resources and supplemental materials.
- Oversee discipline of 530 students.
- Create the master schedule.
- Project director on various school grants and initiatives.
- Hire, supervise and evaluate all K-8 teachers, administrators, and staff.
- Provide leadership coaching for select administrators within the CNCA organization.
- Engage in consistent community and parent outreach.
- Manage the facilities and operations.
- Oversee and manage school budget.

2004-2006

Assistant Principal

Camino Nuevo Charter Academy. Los Angeles, California.

- Coached middle school teachers in implementation of best practices to strengthen instruction.
- Established strong rapport with students and families to deliver effective and respectful disciplinary actions to create and maintain a safe middle school learning environment for all stakeholders.
- Facilitated Critical Friends Group methodologies to support professional development program.
- Developed a cohesive middle school teaching and learning environment.
- Created a school-wide discipline policy handbook.

2002-2004	<p>Teacher and Department Chairperson, Middle School Humanities Camino Nuevo Charter Academy. Los Angeles, California.</p> <ul style="list-style-type: none"> Presented C.N.C.A. High School Charter Petition to the Los Angeles Unified School Board. Chairperson, Safe Schools Committee. Selected to Host Classroom Visit with Ms. Nina Rees, United States Undersecretary of Education. Founded the student newspaper, "Camino Nuevo News". Produced and directed a student theater production of "The Phantom Tollbooth". Worked to expand community outreach and after school program opportunities for students.
2001-2002	<p>Teacher, Middle School Humanities Academy of Communications and Technology Charter School. Chicago, Illinois.</p> <ul style="list-style-type: none"> Chairperson, Committee to Restructure the Writing Curriculum. Recipient of the "Colleague of the Year" Award.
2001-2002	<p>Adjunct Faculty, English Department Roosevelt University. Chicago, Illinois.</p> <ul style="list-style-type: none"> Course taught: Methods of Critical Reasoning.
2000-2002	<p>Adjunct Faculty, English Department Harold Washington College. Chicago, Illinois.</p> <ul style="list-style-type: none"> Courses taught: Introduction to English Composition; Advanced English Composition.
1997-1999	<p>Teacher, Grades 4 and 7 (self-contained classroom) William Penn Nixon Elementary School. Chicago, Illinois.</p> <ul style="list-style-type: none"> Wrote and Produced Multicultural play, "The Magic Box", using fourth grade history curriculum. Raised standardized reading test scores of 15 fourth graders two grade levels in one school year.
	<p style="text-align: center;">Curriculum Innovation:</p>
2006-present	Created a professional learning community through the implementation of school-wide learning walks, Critical Friends Groups, individual data dialogues, and collaborative teacher team meetings. <i>Student achievement, as measured by the California Standards test, has increased by 121 points in three years.</i>
2005-2008	Facilitated K-8 vertical analysis of the curriculum to strengthen the overall instructional program. Camino Nuevo Charter Academy. Los Angeles, California.
2003-2005	Designed curriculum for school-wide Advisory program. Camino Nuevo Charter Academy. Los Angeles, California.
2002-2004	Developed and implemented standards-focused, project-based humanities curriculum. Camino Nuevo Charter Academy. Los Angeles, California.
2003	Launched a school-wide writing portfolio assessment. Camino Nuevo Charter Academy. Los Angeles, California.
1998	Implemented standards-focused reading curriculum, which effectively raised standardized test scores of fifteen low-performing fourth graders two grade levels in one school year. Chicago Public Schools. Chicago, Illinois.
	<p style="text-align: center;">Presentations:</p>
2009	Presenter, "Benchmarking from the Bottom Up: Supporting a System of Teacher-Generated Assessments with Data Driven Dialogue". National Charter Schools Association Conference, Chicago, Illinois California Charter Schools Association Conference, Sacramento, California. California Educational Research Association Conference, San Francisco, California. Data Director Conference, Ontario, California.
2007	Presenter, "Classroom Walk-Through's at CNCA: A Best Practice". Los Angeles Unified School District School Innovation Committee, California.

- 2007 Presenter, "Effective Instructional Programs for English Language Learners". California State Department of Education Dissemination grant, Los Angeles, California.
- 2006 Presenter, "Professional Learning Communities for Improved Student Achievement". California Charter Schools Association Conference, San Diego, California.
- 2005 Panelist, "Catch the Vision: Professional Development, Continuous Learning and Creative Presentations". California Charter Schools Association Conference. Pasadena, California.
- 2004 Presenter, "The Power of Assessment and Data Driven Instruction". Camino Nuevo Charter Academy. Los Angeles, California.
- 2002 Panelist, "Dreams Deferred: A Closer Look at School Discipline". Children and Family Justice Center, Northwestern University School of Law. Chicago, Illinois.

Professional Development:

- 2009
- *Cognitive Coaching Institute*. Camino Nuevo Charter Academy. Los Angeles, California.
 - *Response to Intervention Implementation Training*. Los Angeles County Office of Education, California.
- 2008 *The Heart of Coaching Transformational Coaching Institute*. Crane Consulting. Los Angeles, California.
- 2006 *Critical Friends Experienced Coaches Institute*. Schools Management Program, University of California, Los Angeles.
- 2006 *Charter School Leadership Institute*. Charter Schools Development Center. Lake Tahoe, California.
- 2006 *How Relationships Shape the Developing Mind*. Dr. J. Siegel, M.D. The Atlas Family Foundation. Los Angeles, California.
- 2005 *Classroom Instruction That Works: Literacy Strategies to Raise Student Achievement*. Los Angeles County Office of Education. Los Angeles, California.
- 2004
- *Standards-focused, Project-based Learning Training*. Buck Institute for Education. Los Angeles, California.
 - *Classroom Walk-Through Summer Institute*. Schools Management Program, University of California, Los Angeles.
- 2003
- *Understanding by Design Training*. Janet Malone, Camino Nuevo Charter Academy. Los Angeles, California.
 - *Project-Based Learning Workshop*. Wildwood School. Los Angeles, California.
- 2002
- *Critical Friends New Coaches Institute*. Schools Management Program, University of California, Los Angeles.
 - *Thinking Maps: Tools for Learning Training*. Innovative Learning Group. Camino Nuevo Charter Academy. Los Angeles, California.

Grants:

- *California State Department of Education Dissemination Grant*. Camino Nuevo Charter Academy. Los Angeles, California.
- *Beaumont Foundation of America Education Grant*. Camino Nuevo Charter Academy. Los Angeles, California.
- *K-12 HP Technology for Teaching Grant*. Camino Nuevo Charter Academy. Los Angeles, California.
- *Abigail Associate Research Fellowship*. "The Self Concept of Biracial Women and Girls". Saint Catherine's College. St. Paul, Minnesota.

Professional Associations:

National Middle Schools Association
Association for Supervision and Curriculum Development

California Association for Bilingual Education
Phi Beta Kappa

-References Available Upon Request-

MARY GRACE FUNAOKA

EDUCATIONAL BACKGROUND

- 2009 **University of Southern California**, Los Angeles, CA
- Doctor of Education, Educational Leadership
 - Concentration: Teacher Education in Multicultural Societies
 - Dissertation: Transfer Access to the Baccalaureate
- 2004 **Loyola Marymount University**, Los Angeles, CA
- Master of Arts, Education
- 2001 **University of California, Los Angeles**, Los Angeles, CA
- Bachelor of Arts, English

PROFESSIONAL OVERVIEW

- 2008 – Present **Camino Nuevo Charter Academy, Los Angeles, CA**
Director of Academic Affairs
- Manage district programs and initiatives (special education, writing, alumni)
 - Deliver professional development around organization-wide initiatives
 - Oversee compliance reporting and serve as a district liaison
- Director of Knowledge Management**
- Analyze district-wide data and develop strategic plans to address performance gaps
 - Collaborate with site and central leadership to set guide goal setting and benchmarking
 - Coordinate state assessment administration and compliance reporting
 - Manage student information systems: Data Director and PowerSchool
- 2006–2008 **Literacy Coach**
Urban Education Partnership, Los Angeles, CA
- Model, co-teach, and coach for exemplary standards-based instructional practice
 - Design and deliver department and district professional developments
 - Evaluate school's literacy needs and facilitate school-wide instructional plan
- 2002–2006 **Middle and High School Teacher**
Lynwood High School, Lynwood, CA
- Subjects: English and AVID (Advancement Via Individual Determination)
 - Levels: at-risk, honors, sheltered English

LEADERSHIP EXPERIENCE

- Spring 2010 **Los Angeles Unified School District Public School Choice Review Team Panel Member**
- Review and recommend to the superintendent PSC Request For Proposals (RFP) from

plans/partners that exhibit research based instructional plans, clear assessments plans, and a proven track record of success

- Summer 2007 **Monster Diversity Leadership Program Facilitator**
 Monster.Com, Pomona, CA
- Directed college students throughout program training
 - Co-facilitated workshops in leadership, career, diversity awareness and enrichment
- 2004-2006 *Lynwood High School, Lynwood, CA*
Teacher on Special Assignment/Intervention Coordinator
- Managed categorical programs; budgeted state and federal funding through the school plan
 - Organized and managed summer intervention program for 600 9th graders
 - Supervised certificated and classified staff: scheduling, payroll, and curriculum design
- Advancement Via Individual Determination (AVID) Co-Coordinator**
- Recruited and monitored target students for college-bound program
 - Coordinated college trips, school fundraisers, retreats, and motivational speakers

INTERNSHIP

- Summer 2007 **Dean of Academic Services Intern**
 Fullerton College, Fullerton, CA
- Assessed division budgeting and planning for curriculum and professional development
 - Evaluated existing programs/initiatives: Distance Education, Student Learning Outcomes

PRESENTATIONS

- November 2010 **California Educational Research Association**, San Diego, CA
- Title: Driving Change Through Authentic Accountability
- June 2010 **National Charter Schools Conference**, Chicago, IL
- March 2010 **California Charter Schools Association Conference**, Sacramento, CA
- November 2009 **California Educational Research Association Conference**, San Francisco, CA
- November 2009 **Data Director Users Conference**, Ontario, CA
- Title: Benchmarking from the Bottom Up: A System of Teacher-Generated Assessments
- 2008-2009 **Cognitive Coaching Foundations Seminar**, Los Angeles, CA
- 2006-2008 **Los Angeles Unified School District**, Los Angeles, CA
- Title: Narrative Overview, Expository Overview, Response to Literature Overview, Persuasion Overview, Extended Constructed Response
- February 2008 **California League of Middle Schools Conference**, Sacramento, CA
- Title: Looking at Student Work 101
- Spring 2007 **University of San Diego Continuing Education**, Various Locations, CA
- Course: Education 522DH – Mental Fitness for Achievement
 - Title: Evaluating Texts Through a Court Case Lens

- Summer 2007 **University of San Diego Continuing Education**, Various Locations, CA
- Course: Education 540 – Lively Lessons for Learners
 - Title: SMART Goal Setting
- Spring 2006 **AVID Conference**, Los Angeles, CA
- Title: Best Practices

TRAININGS

- 2010 **Charter School Development Center Leadership Institute**, Tahoe City, CA
- 2009 **PowerSchool Univeristy**, Anaheim, CA
- 2008 **Data Director**, Granada Hills, CA
Trainers' Forum, Boulder, CO
Polarity Management, Los Angeles, CA
- 2007 **Dialogic Discussions**, Los Angeles, CA
Cognitive Coaching Advanced Seminar, Los Angeles, CA
- 2006 **Cognitive Coaching Foundations**, Los Angeles, CA
Critical Friends, Los Angeles, CA
Data Driven Dialogue, Los Angeles, CA
- 2005 **ELA Curriculums: Holt-Rinehart, Read 180, Language!, High Point**, Lynwood, CA
AVID Summer Institute, San Diego, CA
University of California, Irvine Writing Project, Irvine, CA

COMMUNITY SERVICE

- 2002–2004 **Lynwood Community Liaison Leader**
Teach For America, Lynwood, CA
- Arranged and led fundraisers to support elementary school literacy programs
 - Obtained and distributed community resources to teachers
 - Facilitated monthly meetings to promote community service awareness

CREDENTIALS/CERTIFICATES

- 2006 **Certificate of Eligibility for the Administrative Services Credential**
- *Granted by: California Commission on Teacher Credentialing*
- 2004 **Professional Clear Teaching Credential in English Language Arts**
- *Granted by: California Commission on Teacher Credentialing*

LANGUAGE COMPETENCIES

Tagalog, spoken

Spanish, spoken and written

MARGARITA R. DOMINGO

EDUCATIONAL BACKGROUND

- 2006 **Loyola Marymount University, Los Angeles, CA**
 ■ Human Resource Management Certification
- 2001 **University of California, Los Angeles, Los Angeles, CA**
 ■ Bachelor of Arts, Political Science

PROFESSIONAL OVERVIEW

- 2004 – Present **Director of Human Resources**
 Camino Nuevo Charter Academy, Los Angeles, CA
 ■ Oversees the full scope of human resources.
 ■ Directs/assists staff in the areas of: organizational structure, recruitment, employment, compensation, employee database maintenance, payroll, benefits administration, employee relations, orientation/training/development, and policy/procedure development and conflict resolution.
 ■ Serve as the administrator for CNCA's benefit program including medical, dental, vision, life.
 ■ Supervise, administer, and perform operations of the Payroll Department involved in the processing of time and earnings records of all employees
 ■ Provides information and assistance to individuals in the processing of credential applications
 ■ Serve as the administrator for Workers Compensation.
- 1993-2001 **Finance Supervisor**
 Central Finance Company
 ■ Served as a supervisor for the Credit Department, managing over 35 employees.
 ■ Assisted the Collection Department with and counseled customers on their legal rights and prerogatives.
 ■ Prepared reports, files for the Collection and Credit Department
 ■ Administered payroll and work scheduled for all employees in Department.
- 1998-2000 **Peer Counselor**
 University of California, Los Angeles, CA
 ■ Served as a Peer Counselor for inner city schools in Los Angeles
 ■ Monitored students grades, classes, graduation requirements for students at Dorsey High School
 ■ Served as a tutor at Audubon Middle School and Gompers Middle School.

1999-2000

Intern

University of Southern California, Los Angeles, CA

- Participate in inquiry assessment activities with college's leadership team
- Analyze quantitative and qualitative data to enhance institutional effectiveness and equity

INTERNSHIPS

1999-2000

Human Resource Intern

Warner Bros Entertainment, Burbank CA

- Assisted the Vice President of Feature Animation with all aspects of newly development projects.
- Organized, filed and updated personnel files and financial reports for Accounting and Human Resource Departments.

Summer 1998

Union Organizer

SEIU, Denver CO

- Organized and campaigned for the Justice for Janitors in Denver.
- Worked closely with Latino and Korean community informing them about their legal rights as immigrants.

COMMUNITY SERVICE

2001-2003

Tutor, Los Angeles CA

- Mentored a elementary and junior high student 4 days/week, 2hrs/day

1996-1998

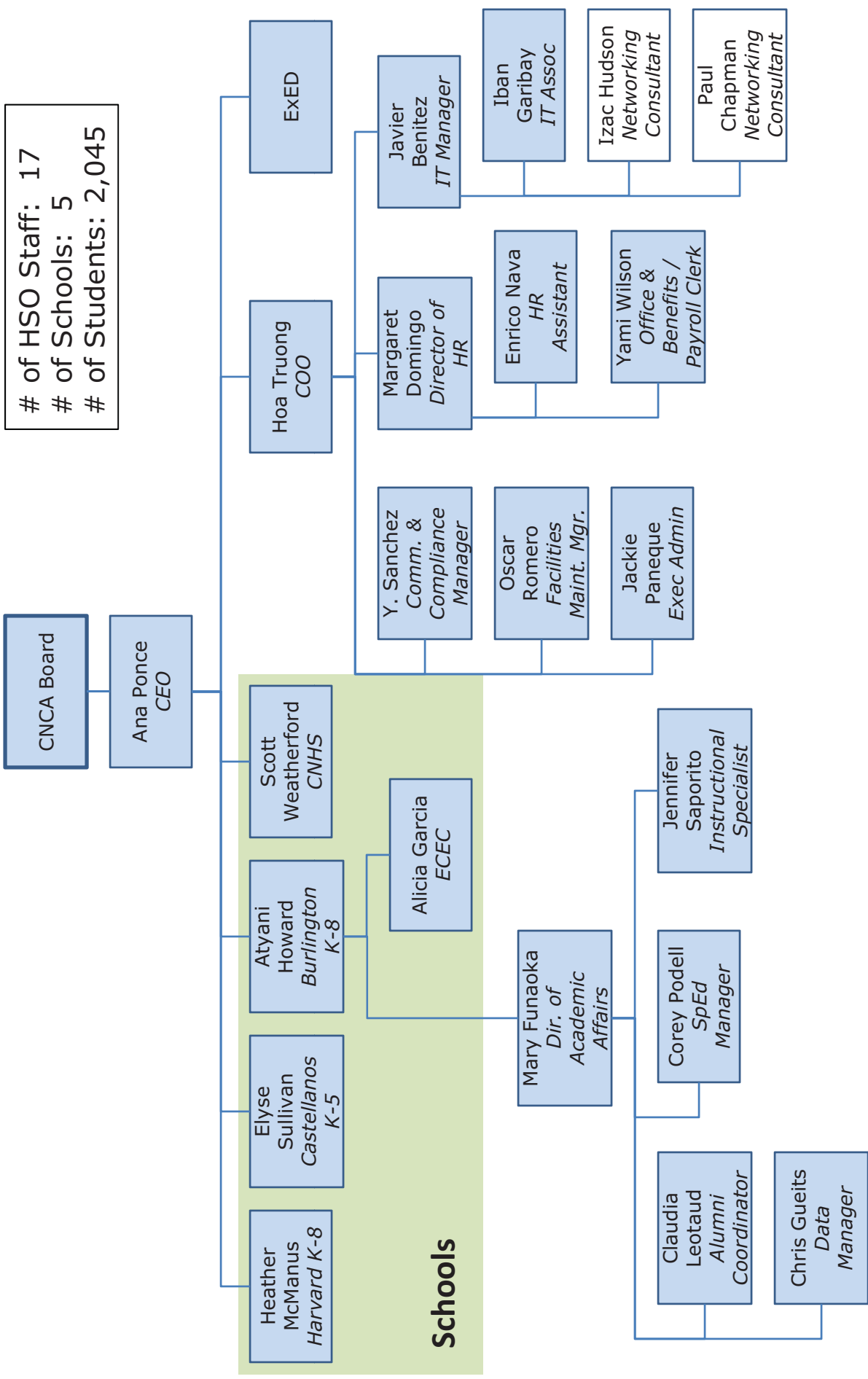
Black Latino AIDS Project, Los Angeles CA

- Conducted workshops for different high schools in Los Angeles about AIDS and STD awareness through education to urban youth.

LANGUAGE COMPETENCIES

Spanish, spoken and written

Camino Nuevo Charter Academy Organizational Chart (2010-11)



AMENDED AND RESTATED BYLAWS OF
CAMINO NUEVO CHARTER ACADEMY
A California Nonprofit Public Benefit Corporation

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at the following address:

697 South Burlington Street
Los Angeles, CA 90057

The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II. PURPOSES AND OBJECTIVES

The corporation is a nonprofit public benefit corporation as described in the California Nonprofit Public Benefit Corporation Law. The corporation may engage in activities that are reasonably related to or in furtherance of its charitable and public purposes, which includes, but is not limited to, providing comprehensive public educational programs for students in kindergarten through twelfth grade in low-income, predominantly immigrant and multilingual areas. The property of the corporation is irrevocably dedicated to charitable purposes in a manner which meets the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and Sections 23701(d) and 214 of the California Revenue and Taxation Code. The corporation shall not discriminate on the basis of race, color, national origin, religion, or any other characteristic protected under applicable federal statute or local law with respect to its charitable activities.

ARTICLE III. DIRECTORS

Section 1. Powers. Subject to the limitations of the Articles of Incorporation and of the California Nonprofit Public Benefit Corporation Law, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to

the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix their compensation, and require from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities therefore.

(d) Number of Directors. The authorized number of directors shall be between eight (8) and eighteen (18).

No reduction in the authorized number of directors shall have the effect of shortening the term of any incumbent director.

Section 2. Election and Term of Office. Directors who are not initially appointed by the Incorporator shall be elected at a regular meeting of the Board from a slate of nominations presented by the Nominating Committee, but if any such regular meeting is not held or the directors are not elected thereat, the directors may be elected at any special meeting of the Board held for that purpose. Each director shall hold office for a term of three (3) years and until a successor has been elected and qualified. Notwithstanding the foregoing, of the first directors appointed by the incorporator of the corporation, one-third (1/3) shall hold office for a term of three (3) years, one-third (1/3) for two (2) years and one-third (1/3) for one (1) year, to be determined by lots. Directors may succeed themselves in office. The Board at its organizational meeting each year, or at such other times in its sole discretion, may elect a chair and such vice chairs as it deems appropriate.

Section 3. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation; *provided, however*, that a director may not resign except upon notice to the Attorney General in a case where the corporation would be left without a duly elected director in charge of its affairs. If the resignation is effective at a future time, a successor may be designated before such time, to take office when the resignation becomes effective.

Section 4. Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An "interested

person" is (1) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person. Notwithstanding the foregoing, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 5. Place of Meeting. Regular or special meetings of the Board shall be held at any place within or without the State of California which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 6. Regular Meetings. Regular meetings of the Board shall be held without call or notice on such dates and at such times as may be fixed by the Board.

Section 7. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President, the Secretary, or any two (2) directors.

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each director, or sent to each director by first-class mail or by other form of written or telephonic communication (including cable, telegram, telex and telephone) at least forty-eight (48) hours before the meeting if personal delivery is made or if the telephone, telegraph, cable, facsimile or telex is used, and at least four (4) days before the meeting if the mail is used. Such notice may be written or (if delivered by telephone or personally) oral. Written notice shall be addressed or delivered to each director at his or her address as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 8. Waiver of Notice. Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 9. Quorum. A majority of directors with voting authority then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in this Article III, Section 13. Except as provided in this Article III, Section 11, all matters shall be decided by the vote of a majority of directors with voting authority present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law (including, but not limited to, those provisions relating to approval of transactions with interested directors, transactions involving corporations with common directors, fixing of compensation for directors, creation of or appointments of committees and indemnification of directors and other agents), or by the Articles of Incorporation or these Bylaws, except that a meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors with voting authority, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 10. Voting on Special Matters. Notwithstanding any other provision of these Bylaws, an affirmative vote by no less than three-fourths ($\frac{3}{4}$) of the total directors shall be required to act upon the following matters:

- (a) Amending the Bylaws or Articles of Incorporation
- (b) Establishing or changing the number of Directors
- (c) Adopting, revising or amending any mission statement of the corporation
- (d) Adopting, revising or amending any statements of policy regarding curriculum or its programmatic implementation.

Section 11. Participation in Meetings by Conference Telephone. Members of the Board may participate in any meeting through the use of video or telephone conference equipment.

Section 12. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Section 13. Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent or consents shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board.

Section 14. Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation.

Section 15. Committees. The Board may designate and appoint one (1) or more committees, each consisting of two (2) or more directors and any number of non-director members, and delegate to such committees any of the authority of the Board except with respect to:

- (a) The filling of vacancies on the Board or in any committee;
- (b) The fixing of compensation of the directors for serving on the Board or on any committee;
- (c) The amendment or repeal of bylaws or the adoption of new bylaws;
- (d) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (e) The appointment of committees of the Board;
- (f) The approval of any self-dealing transaction, as defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in Section 5233(d)(3) of such law;
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office, and such committee may be designated by any name the Board shall specify. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article III applicable to meeting and actions of the Board. Minutes shall be kept of each meeting of each committee. The Board, or in its absence, any committee shall have the power to elect a chair, a vice chair of its committee.

Section 16. Executive Committee. There shall be an Executive Committee of the Board of Directors, which shall consist of the Chairman and such other members of the Board of Directors as the Board shall from time to time determine. During intervals between meetings of the Board, the Executive Committee shall have and exercise all of the authority of the board except as otherwise limited by these bylaws or by the Board. The Executive Committee shall cause minutes of its meetings to be distributed to all directors and be kept and filed with the minutes of the meetings of the Board.

Section 17. Nominating Committee. The Nominating Committee shall be composed of the members of the Executive Committee and any other members of the Board of Directors appointed by the Executive Committee to serve on the Nominating Committee. Prior to the meeting of the Board at which directors and officers are to be elected, the chair of the nominating committee shall solicit suggestions from interested parties for candidates to stand for election as directors and officers of the corporation. The chair of the Nominating Committee shall then prepare a slate of nominees which shall be mailed to the directors at least thirty (30) days before the date of the meeting at which the election shall be held. Additional nominees shall be added to the slate if a nominee is sponsored by more than ten percent (10%), of the directors not less than ten (10) days before the meeting.

Section 18. Compensation. Directors and members of committees shall not receive any compensation for their services but, by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at any regular or special meeting of the Board. Nothing shall preclude any director from serving the corporation in any other capacity and receiving reasonable compensation for such services.

ARTICLE IV. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a Chief Executive Officer, a President, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article V may be held by the same person, except that neither the President nor the Secretary or the Treasurer may serve concurrently as the Chief Executive Officer, and neither the Secretary or the Treasurer may serve concurrently as the Chairman of the Board.

Section 2. Additional Permitted Officers. The Board may choose one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. Subject to the rights, if any, of any officer under an employment contract, the officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer, subject to any rights, if any, under a contract of employment, may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. Chief Executive Officer. Subject to the control of the Board, the Chief Executive Officer shall be the general manager and chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time.

Section 6. President. The President shall have such powers as the Board may delegate to him or her and, in the absent of the Chief Executive Officer, shall have the powers of the Chief Executive Officer and shall act for and in the stead of the Chief Executive Officer.

Section 7. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 8. Treasurer. The Treasurer shall be the chief financial officer of the corporation and shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

ARTICLE V. INDEMNIFICATION

Section 1. Indemnification.

(a) The corporation shall have the power to indemnify directors, officers, employees and agents to the fullest extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded. Any repeal or modification of this Article VI shall not result in any

liability for any such directors, officers, employees or agents with respect to any act of omission prior to such repeal or modification.

(b) Notwithstanding the foregoing, the corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

(c) The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of the corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Article VI, Section 1:

(i) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(ii) Of amounts paid in settling or otherwise disposing of a threatened or pending action, without approval; or

(iii) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General.

(d) To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in paragraphs (b) or (c) of this Article VI, Section 1 or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

(e) Except as provided in paragraph (d) of this Article VI, Section 1, any indemnification under this Article VI, Section 1 shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in paragraphs (b) or (c) of this Article VI, Section 1, by:

(i) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(ii) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

(f) Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article VI, Section 1.

(g) No provision made by the corporation to indemnify its or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws, a resolution of directors, an agreement or otherwise, shall be valid unless consistent with this Article VI, Section 1. Nothing contained in this Article VI, Section 1 shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 2. Insurance. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI. REPORTS

The corporation shall furnish to all of the directors annually a report containing the following information in reasonable detail:

1. The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.
2. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.
3. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.
4. The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.
5. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The reports required by this Article VII shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

ARTICLE VII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairman of the Board, the President, or any Vice President and the Secretary or Treasurer or any Assistant Secretary or Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Section 3. Fiscal Year. The fiscal year of the corporation shall commence on July 1 and end on June 30, unless otherwise fixed by the Board.

Section 4. Checks and Notes. Except as otherwise specifically determined by resolution of the Board, or as otherwise required by applicable law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by such persons authorized by the Board from time to time.

Section 5. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board may select.

Section 6. Corporate Seal. The Board may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 7. Amendment of Articles and Bylaws. Subject to any provision of law applicable to the amendment of the Articles of Incorporation or these Bylaws of public benefit nonprofit corporations, the Articles of Incorporation and these Bylaws may be adopted, amended or repealed in whole or in part by majority vote of all directors then in office.

Section 8. Representation of Shares of Other Corporations. The President or any other officer or officers authorized by the Board or the President are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any person authorized so to do by proxy or power of attorney duly executed by said officer.

Section 9. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Part 1 of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation law shall govern the construction of these Bylaws. As used herein, "directors" shall mean "directors" for purposes of said law.

Section 10. Gifts. The Board may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of the corporation.

Section 11. Prohibition Against Sharing Corporate Profits and Assets. No director, officer, employee, or other person connected with the corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation; *provided, however*, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes; *provided, further*, that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of

the Board, and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation.

Section 12. Loans to Directors and Officers. The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; *provided, however*, that the corporation may advance money to a director or officer of the corporation or of its parent or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such director or officer, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation, its parent, or any subsidiary. The provisions of this Article VIII, Section 12 do not apply to (1) the payment of premiums in whole or in part by the corporation on a life insurance policy of a director or officer so long as repayment to the corporation of the amount paid by it is secured by the proceeds of the policy and its cash surrender value; or (2) a loan of money to or for the benefit of an officer in circumstances where it is necessary, in the judgment of the Board, to provide financing for the purchase of the principal residence of the officer in order to secure the services or continued services of the officer and the loan is secured by real property located in the State of California.

THIS IS TO CERTIFY: That the foregoing is a true and correct copy of the Amended and Restated Bylaws of Camino Nuevo Charter Academy and that such Bylaws were duly adopted by the Board of Directors of said corporation on the 13th day of March, 2007.

A handwritten signature in black ink, appearing to be 'Shiho Ito', written over a horizontal line.

SHIHO ITO, Secretary

State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 8 page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JAN 12 2008

DEBRA BOWEN
Secretary of State

A0669970

2150804

FILED *sk*
in the office of the Secretary of State
of the State of California
DEC 05 2007

**CERTIFICATE OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
CAMINO NUEVO CHARTER ACADEMY**

The undersigned certify that:

1. They are the president and the secretary, respectively, of Camino Nuevo Charter Academy, a California nonprofit public benefit corporation.

2. The first un-numbered paragraph of Article II of the Articles of Incorporation of this corporation which now reads "This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), and Section 214 of the California Revenue and Taxation Code, as amended" is amended to read as follows:

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

3. Section 2 of Article II of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation shall have and may exercise all of the rights and powers conferred upon nonprofit public benefit corporations under the laws of the State of California from time to time existing. Notwithstanding any other provisions of these Articles of Incorporation, however, this corporation shall not carry on any activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) by a corporation to which contributions are deductible under Section 170(e)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

4. Article III of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

11/15/07 09:00:00 AM

5. Article VII of the Articles of Incorporation of this corporation is amended to read as follows:

The property, assets, profits and net income of this corporation are irrevocably dedicated to charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), and no part of the property, assets, profits or net income of this corporation shall ever inure to, or for the benefit of, or be distributed to, any director, officer, or member thereof, or any private person.

Upon the winding-up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to one or more (i) public entities and/or (ii) nonprofit funds, foundations or corporations which are organized and operated exclusively for charitable purposes and which have established their tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

6. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

7. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: Nov. 13, 2007

Philip J. Lance
Philip J. Lance, President

Shiho Ito
Shiho Ito, Secretary



A0662614

2150804

FILED *PG*
In the office of the Secretary of State
of the State of California

JUN 18 2007

**CERTIFICATE OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
CAMINO NUEVO CHARTER ACADEMY**

The undersigned certify that:

1. They are the president and the secretary, respectively, of Camino Nuevo Charter Academy, a California nonprofit public benefit corporation.

2. The first un-numbered paragraph of Article II of the Articles of Incorporation of this corporation which now reads "This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law)" is amended to read as follows:

This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), and Section 214 of the California Revenue and Taxation Code, as amended.

3. Section 2 of Article II of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation shall have and may exercise all of the rights and powers conferred upon nonprofit public benefit corporations under the laws of the State of California from time to time existing. Notwithstanding any other provisions of these Articles of Incorporation, however, this corporation shall not carry on any activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) by a corporation to which contributions are deductible under Section 170(e)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (c) by a corporation which meets the requirements for exemption under Section 214 of the California Revenue and Taxation Code, as amended.

4. Article III of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the

Nonprofit Public Benefit Corporation Law for charitable and public purposes.

5. Article VII of the Articles of Incorporation of this corporation is amended to read as follows:

The property, assets, profits and net income of this corporation are irrevocably dedicated to charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) and Section 214 of the California Revenue and Taxation Code, as amended, and no part of the property, assets, profits or net income of this corporation shall ever inure to, or for the benefit of, or be distributed to, any director, officer or other private person, except that this corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed. Upon the winding-up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations or corporations which are organized and operated exclusively for charitable or public purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law) and which meets the requirements for exemption under Section 214 of the California Revenue and Taxation Code.

6. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

7. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 6-12, 2007



Philip Lance
PHILIP LANCE, President
Shiho Ito
SHIHO ITO, Secretary

00564152

2150804

CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION
OF
CAMINO NUEVO CHARTER ACADEMY

FILED
In the office of the Secretary of State
of the State of California

APR 17 2001

Bill Jones
BILL JONES, Secretary of State

The undersigned certify that:

1. They are the president and secretary, respectively, of Camino Nuevo Charter Academy, a California Nonprofit Public Benefit Corporation.
2. Article V. of the Articles of Incorporation of this corporation is amended to read as follows:

ARTICLE V.

MEMBERS

The corporation shall have no members.

3. Article VI. of the Articles of Incorporation of this corporation is deleted in its entirety.
4. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
5. The corporation has no members.

We further declare under the penalty of perjury under the laws of the State of California that the matters set forth in the certificate are true and correct of our own knowledge.

DATE: March 27, 2001

Philip Lance

PHILIP LANCE, President

Shiho Ito

SHIHO ITO, Secretary

2150804

FILED

In the Office of the Secretary of State
of the State of California

NOV 18 1999

ARTICLES OF INCORPORATION

OF

CAMINO NUEVO CHARTER ACADEMY.

BILL JONES, Secretary of State

A California Nonprofit Public Benefit Corporation

ARTICLE I.NAME

The Name of the Corporation shall be Camino Nuevo Charter Academy.

ARTICLE II.PURPOSES AND POWERS

This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

1. The specific and primary purpose of this corporation is to organize and operate a school described in Section 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

2. This corporation shall have and may exercise all of the rights and powers conferred upon nonprofit public benefit corporations under the laws of the State of California from time to time existing. Notwithstanding any other provisions of these Articles of Incorporation, however, this corporation shall not carry on any activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

3. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not directly or indirectly participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE III.

ORGANIZATION

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

ARTICLE IV.

AGENT FOR SERVICE OF PROCESS

The name and address in the State of California for the initial agent for service of process of this corporation is:

**David Wheeler Newman
Mitchell, Silberberg & Knupp
11377 West Olympic Boulevard
Los Angeles, California 90064**

ARTICLE V.

MEMBERS

The members of the corporation shall be New Visions Foundation and Pueblo Nuevo Development

ARTICLE VI.

GOVERNANCE

The Corporation's Board shall have twelve Directors. Each Member shall appoint six Directors.


ARTICLE VII.

DEDICATION AND DISSOLUTION

The property, assets, profits and net income of this corporation are irrevocably

dedicated to charitable purposes, and no part of the property, assets, profits or net income of this corporation shall ever inure to or for the benefit of or be distributable to any director, officer or other private person, except that the corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to one or more non profit funds, foundations or corporations which are organized and operated exclusively for charitable purposes.

Dated: November 16, 1999


David Wheeler Newman,
Incorporator



IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

ATTACHMENT 10 - PROOF OF FILING FOR 501(C)3

In reply refer to: 0248455888
May 21, 2010 LTR 4168C E0
95-4771789 000000 00

00040336

BODC: TE

CAMINO NUEVO CHARTER ACADEMY
% PHILIP LANCE
3435 W TEMPLE ST
LOS ANGELES CA 90026

003806

Employer Identification Number: 95-4771789
Person to Contact: MS. SELLERS
Toll Free Telephone Number: 1-877-829-5500

Dear TAXPAYER:

This is in response to your May 12, 2010, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in JANUARY 2000.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).


Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

 **IRS** Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201


003806.702516.0019.001 1 AT 0.357 532



 CAMINO NUEVO CHARTER ACADEMY
% PHILIP LANCE
3435 W TEMPLE ST
LOS ANGELES CA 90026

003806

CUT OUT AND RETURN THE VOUCHER AT THE BOTTOM OF THIS PAGE IF YOU ARE MAKING A PAYMENT,
EVEN IF YOU ALSO HAVE AN INQUIRY.

 The IRS address must appear in the window.

0248455888


BODCD-TE

Use for payments

Letter Number: LTR4168C
Letter Date : 2010-05-21
Tax Period : 000000



954771789

INTERNAL REVENUE SERVICE
P.O. Box 2508
Cincinnati OH 45201


CAMINO NUEVO CHARTER ACADEMY
% PHILIP LANCE
3435 W TEMPLE ST
LOS ANGELES CA 90026

954771789 TF CAMI 00 2 000000 670 000000000000

PROFESSIONAL PROFILE

Philip Lance is the Founder and President of Pueblo Nuevo Development, a non-profit community development corporation in central Los Angeles dedicated to meeting critical community needs. He is also the Founder and President of Camino Nuevo Charter Academy, a public school serving 2000 children at four campuses in the MacArthur Park neighbourhood west of downtown Los Angeles. He began his career as a minister in the Episcopal Church where he became well known for his innovative work addressing issues of urban poverty. He has extensive experience and training in community organizing, fund raising and non-profit management.

EDUCATION AND QUALIFICATIONS**Ordained Priest (1988)**

The Episcopal Diocese of Los Angeles.

Master of Divinity (1987)

Theology, The General Theological Seminary, New York, NY (1985 -1987).

Theology, Fuller Seminary, Pasadena, CA (1981 - 1983)

Bachelor of Arts (1981)

English Literature, Wheaton College, Wheaton, IL (1978 -1981)

English History, George Fox College, Newberg, OR (1977-1978)

CAREER SUMMARY

1993 - Present **Pueblo Nuevo Development**
Founder and Executive Director

- Utilized grass roots organizing methods and strategies to convene Latin American immigrant residents as basis for forming Pueblo Nuevo Development, a non-profit community development corporation dedicated to improving the MacArthur Park neighbourhood of L.A..
- Worked with neighbourhood residents to conceive and implement micro-enterprise projects and programs to meet the needs of this impoverished community.
- Developed businesses and created jobs employing about 60 people under various Pueblo Nuevo enterprise activities.
- Developed a board of directors and strong philanthropic support.
- Raised approximately \$20 million from philanthropic sources between 1999 and 2007.
- Acquired real estate and developed properties with a current total value in excess of \$35 million.

1999 - Present **Camino Nuevo Charter Academy**
Co-Founder and Board President

- Organized a coalition of neighbourhood parents and community partners to launch a charter school for children in preschool through high school.
- Recruited talented educators and board members to direct the school.
- Led the expansion and growth of the school to server 1600 students, employing 170 people at three campuses in the MacArthur Park neighbourhood.

- Served as the CEO of Camino Nuevo Charter Academy from 1999 through 2006.

1991 - 1992	All Saints Episcopal Church, Beverly Hills, CA Associate
1987 - 1991	St. Athanasius Episcopal Church, Los Angeles, CA Curate
1982 – 1985	St. Mark's Episcopal Church, Altadena, CA Youth Director

HONORS AND PRESENTATIONS

- Philip Lance's work at Pueblo Nuevo has been featured in many news publications including Forbes (July 27, 1998), The New York Times (October 26, 2000), The Los Angeles Times (November 6, 2000), Newsweek (November 27, 2000), and The Architectural Review (Cover Story November 2002).
- In October of 2003, the Director-General of the United Nations Education, Science and Cultural Organization (UNESCO), Koichiro Matsuura, honored Camino Nuevo Charter Academy with a visit – his first official visit to the US in 20 years.
- Philip Lance's work at Pueblo Nuevo has been recognized by several prominent international visitors including the Archbishop of Canterbury (1996); the Vatican Cardinal Archbishop for Peace & Justice Ministries (1997); the First Lady of Guatemala; Los Angeles Mayor Richard Riordan and Los Angeles Mayor Antonio Villaraigosa.
- Camino Nuevo Charter Academy won the \$50,000 Rudy Bruner Award for Urban Excellence 2003 Gold Medal Prize, a nationally competitive award which recognized the school's excellent combination of community partnerships, architectural planning and social impact.
- The school is featured in a publication by the Knowledgeworks Foundation titled "Dollars and Sense: The Cost Effectiveness of Small Schools".
- The school was featured in the Harvard Educational Review, Summer 2005, in an article titled "Communities and Schools: A New View of Urban Education Reform" by Dr. Mark R. Warren.

SPEECHES & PRESENTATIONS

- Panelist: Building Connections Between Communities and Schools, The Enterprise Foundation Symposium, September 2005 at the Cathedral Plaza Center in Los Angeles.
- Featured Speaker: Placemaking for Change: Non-Traditional Models of Community Revitalization, Harvard Design School, November 2004, Cambridge, MA.
- Case Study Presenter: New Schools Better Neighborhoods Conference (attended by 300 civic leaders and elected officials throughout the state of California), The Getty Center, May 2000, Los Angeles, CA.

S H I H O I T O

INDEPENDENT CONSULTANT

Special Projects Consultant for the Angeleno Group, 2010 & 2008 producing conferences for the renewable and sustainable energy sector.

COMMUNITY ORGANIZER / ACTIVIST/ VOLUNTEER

Secretary of Camino Nuevo Charter Academy, 1999 to present. Larchmont Charter School Chair of Language and Diversity Advisory Committee, Bilingual Task Force, Site Based Council, 2006 to present. Founding Board Member of Los Angeles Drama Club/Shakespeare Youth Festival LA. Limudim Committee at Ikar Jewish Spiritual Community. Yale Alumni Schools Committee, 1987 to present. From 1993-1999, Founding Officer and Board Member of Pueblo Nuevo Development. Other community outreach: TreePeople Citizen Forrester and Block Captain for Melrose Neighborhood Association. Translation Consultant at Pacific Asian Language Services, CATCH tutor at Community Magnet Charter School, Los Angeles Council of Parent Participation Nursery Schools, Volunteer K-5 Yoga Facilitator.

FILM & PRODUCTION-RELATED EXPERIENCE:

ACQUISITIONS AND DEVELOPMENT

Consultant at Nippon Herald Films from 1996 to 2000 for independent films for the Japanese market

FIRST ASSISTANT DIRECTOR : COMMERCIALS

Commercials for the Japanese market including Suzuki/Leonardo di Caprio (Watermelon Company / Hakuhodo) Lux/Liv Tyler (Brentwood Pictures/J. Walter Thompson) Alinamin Dynamic/Steven Segal (M Company/Dentsu) Maki Jewelry/Bruce Willis (2EZ/Hakuhodo)

KEY SECOND ASSISTANT DIRECTOR : FEATURE FILMS

"Even Cowgirls Get the Blues"	(Director: Gus Van Sant)
"Signs of Life"	(Director: John Coles)
"Rocket Gibraltar"	(Director: Dan Petrie)
"Prison"	(Director: Renny Harlin)
"Promised Land"	(Director: Michael Hoffman)

LOCATION MANAGER / SCOUT

"I Love Trouble"	(Director: Charles Shyer)
"Rising Sun"	(Director: Philip Kaufman)
"Indecent Proposal"	(Director: Adrian Lyne)
"Dominick and Eugene"	(Director: Robert Young)
"Manhunter"	(Director: Michael Mann)

OTHER PRODUCTION CREDITS

"The Doors" (Director: Oliver Stone) "House of Games" Director: David Mamet)
 "No Mercy" (Director: Richard Pearce)

PUBLICATIONS

"What Lillian Hellman's Maid Saw: Memoir Details 17-year-old's Summer with the Legendary Writer." San Francisco Chronicle (1999): RV-5. Print.

“Internment from the Inside: Japanese Americans Recall in Words and Pictures Their Experiences in the Camps.” San Francisco Chronicle (2001): RV-5. Print.

EDUCATION

Yale University

1985 Bachelor of Arts, English

1985 Bachelor of Arts, East Asian Studies (Double Major)

LANGUAGES

Fluent Japanese

PATTI PHILLIPS**WORK EXPERIENCE****Director, Strategic Planning, Wells Fargo, California Region****July 2010 to Present****Strategic Planning Manager, Wells Fargo, Los Angeles Metro Region****March 2005 to June 2010****Independent Consulting, Sagia Advisors, LLC/ TransStrat****May 2001 – March 2005**

Consulted with firms in a variety of industries on enterprise-wide diagnostics, market strategy, funding facilitation, business development support and capability building.

Managing Director/Strategist, Scient Corporation**1999-2001**

Strategic Change/Strategy Consulting: Worked directly with both dot.com and Fortune 500 clients as subject matter expert or project manager.

Strategy Development: Member of the leadership team formed to develop Scient strategy including the development and implementation of a new suite of service offerings focused on using eBusiness functionality for strategic and operational advantage. Managed internal strategy initiatives including restructuring projects and organizational assessments.

Innovation Center Management/Methodology Development: Responsible for staff of 32 along with asset development, delivery quality, center of excellence development and infrastructure and processes related to business strategy and architecture innovation. Principle developer of methodologies and practices related to business strategy, business architecture and transformation, and organizational strategy. Founded and led a practice area focused on organizational strategy and transformation management. Built team of 12 core practitioners and a community of practice of over 100 participants.

Organization Effectiveness: Led the development of internal organization effectiveness strategies and programs. Initiatives included the following: career navigation strategy, sponsor program, competency based management systems, and employee feedback and communications.

Director, Planning and Processes, Bell Canada**1996-1998**

Reported to the Senior Vice-President, Planning and Processes, for Canada's largest supplier of telecommunications. Directed internal staff and external consultants to deliver programs and activities associated with strategic, organizational, and process projects. The role expanded to include consulting at the CEO and officer level on cross-functional organization and transition issues. Also held an interim position as Human Resources Director.

Manager/Sr. Consultant, Carpedia Group International**1995-1996**

Worked with clients in a variety of industries including automotive, manufacturing, transportation and logistics, and aerospace, emphasizing cost reduction through business and process redesign and revenue growth through marketing strategy and management. Coached key client management in change management, process management and organization effectiveness techniques.

Senior Consultant, Change Integration Practice, Price Waterhouse**1994**

Managed or conducted process redesign, change management, benchmarking, workshop facilitation and business development activities/projects. Conceived and enhanced business change techniques as part of the Change Management Specialty Team.

Internal Consultant, Canadian Pacific Limited**1990-1994**

Managed or conducted process re-engineering, organization redesign and marketing strategy projects.

EDUCATION**MASTER OF BUSINESS ADMINISTRATION**

The University of Western Ontario, 1990
Deans List

BACHELOR OF COMMERCE, Marketing

The University of Alberta, 1987
Gold Medal in Business, 1987 (top graduating student)

L. MICHAEL RUSSELL
Confidential Résumé

EDUCATION

Yale Law School-- J. D., 1972; Stanford University-- A. B., 1969

EMPLOYMENT

AquaNano LLC

Co-founder, Executive Vice President, Chief Legal Officer (2006-present)

Los Angeles Unified School District (2001 – 2004)

Deputy General Counsel

International Rectifier Corporation (1997 – 2001)

Executive Vice President, General Counsel, Secretary

Teledyne, Inc., Los Angeles, California (1977 - 1997)

General Counsel, Consumer & Industrial Segment, and Chief International Counsel

O'Melveny and Myers, Los Angeles, California (1972 - 1977)

Associate, Corporate Department.

BAR ASSOCIATION MEMBERSHIPS AND PROFESSIONAL ACTIVITIES

University of Southern California Institute for Corporate Counsel

- Board of Governors (2000 to present)
- Secretary (2003 - 2004)
- Treasurer (2002 - 2003)
- Advisory Committee (1998 - 2000)

Los Angeles County Bar Associations:

- Executive Committee of the Corporate Law Department Section (2000 to present)
 - Secretary (2009-2010); Vice Chair (2010)

California Charter School Association

- Legal Defense Advisory Committee (2004 to present)

Boalt Hall Center for Social Justice

- Panelist, Symposium “Rekindling the Spirit of Brown v. Board of Education” (November, 2003)

Century City Bar Association:

- Member of the Board of Governors (1991-1995)
- Chairman, International Law Section (1986-1995)

CIVIC ACTIVITIES

Camino Nuevo Charter Academy

- Member, Board of Directors (2004 to present)
- Member, Audit Committee (2006 to present)

St. James' Episcopal School

- Co-Chair, Board of Trustees (2005 to 2010)
- Secretary, Board of Trustees (2004 to 2005)
- Member, Board of Trustees and Executive Committee (2004 to present)
- Member, Finance Committee (2005 to present)
- Member, Head Search Committee (2004-2005)
- Member, Head Search Committee (2010)

The Episcopal Diocese of Los Angeles:

- Vice Chancellor (2002 to present)
- Member, Board of Directors of the Cathedral Center of St. Paul (1999 to 2006)

St. James' Episcopal Church:

- Vestry (1989-1993; 1994-96; 2000 to 2003)
- Senior Warden (1992-1993); Junior Warden (1990-1992)
- First Vice President (2000 to 2002); Finance Committee (1993-1994);
- Rector Search Committee (2004 to 2005)

Legal Aid Foundation of Los Angeles

- Member, Board of Directors (2001 to 2007)

Los Angeles Convention and Exhibition Center Authority:

- Commissioner (1996 to 2002)
- Vice President (2002)

Metropolitan Water District:

- Member, Board of Directors (1996-98)

Boy Scout Troop 10:

- Scoutmaster (1991-1996)
- Troop Committee (1996 to present)

Cub Scout Pack 10:

- Assistant Cubmaster (1989-1991)

PAUL F. CUMMINS, Ph.D.

Paul Cummins is a renowned educator, author and founder of New Visions Foundation, a non-profit organization providing innovative educational opportunities through which the most at-risk and under-served young people can transform their lives. New Visions Foundation serves as a catalyst in educational and social innovation for the disadvantaged. Since its inception in 1995, New Visions Foundation has launched independent and charter schools, and has implemented innovative programs helping children at risk.

Over the past thirty years, Dr. Cummins has devoted his career to finding ways to provide all children equitable access to a quality education. In 1971, he co-founded the well-respected Crossroads School and built it into one of Santa Monica's most successful educational institutions. P.S. Arts, a non-profit which provides arts classes to children in Title 1 Schools was founded in 1991, and in 1995 Dr. Cummins co-founded New Roads School, a highly diverse K-12 independent school in Santa Monica which has a deep commitment to social and ecological justice. Under his direction, in 2000 New Visions Foundation partnered with Pueblo Nuevo Development and ExED to open Camino Nuevo Charter School in response to a growing need to provide a stronger education to the youth of the MacArthur Park area of Los Angeles. New Visions Foundation partnered with ExED and noted filmmaker and producer Moctezuma Esparza in 2005 and designed a school in Los Angeles that emphasizes arts and enterprise education for youth lacking access to such programs. In 2006, St. Anne's, ExED and New Visions Foundation designed New Village Charter School to meet the unique needs of young women; it is the only charter school to have received a state waiver to operate as an all-female school.

Additionally, with Dr. Cummins at the helm, New Visions Foundation has launched several programs including: Center for Educational Opportunity, a program that places foster children and youth in carefully selected schools to provide them with educational stability through to college; Families Helping Families, which provides low-income families with the necessary tools they need to achieve long-term self sufficiency; and Community Partners Program, an after-school program for incarcerated youth, at Camp David Gonzales, which redirects and relocates juvenile students. The Community Partners Program has successfully placed many of these students directly into college, independent schools, or in the mainstream workforce which has significantly decreased the recidivism rate among its students.

Cummins' current project for New Visions focuses on the Lennox community, which is located in one of California's highest poverty areas. Partnering with the Lennox School district and local agencies, his vision is to implement the Lennox Educational Neighborhood Zone (LENZ), designed to bring comprehensive, coordinated health, educational and social programs to its children and youth – from birth through high school graduation.

As an author, he has published several books on education and poetry. His publications include a booklet on poet Richard Wilbur, several articles on education and numerous poems that have appeared in journals such as *The New Republic*, *Poetry L.A.*, *Whole Notes*, *Wild Bamboo Press*, *Bad Haircut Quarterly* and *Slant*. His biography *Dachau Song: The Twentieth Century Odyssey of Herbert Zipper* (Peter Lang, 1992) has been translated into Chinese and German. *For Mortal Stakes: Solutions for Schools and Society*, was published in 1998 by Peter Lang Publishing and Bramble Books and was translated into Japanese, and *Keeping Watch: Reflections on American Culture, Education and Politics* was published by Firstbooks Library in 2002. A collection of Cummins' poetry: *A Postcard from Bali*, was published in 2002 by Argonne Press. *Proceed With Passion: Engaging Students in Meaningful Education* was published in 2004 and *Two Americas, Two Educations: Funding Quality Schools for all Students* in 2007, both by Red Hen Press. His most recent book of essays, *Why Poetry? Reflections on Poetry, Writing and Culture*, was published in 2009 by Xlibris.

Dr. Cummins serves on many boards of trustees including: New Roads School, P.S. Arts, The Sam Francis Foundation, Lannan Foundation, Muse Elementary School, and The Center for Innovative Education, Camino Nuevo Charter Academy, and the Los Angeles Academy of Arts and Enterprise. He is a graduate of Stanford (BA) and Harvard (MAT) and received his doctoral degree from the University of Southern California. He and his wife Mary Ann reside in Santa Monica. They have four daughters.

Background Information for Elliot A. Ponchick, Ph.D.

President William C. Bannerman Foundation. Responsible for the Foundation's grantmaking in Education, the Environment and for strategic social programs. Primary funding is in Education K-12 with special emphasis on Charter Schools and innovative after school programs.

Economic Consultant. Advisor to numerous businesses and Government Agencies regarding economic conditions and their impacts. Developed procedures and strategies to adapt to and take advantage of current and forecasted economic changes. Created demographic and regional economic models to identify markets by location. Designed procedures for Gov't policy makers to evaluate complicated social issues using modern economic tools. Prepared feasibility studies for commercial real estate projects.

Corporate Economist. Formulated National and International Economic Models and prepared Forecasts of worldwide supply and demand performance in the energy and finance sectors. Advised senior level management and helped operating units evaluate economic viability of new business opportunities.

Futurist- Projected impacts of computers and automation on the economy and their influence on business, consumer and government sectors. Modeled speed of innovations and identified barriers to introduction of new ideas.

Assistant Economics Professor. Various courses at three universities.

Education: M.A. and Ph.D. in Economics from the University of Southern California.

Dr. Ponchick serves on the Board of several non-profit organizations including the Los Angeles World Affairs Council, one of the nation's leading public forums for global issues. He and his wife enjoy international travel. They have two grown children.

Mark H. Dalzell, Chairman of the Board

Mark Dalzell is a Senior Vice President of Capital Research Company and a fixed income portfolio manager for The Capital Group Companies, a large Los Angeles-based investment management firm. Originally from Pittsburgh, PA, Mark received an undergraduate degree in international affairs from the Woodrow Wilson School at Princeton University, and a master's degree in public policy from the Kennedy School of Government at Harvard University. Mark has a strong interest in public and international affairs. Since coming to Los Angeles in 1997, he has been active in Camino Nuevo Charter Academy and recently became Chairman of the Board of Directors.

Samar Bloomingdale

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

Georgia Eisner

Georgia Eisner is a director and editor of multimedia entertainment content. She recently started her own production company, SugarFixFilms; clients have included Paramount Studios, Bravo, NBC, MCA Records, MTV and Conde Nast. In 2006, she founded Project A.I.M. ("art inspires and motivates"), an arts and community activism educational initiative. This program uses thought provoking feature films, as well as other art forms, to inspire high school students to make a positive impact on their communities and to consider jobs in the media as a career path. She sits on the board of the Eisner Foundation and she is a graduate of Georgetown University.

Robert O. Kaplan

Robert O. Kaplan is an entertainment attorney and former independent film producer, Kaplan was the executive in charge of business affairs at Warner Brothers in London, supervising all non-US production activities. Currently, Kaplan practices on his own and represents feature film writers, directors and producers, particularly in the arena of independent film financing. He also is a founding principal in ScreenBridge, a company specializing in packaging and financing independent films. Credits include KRUSH GROOVE (executive producer), NIGHT OF THE COMET, PAPILLON (associate producer), THE ADVENTURES OF AMERICAN RABBIT and SOUTHERN CROSS (executive producer).

Cindy Lee Smet

Cindy Lee Smet had a professional career in finance prior to having her family. She now has three sons and is an active volunteer at their public elementary school in Hermosa Beach. She is a founding trustee of the Vistamar School, an independent high school opening in the South Bay area of Los Angeles in September 2005, and sat on the board of the Hermosa Beach Education Foundation. Before her children entered school, Cindy was a volunteer and an occasional substitute teacher at the Venice Skills Center, an adult ed school in the Oakwood neighborhood. She has also taught ESL at the South Bay Adult School. 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.

Alicia Maldonado

Alicia Maldonado is President of Mockingbird Communications and brings over three decades of experience and expertise in strategic planning and communications, media relations, community outreach, organizational development and collaboration with coalitions on social reform issues. She also has a passion and commitment to advancing education reform through small learning communities, charter schools, effective parental engagement, and other reform measures to improve the quality of education students receive.

Prior to starting her own company, Ms. Maldonado served as deputy managing director for the public affairs advocacy firm GCG Rose & Kindel in Los Angeles. Before that, she worked as Senior Director of Communications and Public Policy for the Mexican American Legal Defense and Educational Fund (MALDEF). Ms. Maldonado is a member of the Los Angeles Area Chamber of Commerce Education and Workforce Development Committee and also sits on the board of the Los Angeles Trade Technical College Foundation. She received her master's degree from the University of California's Annenberg School for Communications.

Robert Ronus

Robert Ronus is an investment specialist and a Senior Vice-President of Capital Guardian Trust Company. Robert joined the Capital Group Companies' Geneva office in 1972 and moved to Los Angeles in 1983. For many years he was a manager of non-U.S and global portfolios for Capital's institutional clients in North America and overseas. He has held a Variety of positions within the Capital Group, including non-executive Chairman of the Group from 2002-2004. He was born in London and educated at Oxford University.

William E. B. Siart

Bill Siart is the chairman of the board of ExED (Excellent Education Development), a non-profit corporation which he founded in 1997 that develops and manages charter public schools. He is vice chairman and a trustee of the J. Paul Getty Trust. He is a member of the board of directors of the California Community Foundation, and serves as a trustee and chairman of the finance committee of the University of Southern California. He is also on the board of the Catholic Education Foundation. He is the

chairman and director of Western Asset Funds, Inc. Mr. Siart is the former chairman and chief executive officer of First Interstate Bancorp, a \$60 billion banking company with offices in 13 western states and more than 40,000 employees. A native of Los Angeles, he earned a BS degree in economics from Santa Clara University, and an MBA in finance from the University of California at Berkeley. Mr. Siart is active in Los Angeles and nationally in K-12 education reform.

CAMINO NUEVO CHARTER ACADEMY

**Camino Nuevo Charter Academy K-8 School
Camino Nuevo High School
Early Childhood Education Program**

**Audited Financial Statements
for the Year Ended
June 30, 2010**

CAMINO NUEVO CHARTER ACADEMY

TABLE OF CONTENTS

June 30, 2010

	<u>Page</u>
Independent Auditors' Report	1-2
Statement of Financial Position	3
Statement of Activities.....	4
Statement of Cash Flows	5
Notes to the Financial Statements.....	6-12
History and Organization.....	13-14
Schedule of Instructional Minutes	15
Schedule of Average Daily Attendance.....	16
Reconciliation of Annual Financial Report With Audited Financial Statements	17
Schedule of Expenditures for Federal Awards	18
Notes to Supplementary Information.....	19
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	20-21
Report on Compliance With Requirements Applicable to Each Major Program and on Internal Control Over Compliance in Accordance With OMB Circular A-133	22-23
Report on State Compliance	24-25
Schedule of Findings and Questioned Costs.....	26-27
Schedule of Findings and Questioned Costs Related to Federal Awards	28
Schedule of Prior Year Findings and Questioned Costs.....	29



INDEPENDENT AUDITORS' REPORT

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the statement of financial position of Camino Nuevo Charter Academy (the Academy), a non-profit public benefit corporation, as of June 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Academy's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of the Academy as of June 30, 2010, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 22, 2010 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Board of Directors
Camino Nuevo Charter Academy

The accompanying schedule of expenditures of federal awards on page 18 is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The supplementary schedules on pages 15-17 are presented for the purposes of additional analysis. These schedules are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vicenti, Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 22, 2010

CAMINO NUEVO CHARTER ACADEMY**STATEMENT OF FINANCIAL POSITION****June 30, 2010****ASSETS**

	<u>Preschool</u>	<u>K-8</u>	<u>High School</u>	<u>Central Admin</u>	<u>Total</u>
CURRENT ASSETS:					
Cash and cash equivalents	\$ 143,123	\$ 2,331,852	\$ 1	\$ -	\$ 2,474,976
Accounts receivable	44,231	2,368,801	1,112,648	81,869	3,607,549
Intercompany receivable		182,864			182,864
Prepaid expenses and other assets	13,651	143,536	58,017	37,236	252,440
Total current assets	201,005	5,027,053	1,170,666	119,105	6,517,829
NON-CURRENT ASSETS:					
Notes receivable (Note 3)				388,230	388,230
Total non-current assets	-	-	-	388,230	388,230
PROPERTY, PLANT AND EQUIPMENT:					
Land				3,540,752	3,540,752
Construction in progress				43,726	43,726
Leasehold improvements	15,965	840,894	160,091	363,532	1,380,482
Equipment & computers	23,866	830,152	484,229	73,069	1,411,316
Furniture	26,271	167,381	13,478	2,659	209,789
Accumulated depreciation	(14,231)	(1,252,204)	(311,978)	(44,528)	(1,622,941)
Total property, plant and equipment	51,871	586,223	345,820	3,979,210	4,963,124
Total assets	\$ 252,876	\$ 5,613,276	\$ 1,516,486	\$ 4,486,545	\$ 11,869,183

LIABILITIES AND NET ASSETS**CURRENT LIABILITIES:**

Accounts payable	\$ 73,266	\$ 494,670	\$ 164,908	\$ 171,653	\$ 904,497
Accrued liabilities	31,893	466,453	209,598	97,014	804,958
Intercompany payable	-	-	-	182,864	182,864
Total current liabilities	105,159	961,123	374,506	451,531	1,892,319

NET ASSETS:

Unrestricted	147,717	4,652,153	1,141,980	4,035,014	9,976,864
Total net assets	147,717	4,652,153	1,141,980	4,035,014	9,976,864
Total liabilities and net assets	\$ 252,876	\$ 5,613,276	\$ 1,516,486	\$ 4,486,545	\$ 11,869,183

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY**STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010**

	<u>Preschool</u>	<u>K-8</u>	<u>High School</u>	<u>Central Admin</u>	<u>Total</u>
REVENUES:					
Apportionment revenue	\$	\$4,475,985	\$ 2,357,717	\$	\$ 6,833,702
Property tax revenue		1,287,819	554,707		1,842,526
State revenue	707,891	2,131,688	853,195		3,692,774
Federal revenue		1,710,727	615,609		2,326,336
Grants and contracts	38,000	20,000		290,000	348,000
Contributions - fundraising		61,873	22,336	186,823	271,032
Interest income				87,087	87,087
Other revenue	(9,778)	108,447	198,899	49,894	347,462
Total unrestricted revenues	<u>736,113</u>	<u>9,796,539</u>	<u>4,602,463</u>	<u>613,804</u>	<u>15,748,919</u>
EXPENSES:					
Program services	561,315	7,374,728	3,240,713		11,176,756
Management and general	145,727	2,457,639	1,202,910	588,117	4,394,393
Fundraising		14,837	1,116		15,953
Total expenses	<u>707,042</u>	<u>9,847,204</u>	<u>4,444,739</u>	<u>588,117</u>	<u>15,587,102</u>
Change in unrestricted net assets	<u>29,071</u>	<u>(50,665)</u>	<u>157,724</u>	<u>25,687</u>	<u>161,817</u>
Beginning unrestricted net assets, as originally stated	118,646	4,836,265	984,256	3,875,880	9,815,047
Adjustment for restatement (see Note 7)		(133,447)		133,447	-
Beginning unrestricted net assets, as restated	<u>118,646</u>	<u>4,702,818</u>	<u>984,256</u>	<u>4,009,327</u>	<u>9,815,047</u>
Ending unrestricted net assets	<u>\$ 147,717</u>	<u>\$4,652,153</u>	<u>\$ 1,141,980</u>	<u>\$4,035,014</u>	<u>\$ 9,976,864</u>

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY**STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010**

	<u>Preschool</u>	<u>K-8</u>	<u>High School</u>	<u>Central Admin</u>	<u>Total</u>
CASH FLOWS from OPERATING ACTIVITIES:					
Change in net assets	\$ 29,071	\$ (50,665)	\$ 157,724	\$ 25,687	\$ 161,817
Adjustment for restatement of beginning net assets		(133,447)		133,447	
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:					
Depreciation	5,079	159,899	96,008	17,588	278,574
(Increase) decrease in operating assets:					
Accounts receivable	3,064	(581,062)	(339,555)	(36,926)	(954,479)
Intercompany receivable		(182,864)		-	(182,864)
Prepaid expenses	1,244	(9,073)	2,475	(28,943)	(34,297)
Increase (decrease) in operating liabilities:					
Accounts payable and accrued liabilities	72,315	62,616	(6,167)	(208,135)	(79,371)
Intercompany payable				182,864	182,864
Net cash provided (used) by operating activities	<u>110,773</u>	<u>(734,596)</u>	<u>(89,515)</u>	<u>85,582</u>	<u>(627,756)</u>
CASH FLOWS from INVESTING ACTIVITIES:					
Decrease in notes receivable				11,770	11,770
Purchase of property, plant and equipment	<u>(11,197)</u>	<u>(52,340)</u>	<u>(5,655)</u>	<u>(352,632)</u>	<u>(421,824)</u>
Net cash used by investing activities	<u>(11,197)</u>	<u>(52,340)</u>	<u>(5,655)</u>	<u>(340,862)</u>	<u>(410,054)</u>
Net increase (decrease) in cash and cash equivalents	99,576	(786,936)	(95,170)	(255,280)	(1,037,810)
Cash and cash equivalents at the beginning of the year	<u>43,547</u>	<u>3,118,788</u>	<u>95,171</u>	<u>255,280</u>	<u>3,512,786</u>
Cash and cash equivalents at the end of the year	<u>\$ 143,123</u>	<u>\$ 2,331,852</u>	<u>\$ 1</u>	<u>\$ -</u>	<u>\$2,474,976</u>

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2010

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Nature of Activities – Camino Nuevo Charter Academy (the Academy) is an organization designed to meet the educational needs of a largely Latino community in the MacArthur Park and Mid-Wilshire neighborhoods of Los Angeles. MacArthur Park is a densely populated area with over 90% of the population being economically disadvantaged. The Academy was established as an alternative to existing traditional public schools in the neighborhood where conditions of over-crowding and year-round schedules exist.

Cash and Cash Equivalents – The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of six months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Expenses are charged to program services and fundraising based on direct expenditures incurred. Expenditures not directly chargeable to program services are charged to support services.

Net Asset Classes – The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of the Academy consist of the following:

- **Unrestricted:** All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.
- **Temporarily restricted:** These net assets are restricted by donors to be used for specific purposes. The Academy does not currently have any temporarily restricted net assets.
- **Permanently restricted:** These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2010

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Contributions and Grants – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. The Academy also receives a portion of its total revenue and support under various grants which pay the Academy based on reimbursable costs as defined by the grants. Reimbursements recorded under these grants are subject to audit by the granting agency. Management believes that no material adjustments will result from subsequent audits of costs reflected in the accompanying financial statements.

Land, Buildings and Equipment – Land, buildings and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The Academy capitalizes all expenditures for land, buildings and equipment in excess of \$1,000.

Income Taxes – The Academy is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d.

The Academy has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels. The primary tax positions evaluated are related to the Academy's continued qualification as a tax-exempt organization and whether there is unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

The Academy files informational returns in the U.S. federal jurisdiction, and the state of California. With few exceptions, the Academy is no longer subject to U.S. federal, state, and local examinations by tax authorities for years before 2005.

Allocations Between Charter Schools – For the year ended June 30, 2010, the Academy has chosen to identify each charter school separately within the basic financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Subsequent Events – All events subsequent to the statement of financial position date of June 30, 2010 through October 22, 2010 which is the date these financial statements were available to be issued, have been evaluated in accordance with generally accepted accounting principles. Subsequent events are described in Note 8.

CAMINO NUEVO CHARTER ACADEMY**NOTES TO FINANCIAL STATEMENTS****For the Year Ended June 30, 2010****NOTE 2 – CONCENTRATION OF CREDIT RISK:**

The Academy maintains bank accounts with one institution. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. The Academy occasionally has a need to maintain a cash balance in excess of the \$250,000.

The Academy also maintains cash in the Los Angeles County Treasury. The County pools these funds with those of other educational organizations in the county and invests the cash. These pooled funds are carried at cost which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized.

NOTE 3 – RELATED PARTY TRANSACTIONS:

The Academy obtained land to be used for a new high school facility. During the 05-06 year, Pueblo Nuevo Development (PND) and the Academy negotiated an agreement concerning a high school facility for Camino Nuevo High School students. The Academy entered into a ground lease with PND for \$1 per year for 40 years. PND constructed a high school facility on this property and leased these facilities to CNCA (See Note 5).

The Academy entered into two promissory notes receivable with PND on June 18, 2008 for \$200,000 each in connection with the dance studio construction at the Burlington campus and the soccer field construction at the High School campus. Both notes are to be repaid over 10 years at a 6% interest rate starting July 1, 2009. The balance of notes receivable is \$388,230 as of June 30, 2010.

NOTE 4 – CENTRAL ADMINISTRATION:

The Camino Nuevo Central Administration provides business management and oversight services to support the educational mission of the organization. Central Admin charges an indirect rate calculated by a percentage of government revenue to cover the costs related to the three program entities under the Camino Nuevo organizational umbrella: Camino Nuevo Charter Academy, Camino Nuevo High School and Camino Nuevo Early Childhood Center. The service level provided to the program entities vary based on programmatic scope.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2010

NOTE 4 – CENTRAL ADMINISTRATION: (continued)

The following indirect rates were used:

Camino Nuevo Charter Academy:	9.75%
Camino Nuevo High School:	9.75%
Camino Nuevo Early Childhood Center:	6.50%

NOTE 5 – COMMITMENTS AND CONTINGENCIES:

The Preschool leases facilities from PND (a related party). The lease requires monthly payments of \$11,070 and expires in June 2027.

The K-8 School leases several school sites from PND (a related party). The leases require monthly payments of \$11,766, \$6,000 and \$15,117 and expire in July 2010. The Academy exercised an option to renew for one additional five-year term. In addition, the K-8 Schools leases a dance studio which requires monthly payments of \$2,220 and \$3,316 and expires in June 2027.

The K-8 School also leases some of its facilities from an unrelated party for \$44,675 per month. The original term expired in May 2007. The Academy exercised an option to renew for one additional five-year term.

The High School leases its school site from PND (a related party). The lease requires monthly payments of \$52,527 and expires in 2016.

The Central Administration leases its site from PND (a related party). The lease requires monthly payments of \$7,833 and expires in April 2019.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2010

NOTE 5 – COMMITMENTS AND CONTINGENCIES: (continued)

Future minimum rental payments at June 30, 2010 were as follows:

<u>Year Ending</u> <u>June 30,</u>	<u>Related</u> <u>Party</u>	<u>Others</u>	<u>Total</u>
2011	\$ 1,318,187	\$ 536,097	\$ 1,854,284
2012	1,318,187	491,422	1,809,609
2013	1,318,187		1,318,187
2014	1,318,187		1,318,187
2015	1,153,772		1,153,772
Thereafter	<u>6,810,820</u>		<u>6,810,820</u>
Total	<u>\$ 13,237,340</u>	<u>\$ 1,027,519</u>	<u>\$ 14,264,859</u>

For the year ended June 30, 2010, aggregate rent expense including property taxes was \$2,078,856, which includes \$1,318,187 related to facilities leased from PND.

NOTE 6 – EMPLOYEE RETIREMENT:

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS) and classified employees are members of the Public Employees' Retirement System (PERS).

State Teachers' Retirement System (STRS)

Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826.

CAMINO NUEVO CHARTER ACADEMY**NOTES TO FINANCIAL STATEMENTS****For the Year Ended June 30, 2010****NOTE 6 – EMPLOYEE RETIREMENT: (continued)****Funding Policy**

Active plan members are required to contribute 8.0% of their salary and the Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2009-10 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

Public Employees' Retirement System (PERS)**Plan Description**

The Academy contribute to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814.

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the Schools are required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2009-10 was 9.709%. The contribution requirements of the plan members are established and may be amended by State statute.

CAMINO NUEVO CHARTER ACADEMY

NOTES TO FINANCIAL STATEMENTS

For the Year Ended June 30, 2010

NOTE 6 – EMPLOYEE RETIREMENT: (continued)

Contributions to STRS and PERS

The Academy's contributions to STRS and PERS for each of the last three fiscal years are as follows:

Year Ended June 30,	STRS		PERS	
	Required Contribution	Percent Contributed	Required Contribution	Percent Contributed
2008	\$377,785	100%	\$137,067	100%
2009	\$523,591	100%	\$135,077	100%
2010	\$441,779	100%	\$131,312	100%

NOTE 7 – RESTATEMENT OF NET ASSETS:

The beginning unrestricted net assets have been restated for the following:

K-8

Reclassification of restricted fund balance for facility projects at Central Admin.	(\$ 133,447)
---	--------------

Central Admin

Reclassification of restricted fund balance for facility projects at Central Admin.	<u>133,447</u>
---	----------------

Total net assets restatement	<u>\$ -</u>
------------------------------	-------------

NOTE 8 – SUBSEQUENT EVENTS:

The Academy was granted a new charter school, CNCA #3, for a five-year period by the Los Angeles Unified School District (LAUSD) on April 6, 2010. In addition, on February 23, 2010, the Academy was awarded operational control of a newly constructed LAUSD school site, Jose E. Castellanos, via the LAUSD Board School Choice Motion, Round One. The Academy will operate CNCA #3 at the LAUSD Jose E. Castellanos site for a five-year period. Both the School Choice agreement and charter will be reviewed for renewal by the LAUSD board in 2015. The Castellanos site serves grade K-5 and is fully enrolled at 488 students. CNCA gained site control on July 1, 2010 and the first day of instruction was August 18, 2010.

SUPPLEMENTARY INFORMATION

CAMINO NUEVO CHARTER ACADEMY

HISTORY AND ORGANIZATION

For the Year Ended June 30, 2010

In November 1999, the Los Angeles Unified School District (the "LAUSD") Board of Education unanimously approved a charter submitted by the Academy to provide a comprehensive literacy program for students in grades K through five (the "Elementary School"). The Academy began operations in May 2000 and began providing instruction to students in August 2000. In addition to the literacy program that is the core of the school's educational vision, students also participate in dance and music programs and after-school enrichment activities. The charter number granted by State is 0293.

The Academy expanded its program to students in grades six through eight with a subsequent charter approved by the LAUSD Board of Education in July 2001. In August 2001, the Academy opened the Camino Nuevo Middle School (the "Middle School"), which operated as a division of the Academy under a separate charter. During the 2005 year the Elementary School and the Middle School merged into one charter (the "K-8 School") that now provides instruction to over 980 students.

The Academy expanded its program to students in grades nine through twelve with a subsequent charter approved by the LAUSD Board of Education in July 2004. In August 2004, the Academy opened the Camino Nuevo High School (the "High School"), which operates as a division of the Academy under a separate charter. The High School provides instruction to over 440 students. The charter number granted by State is 0635.

In 2005-06, the Academy also started an Early Childhood Education Program to provide Pre-School services to the surrounding community. The Pre-School provides the program to over 100 students.

The Academy is the latest in a series of highly successful empowerment projects developed by Pueblo Nuevo Development ("PND"), a nonprofit community development corporation. The Executive Director of PND is also a member of the Board of Directors of the Academy.

CAMINO NUEVO CHARTER ACADEMY

HISTORY AND ORGANIZATION

For the Year Ended June 30, 2010

The Board of Directors and the Administrator as of the fiscal year ended June 30, 2010 were as follows:

Board of Directors

<u>Member</u>	<u>Office</u>	<u>Term Expires</u>
Mark H. Dalzell	Chairman	06/30/12
Philip Lance	President	06/30/12
Elliot Ponchick	Treasurer	06/30/12
Shiho Ito	Secretary	06/30/11
Samar Bloomingdale	Member	06/30/13
Paul Cummins	Member	06/30/12
Georgia Eisner	Member	06/30/13
Robert Kaplan	Member	06/30/13
Alicia Maldonado	Member	06/30/12
Patti Phillips	Member	06/30/13
Robert Ronus	Member	06/30/12
L. Michael Russell	Member	06/30/13
Bill Siart	Member	06/30/13
Cindy Smet	Member	06/30/13

Administrator

Ana Ponce – Chief Executive Officer

CAMINO NUEVO CHARTER ACADEMY**SCHEDULE OF INSTRUCTIONAL MINUTES****For the Year Ended June 30, 2010****K-8:**

Grade Level	2009-10 Minutes				Status
	Requirement	Reduced Requirement	Burlington	Actual Harvard	
Kindergarten	36,000	34,971	63,400	67,340	In compliance
Grade 1	50,400	48,960	65,415	64,415	In compliance
Grade 2	50,400	48,960	65,415	64,415	In compliance
Grade 3	50,400	48,960	65,415	64,415	In compliance
Grade 4	54,000	52,457	65,415	64,415	In compliance
Grade 5	54,000	52,457	65,415	64,415	In compliance
Grade 6	54,000	52,457	65,415	64,415	In compliance
Grade 7	54,000	52,457	68,160	66,014	In compliance
Grade 8	54,000	52,457	68,160	66,014	In compliance

High School:

Grade Level	2009-10 Minutes			Status
	Requirement	Reduced Requirement	Actual	
Grade 9	64,800	62,949	69,100	In compliance
Grade 10	64,800	62,949	69,100	In compliance
Grade 11	64,800	62,949	69,100	In compliance
Grade 12	64,800	62,949	69,100	In compliance

See the notes to the supplementary information.

CAMINO NUEVO CHARTER ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2010

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Classroom</u>		<u>Classroom</u>	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
K-8:				
Kindergarten	95.98	95.98	95.79	95.79
Grades 1 through 3	292.65	292.65	292.64	292.64
Grades 4 through 6	340.00	340.00	340.63	340.63
Grades 7 through 8	<u>222.12</u>	<u>222.12</u>	<u>221.85</u>	<u>221.85</u>
ADA Totals	<u>950.75</u>	<u>950.75</u>	<u>950.91</u>	<u>950.91</u>
High School:				
Grades 9 through 12	<u>409.52</u>	<u>409.52</u>	<u>407.64</u>	<u>407.64</u>
ADA Totals	<u>409.52</u>	<u>409.52</u>	<u>407.64</u>	<u>407.64</u>

See the notes to the supplementary information.

CAMINO NUEVO CHARTER ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

There were no differences between the unrestricted net assets reported on the June 30, 2010 Annual Financial Report and the audited fund balances (net assets).

See the notes to the supplementary information.

CAMINO NUEVO CHARTER ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2010

Program Name	Federal Catalog Number	Pass-Through Entity Identifying Number	K-8 Expenditures	High School Expenditures	Total Federal Expenditures
U.S. Department of Education					
Pass-Through Program From California Department of Education:					
No Child Left Behind:					
Title I	84.010	03797	\$ 457,189	\$ 183,234	\$ 640,423
Title I, American Recovery and Reinvestment Act	84.389	15005	97,782	37,362	135,144
Title I, Part G Advanced Placement Test Fee	84.330	14831		1,095	1,095
Title II, Part A - Improving Teacher Quality	84.367	14341	47,064	10,200	57,264
Title II, Part D - Enhancing Education Through Technology	84.318	14334	4,189	1,512	5,701
Title II, Part D - American Recovery and Reinvestment Act	84.386	15019	11,310	4,507	15,817
Title III, Limited English Proficiency	84.365	10084	64,500	13,000	77,500
Title V, Part B - Charter Schools	84.282	14531	250,000		250,000
State Fiscal Stabilization Fund (SFSF)	84.394	24997	17,725	34,779	52,504
Special Education: IDEA Basic Local Assistance	84.027	13379	185,063	79,713	264,776
Total: U.S. Department of Education			<u>1,134,822</u>	<u>365,402</u>	<u>1,500,224</u>
U.S. Department of Agriculture					
Pass-Through Program From California Department of Education:					
Child Nutrition Cluster:					
Child Nutrition Program-Especially Needy Breakfast	10.553	13526	129,969	58,354	188,323
Child Nutrition Program-Lunch	10.555	13396	403,391	181,114	584,505
Child Nutrition Program-Meal Supplements	10.557	13396	23,919	10,739	34,658
Total: U.S. Department of Agriculture			<u>557,279</u>	<u>250,207</u>	<u>807,486</u>
Total Federal Programs			<u>\$ 1,692,101</u>	<u>\$ 615,609</u>	<u>\$ 2,307,710</u>
Reconciliation to Federal Revenue					
Total Federal Program Expenditures			\$ 1,692,101	\$ 615,609	\$ 2,307,710
Revenues in excess of expenditures related to Federal Entitlements:					
State Fiscal Stabilization Fund (SFSF)			<u>18,626</u>	<u>-</u>	<u>18,626</u>
Total Federal Program Revenue			<u>\$ 1,710,727</u>	<u>\$ 615,609</u>	<u>\$ 2,326,336</u>

See the notes to the supplementary information.

CAMINO NUEVO CHARTER ACADEMY**NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2010****NOTE 1 – PURPOSE OF SCHEDULES****A. Schedule of Instructional Minutes**

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the provisions of Education Code Sections 46200 through 46206. The actual instructional days were 195 and 190 for K-8 and high school, respectively.

B. Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes of the Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

C. Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) of the charter school as reported on the Annual Financial Report form to the audited financial statements.

D. Schedule of Expenditures of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs. To comply with A-133, this schedule was prepared for the District and is presented on the modified accrual basis of accounting.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the financial statements of Camino Nuevo Charter Academy (the Academy) as of and for the year ended June 30, 2010, and have issued our report thereon dated October 22, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Academy's internal control over financial reporting as a basis for designing our audit procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing the Academy's assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Camino Nuevo Charter Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information of the Board, management, and the Los Angeles Unified School District, Los Angeles County Office of Education, California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Lloyd & Stutzman LLP
VICENTI, LLOYD & STUTZMAN LLP

October 22, 2010



**REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

Compliance

We have audited the compliance of Camino Nuevo Charter Academy (the Academy) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2010. The Academy's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Academy's management. Our responsibility is to express an opinion on the Academy's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Academy's compliance with those requirements.

In our opinion, the Academy complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2010.

**REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

Internal Control over Compliance

The management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Academy's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on the internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

A deficiency in the Academy's internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing the Academy's assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in the Academy's internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses as defined above.

This report is intended solely for the information of the Board, management, and the Los Angeles Unified School District, Los Angeles County of Education, California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 22, 2010

**REPORT ON STATE COMPLIANCE**

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the financial statements of Camino Nuevo Charter Academy (the Academy) as of and for the year ended June 30, 2010, and have issued our report thereon dated October 22, 2010. Our audit was made in accordance with auditing standards generally accepted in the United States of America, the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of The United States, and the *2009-10 Standards and Procedures for Audits of California K-12 Local Educational Agencies* published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The Academy's management is responsible for the Academy's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance reporting	8	Not applicable
Kindergarten continuance	3	Not applicable
Continuation education	10	Not applicable
Independent study	23	Not applicable
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable

REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Class size reduction program (including charter schools):		
General requirements	7	Yes
Option 1	3	Yes
Option 2	4	Not applicable
One school serving K-3	4	Not applicable
Instructional materials and general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Public hearing requirement—receipt of funds	1	Not applicable
After School Education and Safety Program:		
General requirements	4	Yes
After school	4	Yes
Before school	5	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Mode of instruction	1	Yes
Nonclassroom-based instruction/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	3	Yes

Based on our audit, we found that, for the items tested, the Academy complied with the laws and regulations of the state programs referred to above section of this report. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the Academy had not complied with the laws and regulations of state programs and requirements.

This report is intended solely for the information of the Board, management, and the Los Angeles Unified School District, Los Angeles County of Education, California Department of Education, the State Controller's Office, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti, Lloyd & Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 22, 2010

CAMINO NUEVO CHARTER ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2010

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued October 22, 2010: *Unqualified*

Internal control over financial reporting:

Material weakness(es) identified? *No*

Significant deficiencies identified that are
not considered to be material weakness(es)? *No*

Noncompliance material to financial statements noted? *No*

Federal Awards

Internal control over major programs:

Material weakness(es) identified? *No*

Significant deficiencies identified that are
not considered to be material weakness(es)? *No*

Type of auditor's report issued on compliance for major programs: *Unqualified*

Any audit findings disclosed that are required to be reported
in accordance with section 510(a) of (Circular A-133)? *No*

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I
84.389	Title I, ARRA
84.027	Special Education: IDEA Basic Local Assistance

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? *Yes*

CAMINO NUEVO CHARTER ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2010

All audit findings must be identified as one or more of the following eleven categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings for the Preschool, K-8 or High School for June 30, 2010.

CAMINO NUEVO CHARTER ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
RELATED TO FEDERAL AWARDS
For the Year Ended June 30, 2010

There were no findings for K-8 or the High School for June 30, 2010.

CAMINO NUEVO CHARTER ACADEMY

**SCHEDULE OF PRIOR YEAR FINDINGS
AND QUESTIONED COSTS
For the Year Ended June 30, 2010**

There were no findings for K-8 or the High School for June 30, 2009.

CAMINO NUEVO CHARTER ACADEMY

**Camino Nuevo Charter Academy K-8 School
Camino Nuevo High School
Early Childhood Education Program**

**Audited Financial Statements
for the Year Ended
June 30, 2009**



INDEPENDENT AUDITORS' REPORT

Board of Directors
Camino Nuevo Charter Academy
3435 West Temple Street
Los Angeles, CA 90026

We have audited the statement of financial position of Camino Nuevo Charter Academy (the Academy), a non-profit public benefit corporation, as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Academy's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of the Academy as of June 30, 2009, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 12, 2009 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Board of Directors
Camino Nuevo Charter Academy

The accompanying schedule of expenditures of federal awards on page 16 is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The supplementary schedules on pages 13-15 are presented for the purposes of additional analysis. These schedules are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vicenti, Lloyd & Stutzman LLP
VICENTI, LLOYD & STUTZMAN LLP

October 12, 2009

CAMINO NUEVO CHARTER ACADEMY

STATEMENT OF FINANCIAL POSITION

June 30, 2009

ASSETS

	Preschool	K-8	High	Central Admin	Total
CURRENT ASSETS:					
Cash and cash equivalents	\$ 43,547	\$ 3,118,788	\$ 95,171	\$ 255,280	\$ 3,512,786
Accounts receivable	47,295	1,787,739	773,093	44,943	2,653,070
Prepaid expenses and other assets	14,895	134,463	60,492	8,293	218,143
Total current assets	105,737	5,040,990	928,756	308,516	6,383,999
NON-CURRENT ASSETS:					
Notes receivable				400,000	400,000
Total non-current assets	-	-	-	400,000	400,000
PROPERTY, PLANT AND EQUIPMENT:					
Land and construction in progress				3,606,063	3,606,063
Leasehold improvements	14,636	828,564	160,091	8,578	1,011,869
Equipment & computers	13,998	801,350	478,574	53,806	1,347,728
Furniture	26,271	156,173	13,478	2,659	198,581
Accumulated depreciation	(9,152)	(1,092,305)	(215,970)	(26,940)	(1,344,367)
Total property, plant and equipment	45,753	693,782	436,173	3,644,166	4,819,874
Total assets	\$ 151,490	\$ 5,734,772	\$ 1,364,929	\$ 4,352,682	\$ 11,603,873

LIABILITIES AND NET ASSETS**CURRENT LIABILITIES:**

Accounts payable	\$ 7,469	\$ 389,307	\$ 154,162	\$ 392,952	\$ 943,890
Accrued liabilities	25,375	509,200	226,511	83,850	844,936
Total current liabilities	32,844	898,507	380,673	476,802	1,788,826

NET ASSETS:

Unrestricted	118,646	4,836,265	984,256	3,875,880	9,815,047
Total net assets	118,646	4,836,265	984,256	3,875,880	9,815,047
Total liabilities and net assets	\$ 151,490	\$ 5,734,772	\$ 1,364,929	\$ 4,352,682	\$ 11,603,873

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2009

	Preschool	K-8	High	Central Admin	Total
REVENUES:					
Apportionment revenue	\$	\$ 4,164,176	\$ 2,200,424	\$	\$ 6,364,600
Property tax revenue		1,248,379	526,818		1,775,197
State revenue	609,040	2,942,704	1,017,335		4,569,079
Federal revenue		1,918,503	696,418		2,614,921
Grants and contracts	100,000		26,820	234,163	360,983
Contributions - fundraising	321	49,142	40,701	81,088	171,252
Interest income				76,815	76,815
Other revenue		68,053	88,578	140,429	297,060
Total unrestricted revenues	709,361	10,390,957	4,597,094	532,495	16,229,907
EXPENSES:					
Program services	514,313	7,434,341	3,366,880		11,315,534
Management and general	103,277	2,311,626	1,176,016	784,409	4,375,328
Fundraising		15,929	9,151	849	25,929
Total expenses	617,590	9,761,896	4,552,047	785,258	15,716,791
Change in unrestricted net assets	91,771	629,061	45,047	(252,763)	513,116
Beginning unrestricted net assets, as originally stated	26,875	3,812,310	794,823	4,121,659	8,755,667
Adjustment for restatement (see Note 7)		394,894	144,386	6,984	546,264
Beginning unrestricted net assets, as restated	26,875	4,207,204	939,209	4,128,643	9,301,931
Ending unrestricted net assets	\$ 118,646	\$ 4,836,265	\$ 984,256	\$ 3,875,880	\$ 9,815,047

The accompanying notes are an integral part of these financial statements.

CAMINO NUEVO CHARTER ACADEMY

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2009

	<u>Preschool</u>	<u>K-8</u>	<u>High</u>	<u>Central Admin</u>	<u>Total</u>
CASH FLOWS from OPERATING ACTIVITIES:					
Change in net assets	\$ 91,771	\$ 629,061	\$ 45,047	\$ (252,763)	\$ 513,116
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:					
Depreciation	3,823	142,401	84,301	8,500	239,025
(Increase) decrease in operating assets:					
Accounts receivable	55,877	(248,018)	(226,638)	31,887	(386,892)
Intercompany receivable				100,827	100,827
Prepaid expenses	(1,127)	2,603	(1,860)	16,972	16,588
Increase (decrease) in operating liabilities:					
Accounts payable and accrued liabilities	2,063	104,866	49,757	375,365	532,051
Intercompany payable	(100,827)				(100,827)
Net cash provided (used) by operating activities	<u>51,580</u>	<u>630,913</u>	<u>(49,393)</u>	<u>280,788</u>	<u>913,888</u>
CASH FLOWS from INVESTING ACTIVITIES:					
Purchase of property, plant and equipment	<u>(8,033)</u>	<u>(167,970)</u>	<u>(229,745)</u>	<u>(91,474)</u>	<u>(497,222)</u>
Net cash used by investing activities	<u>(8,033)</u>	<u>(167,970)</u>	<u>(229,745)</u>	<u>(91,474)</u>	<u>(497,222)</u>
Net increase (decrease) in cash and cash equivalents	43,547	462,943	(279,138)	189,314	416,666
Cash and cash equivalents at the beginning of the year		<u>2,655,845</u>	<u>374,309</u>	<u>65,966</u>	<u>3,096,120</u>
Cash and cash equivalents at the end of the year	<u>\$ 43,547</u>	<u>\$3,118,788</u>	<u>\$ 95,171</u>	<u>\$ 255,280</u>	<u>\$3,512,786</u>

The accompanying notes are an integral part of these financial statements.