Public School Choice 2.0

Camino Nuevo Charter Academy

Response to Request for Proposal

December 1, 2010

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **Camino Nuevo Charter Academy**			
Address:		**Phone Number:**	
Website *(if applicable)*		**Email Address:**	
School site for which your team is submitting a Letter of Intent		**Central Region Elementary School #14**	
School type for which your team is applying		**Independent Charter**	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Ana Ponce			**Chief Executive Officer**
2. Philip Lance			**Co-founder and President of the Board**
3. Atyani Howard			**Chief Academic Officer / Current Principal, Burlington Campus**
4. Hoa Truong			**Chief Operations Officer**
5. Mary Funaoka			**Director of Academic Affairs**
6. Margaret Domingo			**Director of Human Resources**
7. David Partida			**Parent**
8. Estela Sandoval			**Cotsen Fellow and Camino Nuevo Teachers' Association Co-President**

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than *Tuesday, November 12th*. For questions, please call the PSC number at 213-241-2547.

We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;

- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;

- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;

- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;

- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;

- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;

- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;

- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;

- Serve students and the community to the best of our ability; and

- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Ana Ponce
Name/Team Representative

[signature] 11/29/10
Signature/Date

Camino Nuevo Charter Academy
Applicant Team Name/Organization

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1. EXECUTIVE SUMMARY (5-7 pages)

Camino Nuevo Charter Academy (CNCA) has a proven track record of providing outstanding educational opportunities for children in the Greater MacArthur Park area. Located in one of the most densely populated and underserved communities in Los Angeles, our schools have proven that all students can accomplish unprecedented goals when they are held to high standards, exposed to relevant learning experiences, provided targeted intervention, and supported in a nurturing environment. Today, CNCA serves a total of 2045 students across a preschool, one K-5 elementary, two K-8 campuses, and a high school. The most recent school in our portfolio is Jose A. Castellanos elementary school formerly known as CRES #15. CNCA was selected to operate the school under Public School Choice 1.0.

1A. MISSION AND VISION

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will posses upon matriculation that will prepare them to be successful adults in the 21st Century.

The underlying philosophy of CNCA is that when students, regardless of socioeconomic background or primary language, are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success as early as kindergarten.

> **The mission of CNCA is to educate students in a college preparatory program to be literate, critical thinkers and independent problem solvers who are agents of social justice with sensitivity toward the world around them.**

To accomplish this mission CNCA created a comprehensive educational program, including a rigorous college preparatory academic curriculum focused on standards-based learning for grades K-12, a bilingual program, integration of the visual and performing arts, an emphasis on social justice, access to the latest information technology, after school enrichment programs at each campus, and extensive parent and community outreach. This proven model will ensure that CRES #14, serving grades K-8, will significantly increase the number of high-performing seats in the community and build on the history and success of CNCA.

CNCA believes that an educated person in the 21st century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. Our students will possess:

- Advanced levels of literacy and mathematical skills to successfully navigate both their personal and professional lives.
- Strong critical thinking skills to evaluate and synthesize the abundance of available information.
- Proficiency with technology through regular exposure and access to computers and technological tools.
- Bilingualism and bi-literacy in English and Spanish to function in a global economy.

- Command of the emotional intelligences in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems.
- Capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

In alignment with the CNCA mission, CRES #14 students will move on to secondary education equipped with the literacy, critical thinking, and problem-solving skills necessary for academic and social success.

1B. STUDENT POPULATION

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

CNCA currently serves over 2000 students from pre-K through twelfth grade. The total student body is made up of approximately 95% Latino, 2% other, and less than 1% of the following ethnicities: Filipino, African American, Asian, and Caucasian. CNCA schools are currently located in the densely populated, underserved greater MacArthur Park community of Los Angeles. The area is comprised of primarily Latino immigrant families that have a poverty rate of 35%, almost twice the city-wide rate of 18%, with a median yearly income of $11,475. The census tracts that make up this community have the highest percentage of severe residential overcrowding in the city, the greatest concentration of single parent households, and the highest English non-fluency rate. The proposed school, CRES #14, would relieve over-crowding from Lake Street Primary, Rosemont Elementary, and Union Street Elementary and currently not identified local middle schools. The student population of the three schools, along with the middle schools that they feed into, closely mirrors that of CNCA's existing elementary campuses:[1]

School	Hispanic or Latino %	Economically Disadvantaged %	English Learner %	Special Education %
CNCA (K-8 Aggregate)	97%	92%	56%	11%
Rosemont Elementary	78%	90%	42%	8%
Union St. Elementary	97%	92%	59%	10%
Lake Street Primary	86%	90%	64%	9%
Castro Middle School	93%	89%	31%	9%
Leichty Middle School	96%	90%	37%	9%
King Middle School	72%	86%	20%	11%
Virgil Middle School	86%	89%	36%	12%

CNCA has a proven track record ensuring student populations similar to the anticipated incoming population of CRES #14 successfully demonstrate academic proficiency in reading, writing and math, regardless of their previous academic performance. Our unwavering commitment to academic excellence is best illustrated in the unprecedented results CNCA

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[1] Data Source: 2009-10 Data: LAUSD School Report Cards (http://schoolinfosheet.lausd.net/budgetreports/reports.jsp)

schools have achieved in this community: **a California API score of 859 for our K-8 campuses and an API score of 788 for our high school; an average of 62% of all students proficient in ELA and 80% of all students proficient in math (grades 2-8); and, a 96% high school graduation rate with an average of 80% of students accepted into four-year colleges and universities throughout the country**.   Based on the remarkable academic growth of our K-8 schools since 2000, CNCA has received accolades from numerous neighborhood organizations and elected officials. In the 2009-2010 school year, CNCA K-8 was honored to receive the California Title 1 Achievement Award, California Distinguished Elementary School Award, and California Association of Bilingual Education (CABE) Seal of Excellence Award for the bilingual program at the Burlington Campus. Additionally, Camino Nuevo High School was granted with the U.S. News Silver Award for being one of the top U.S. high schools. The unique features of our proposed school model, including: a Bilingual Program, small student to teacher ratios, a culture of care that promotes college readiness, and an extended school year, have been proven to address the specific needs of the prospective school population.

1C. INSTRUCTIONAL PROGRAM
Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

"Whole teaching is inclusive in its teaching and learning strategies, meeting the needs of our increasingly diverse student population,"[2] Camino Nuevo embraces this "whole child" teaching approach and strives to create a culture of care for each individual student. We believe in teaching the whole child and consistently use differentiated small group instruction to inspire students to self-define what motivates them to learn. Our philosophy allows our students to find authentic connections to their academic learning through language, performing arts, and technology. We maintain an unwavering commitment to providing high-quality educational opportunities to the students and work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

CNCA is distinguished by a number of excellent programs, including a bilingual program designed to help children achieve academic proficiency at or above grade level in Spanish and English. Students receive a rich educational experience through weekly art, music, dance, drama, and physical education instruction. We also strongly believe that parents must be partners in the educational process and offer high-quality family services, including a comprehensive parent workshop program and health case management for families in need. CNCA strongly believes students will find greater academic success when their home and school share similar values about learning and forge a genuine partnership.

CNCA's academic program is distinguished by a number of exceptional components:

1. **Academic Accountability:** CNCA holds high expectations of all members of our community. We hold teachers and staff to high expectations first, working to ensure we are prepared and ready to partner with parents and students. We habitually set rigorous student achievement goals, plan strategically to meet these goals, and regularly reflect on our

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[2] Miller, J.P. 2007. "Whole Teaching, Whole Schools, Whole Teachers" *Educational Leadership*. Volume 64.

outcomes. At Camino, preparation for college begins in kindergarten with high expectations for all students and a rigorous academic program.

2. **Instructional Program** – Every student at CRES #14 will receive a high quality, rigorous instructional program. There are research-based common cross-curricular structures utilized across grade levels to ensure consistentcy and academic excellence. In the elementary grades, these structures include the Bilingual Program and Four Blocks Literacy Framework. At the middle school, Integrated Block Structure, Reading Block, and Strategic Afternoon Programming are all interwoven to create an effective program that will prepare students to access high school curricula. Finally, Thinking Maps and Reading Strategies are two structures that will be implemented school-wide to ensure our mission of educating students to be literate, critical thinkers is met.

3. **Bilingual Program coupled with Systematic English Language Development:** The Bilingual Program at CNCA is a research-based program designed to build academic fluency in *both* Spanish and English. Joining a systematic approach to English Language Development with a rigorous core curriculum based on California state standards, within the context of a Bilingual Program, builds on the language that students bring to school. The model provides a vehicle for creating bilingual and bi-literate students who value and take pride in their linguistic and cultural heritage and are optimally prepared for the rigors of life in a linguistically diverse world.

4. **Comprehensive Wrap-Around Support Services for Students and Families:** In collaboration a full-time coordinator of student and family services, CNCA delivers a comprehensive student support program that includes parents, school and community, with the goal of creating healthy educated students who are poised to achieve their full academic and social potential. Partnerships with PAJA Medical Center, Los Angeles Child Development Center, Didi Hirsch and the Echo Center support physical and emotional health and wellbeing among our students and families. We seek to ensure physical and mental health services are accessible for all of our students and families in order to increase the potential of students to achieve personal and academic goals

5. **Partnerships for Arts Education: CNCA is dedicated to partnering with the lo**cal arts community to provide a foundational arts program for our students. Our efforts to leverage the resources within our community and provide arts education to students include, exposing students to the visual and performing arts at an early age, and fostering love for and commitment to students' talents as they get older. Among CNCA's partners are PS Arts, Everybody Dance!, and the Los Angeles Philharmonic, three existing organizations dedicated to providing meaningful and ongoing instruction in the performing and visual arts. PS Arts provides standards-based visual arts instruction for students from grades K-8 on a weekly basis, while also offering drama for grades 3-5. Everybody dance! provides weekly dance instruction to students in grades K-8. The Los Angeles Philharmonic Education Program provides music instruction to students in grades K-5 and after school opportunities for all students through a partnership between CNCA and the Youth Orchestra of Los Angeles (YOLA) at a local non-profit called the Heart of Los Angeles (HOLA).

6. **Genuine Adult Learning Community:** CNCA 's adult learning community has been recognized as a best practice by the California Department of Education and received the California Distinguished School Award during the 2009-2010 school year. We work diligently to foster a positive culture for all stakeholders. We place a special emphasis on maintaining a positive culture for our faculty and staff because of the impact a single teacher

can have on student achievement outcomes. CNCA firmly believes that culture shapes and focuses our collective energy. We invest a significant amount of time creating a team atmosphere among faculty and staff that embodies a true adult learning community. The results of the most recent staff satisfaction survey (June 2010) at one of our schools indicate that 100% of teachers agree that "administrators effectively foster a team environment among school staff". Ultimately, we seek to create an educational environment where educators experience teaching as a craft and children own their learning. We strive to provide students with the academic and social skills they need to feel inspired and achieve their hearts' desire.

To accomplish our mission, CNCA developed a comprehensive educational program, including a rigorous college preparatory academic curriculum focused on standards-based learning for grades K-12, a bilingual program, integration of the visual and performing arts, an emphasis on social justice, access to the latest information technology, after school enrichment programs at each campus, and extensive parent and community outreach.   The CRES #14 educational program both embraces and celebrates the linguistic and cultural diversity of our students. To that end, each of our research-based practices are continuously refined and shared across the organization to strengthen how we serve the whole child.

1D.SCHOOL CULTURE
Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

School culture is defined by a shared set of norms and values that guide the thinking, behavior, and relationships that typify the customs of an organization [3]. CNCA holds high expectations of all members of our community as defined by the organizational mission, site specific instructional vision and shared commitments, the CNCA Way and our approach to partnering with parents and students. We hold ourselves as teachers and staff to these high expectations first, working to ensure that we are prepared and ready to partner with parents and students. All CNCA schools habitually set goals for student achievement, plan strategically to meet these goals, and reflect on their outcomes.

Furthermore, all CNCA schools are expected to develop a site specific instructional vision to focus the efforts of the entire school community on the instructional components necessary to achieve the aims of our organizational mission. The CNCA instructional vision (see below) provides an example of the type of instructional vision typically adopted by CNCA schools. The CRES #14 leadership team and school community will be expected to develop a similar instructional vision that is used by the entire school community to reflect upon its culture, instructional approach, and results.

CNCA Instructional Vision
The Camino Nuevo community (students, teachers, staff, administrators and parents) will work relentlessly to close the achievement gap. We will produce students who have the ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem-solving in order to have access to high-quality educational opportunities.

CNCA schools are also expected to have a set of shared commitments that all faculty members subscribe to when they become a part of the CNCA team. The commitments are used to

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[3] Crane, T. (2009). *The Heart of Coaching*.

ensure ongoing alignment between our mindsets, behavior, and outcomes for students and our team. The commitments are regularly reflected upon at the opening or closing of faculty meetings to ensure they remain alive in the minds of the faculty and leadership team. An example of a CNCA school's **Shared Commitments** follows:

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

We hold our entire school community to the "**Camino Nuevo Way"** (see below) and work diligently to instill these habits of mind and heart in our students beginning in kindergarten. We use classroom community circles and the *Tribes* curriculum to explicitly discuss each "Way". Monthly school-wide community meetings reinforce classroom instruction. Each month one student from each classroom is selected by their peers and teacher because they most exemplify the highlighted CNCA Way. This student is publicly honored with a certificate and a few words during the monthly school community meetings. The "Camino Nuevo Way" is a rigorous set of mindsets and behaviors that defines the culture of our small school communities.

Partnering with Parents
CNCA strongly believes that parents must be partners in the educational process. We offer high-quality family services, including a comprehensive parent workshop program and health case management for families in need. The school will build an infrastructure around our "parents as partners" motto and will identify a full-time student and parent services coordinator to lead this charge at CRES #14. Research suggests that parents who actively engage in their child's classrooms display increased, consistent commitment to their child's education (Stern, 2003). Childs Trend Data Research (2003), which examines trends in parent involvement, concludes that students with involved parents have fewer behavioral issues and are more likely to complete secondary school. Rather than approaching parent participation as a one-shot volunteer opportunity featuring a string of disconnected activities, CNCA seeks to develop genuine partnerships with parents around all aspects of their children's educational lives.

It is the goal of CNCA to foster an environment of social and cultural inclusion for all families. Efforts to reach this goal will include an open-door policy for all leadership team members, extended opportunities to participate beyond the instructional day, monthly forums with the principal, workshops facilitated by the leadership team, weekly newsletters published in English and Spanish, and classes such as the Latino Family Literacy Project specifically designed to support the proposed parent demographic of CRES#14.

Supporting Students with Wrap-Around Services
CNCA strives towards a comprehensive student support program that includes the parents, school and larger community, with the goal of creating healthy literate students who are poised to achieve their full academic and social potential. To this end, CNCA will organize human resources to support student needs. An administrator will be responsible for coordinating academic intervention programs to address the academic needs of those students who need additional support to access grade level standards. The Coordinated Support Team, comprised of the leadership team and resource teacher, will meet weekly to discuss the progress or needs of students. Student Support Team Meetings will be regularly held to provide additional support for struggling students. The Coordinator of Student and Family Services will be responsible for

supporting students and families with gaining access to necessary medical, dental, vision, or mental health services to correct issues that impede their ability to learn.

Additionally, through a partnership with the Los Angeles Child Development Center, there will be a full-time mental health counselor on staff who oversees a team of five interns that will provide counseling services to eligible students.

1E.ACCOUNTABILITY AND PERFORMANCE GOALS

Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

Not required to respond (according to LAUSD Innovation and Charters Schools Division)

1F.COMMUNITY ANALYSIS AND CONTEXT

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

CNCA has a proven track record of operating successful schools that lead to the transformation of communities through education. We are a charter organization dedicated to working with the families and students of a specific geographic target area in central Los Angeles which is bordered by the 110 freeway on the east, the 10 freeway on the south, La Brea Avenue on the West and Sunset Boulevard on the North. Central Region Elementary School #14 is squarely within the communities we seek to serve. The enrollment patterns between CNCA existing schools and the relieving schools – Lake Primary Center, Rosemont Elementary, Union Elementary and local middle schools– are very similar in their demographics.

CNCA stands out among its public school peers of charter and non-charter schools because of its community development antecedents that have given it deep roots in the neighborhoods served and its continued place-based approach. CNCA's placed-based approach integrates its educational programs with the wealth of resources available in our communities to create a network that addresses barriers to learning. .

CNCA's place-based approach results in key benefits to its students and their families:

- **Extraordinarily high level of parent involvement at each school:** CNCA places an emphasis on parent training and outreach. On a weekly basis, parents are given an opportunity to attend workshops ranging from nutrition and safety to effective discipline and college planning. In 2009-2010, the Burlington site parents had a 99% completion rate of the end-of-year parent satisfaction survey (over 500 parents). When asked what grade they would give the school, 82% said an "A" and 16% would give it a "B." In addition, 92% of parents strongly agree or agree that the academic program at his/her child's school is very effective.
- **Extensive community partnerships:** CNCA is able to attract numerous community partners which provide invaluable services to students and their families. Examples include educational partnerships with P.S. Arts, the Gabriella Axelrad Foundation, the Mind Institute, and Big Brothers, Big Sisters of Greater Los Angeles; primary medical care and mental health counseling through partnerships with Paja Medical Group, Didi Hirsch Mental Health Center and Los Angeles Child Development Center; and social services through Inquilinos Unidos, Centro de Educacion Popular, and Para Los Niños. These community groups have

demonstrated level of investment to CNCA students that goes far beyond a contractual arrangement, and many of these partners have been with CNCA since its inception. CNCA partners have played an important role in supporting student success throughout the years.

CNCA has sought to actively engage with the community to seek input on the development for this plan. CNCA presented our organization, track record and proposal elements for CRES #14 to the Echo Park community at multiple meetings:

- Greater Echo Park Elysian Neighborhood Council (GEPENC)
- GEPENC education committee meeting
- GEPENC Public School Choice town hall meeting
- Echo Park Community Action Committee (EPCAC)
- Community meeting at the Echo Park Episcopal Cathedral, hosted by CNCA
- Community meeting at the Camino Nuevo High School, hosted by CNCA
- LAUSD's School Plan Community Conversations at Union Ave. Elementary School

CNCA continues to work with stakeholder groups to plan the opening of the school and develop a thorough parent and community outreach and engagement strategy. Specifically, the decision to replicate one of our existing K-8 campuses was explored with the Site Based Council.

1G.LEADERSHIP
Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

Governance Structure
CRES #14 will be operated as a charter school under CNCA's 501c3 not for profit organizational status. In order to continue operating under the same independent charter organization, Camino Nuevo Charter Academy will operate CRES #14 as a charter school.

- **CNCA Board of Directors:** CNCA operates in accordance with the Articles of Incorporation and Bylaws established by the CNCA governing board to the extent the Bylaws (see Appendices) and Articles of Incorporation are consistent with the Brown Act in dealing with operations of CNCA. The affairs of CNCA will be managed and its powers exercised under the jurisdiction of the Board. The Board of Directors will have a legal and fiduciary responsibility for CNCA. The Board will be responsible for providing fiscal accountability including approving and monitoring the budget. The board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively.
- **Site-Based Council:** CNCA will have an on-site advisory governance board, the Site-based Council, consisting of the principal, parent representatives, teachers elected by grade level and/or discipline, classified staff representation, the student body president, and local community stakeholders. The Site-based Council will provide suggestions and recommendations to the site leadership and/or to the Board of Directors on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of the school.

Leadership Team

The CNCA development team has experience with successful new school development. CNCA has opened four charter schools and a preschool center that collectively serve over 2,000 students. The CNCA Schools' academic performance has steadily increased and now exceeds that of local schools. The development team has extensive experience working in high performing schools and organizations. This team successfully opened CRES #15 as a part of Public School Choice 1.0 in August of 2010. The leadership team consists of (see Appendices):

- Ana F. Ponce, Chief Executive Officer
- Philip Lance, Co-founder and President of the Board
- Atyani Howard, Chief Academic Officer / Current Principal, Burlington Campus
- Hoa Truong, Chief Operations Officer
- Mary Funaoka, Director of Academic Affairs
- Margaret Domingo, Director of Human Resources
- David Partida, Parent
- Estela Sandoval, Cotsen Fellow and Teachers' Union Co-President

Key Leadership Attributes

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

1H.SCHOOL GOVERNANCE MODEL

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.

CRES #14 will be operated as a charter school under CNCA's 501c3 not for profit organizational status. In order to continue operating under the same independent charter organization, Camino Nuevo Charter Academy will operate CRES #14 as a charter school. CRES #14 will utilize flexibilities and autonomies within our instructional program and operating model to ensure that the needs of all students are best served. Specifically, our staffing plan is based on our instructional program, not enrollment numbers, and our extended school year allows us to maximize available instructional time. Our charter status also provides the autonomy and flexibility to swiftly respond to student achievement data. For example, quarterly benchmark assessment data may indicate a need for more instructional time currently allocated to a number of special electives. A site leader has the autonomy to negotiate revisions to the daily elective schedule in order to address the need for more academic instructional minutes.

INSTRUCTIONAL PROGRAM

2. CURRICULUM AND INSTRUCTION *(15 pages + attachments)*
2A.INSTRUCTIONAL PHILOSOPHY

Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will posses upon matriculation that will prepare them to be successful adults in the 21st Century.

CNCA believes that an educated person in the 21st century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. An educated person requires advanced levels of literacy and mathematical skills to successfully navigate both their personal and professional lives. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st century require a firm grasp of technology through regular exposure and access to computers and technological tools. As societies become increasingly more interdependent across cultures and languages, bilingualism and bi-literacy will prepare educated citizens to function in a global economy. The educated person must possess a strong command of the emotional intelligences in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems. Ultimately, an educated person in the 21st century must possess the capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

The proposed instructional program at CRES #14 will contain the following elements: Framework for Instructional Design, Standards-Based Pacing Plans, School-Wide Structures, and a Bilingual Program.

Framework for Instructional Design
In his book, *What Works in Schools: Translating Research Into Action*, Robert Marzano identifies a "guaranteed and viable curriculum" as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains in the shortest amount of time, the CNCA leadership team maintains a strong commitment to ensuring all students have access to a guaranteed and viable curriculum. We deliver a high quality of instruction for every student by guaranteeing **what gets taught** through teacher-created standards based pacing plans and **how it gets taught** through consistent professional development around pedagogy that meets the needs of our learners.

Standards-Based Pacing Plans
At CRES #14, CNCA will initiate a formalized process to create standards-based pacing plans for every core content area. Plans will be completed using a scaffolded process that builds upon the *Understanding by Design*[4], backwards planning approach:

- Pacing plan formats from existing CNCA schools will be analyzed to determine the components of a CNCA pacing plan template.
- California standards will be grouped into units around big ideas and essential understandings.

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[4]Wiggins, G. & McTighe, J. *Understanding by Design*. 2005.

- Measurable objectives will be written to teach each standard.
- Classroom instructional resources will be identified.
- Authentic assessments will be developed for each learning objective and unit.

These standards-based pacing plans will provide the foundation for a guaranteed and viable curriculum at CNCA CRES #14. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever-changing student body.

School-wide Structures
The following structures make up the framework of the instructional design at Camino Nuevo Charter Academy schools which will be replicated at CRES #14. They are common cross-curricular structures utilized across grade levels to ensure consistency and academic excellence.

- Bilingual Program, Grades K-8
- Thinking Maps, Grades K-8
- Four Blocks Literacy Framework, Grades K—5
- Reading Strategies, Grades K-8
- Integrated Block Structure, Grades 6-8
- Reading Block, Grades 6-8
- Strategic Afternoon Programming, Grades 6-8

Bilingual Program
The Bilingual Program at CNCA is a research-based program designed to build academic fluency in *both* Spanish and English. The CNCA Bilingual Program plan aligns with the school's mission to create literate, critical thinkers, and with our instructional vision to close the achievement gap by providing rich and rigorous academic instruction. The curriculum is based on the California State Standards for academic achievement, builds on the language that students bring to school, and is a vehicle for creating bilingual and bi-literate students who value and take pride in their linguistic and cultural heritage and are optimally prepared for life in a linguistically diverse world. The climate at CRES #14 will be one that values, celebrates and promotes the Bilingual Program and our bilingual learning community. "Students…perform better when they consider that their bilingual abilities help rather than hinder development of their individual languages." [5] Furthermore, the creation and implementation of standards-based pacing plans in English Language Arts (ELA) and Spanish Language Arts (SLA), ensures that essential standards are taught across the grades. The bilingual model will be fully implemented K-5 and continued in middle school with a Spanish language elective course.

In addition to the instructional program elements, CRES #14 will provide standard-based instruction to all students in six areas: English Language Arts, Mathematics, History, Science, Visual and Performing Arts, and Physical Education.

<u>**English Language Arts Curriculum Overview**</u>
A primary goal of the approach to reading instruction at CNCA is to encourage students to value reading as a source of information and to develop as life-long readers for both academic and personal pursuits. Students' love of reading will encourage their growth as readers and writers.

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[5] Brisk & Harrington, Literacy and Bilingualism, 2007

All students are encouraged to read silently every day and teachers provide opportunities for students to choose literature and topics they find meaningful and interesting. Beginning in kindergarten, students choose from an array of reading materials including big books, picture books and primers to read daily. Students in the upper grades continue to develop their love of reading and comprehension skills by reading texts at their independent reading level independently for 20-30 minutes during each full instructional school day. Six core reading strategies are taught and emphasized at all grade levels with increased sophistication:

1) Phonics/Decoding
2) Predict/Infer
3) Monitor/Clarify
4) Question
5) Summarize
6) Evaluate

The elementary language arts program, based on California content standards, utilizes a balanced literacy approach based on Reading and Writing Workshop outlined by Teachers College Reading and Writing Project, Columbia University. Elements of the balanced literacy framework include: independent reading workshop; writing workshop; shared reading; interactive read-aloud with accountable talk; story time; small group work (guided reading or strategy lessons); word study (phonics and spelling); interactive writing (Collins, K. 2004. Growing Readers. Portland, ME: Stenhouse Publishers.)

The CRES #14 language arts program will emphasize daily phonics and phonemic awareness in the primary grades where students are "learning to read." Critical thinking skills will be addressed through "read aloud with accountable talk," open-ended questioning, and oral retellings. Students will work in centers to complete different language arts activities, and teachers work with small guided reading groups to differentiate instruction. A comprehensive set of leveled texts will be available for guided reading instruction. Classroom libraries will include books of different genres and levels. Leveled lending libraries will support a strong at-home reading program where all students read at least 30 minutes each night.

Reading comprehension will also be a cross-grade focus. Beginning in kindergarten, students will listen to stories and create storyboards to demonstrate their comprehension. As students advance in reading levels, they will both listen to and read a variety of texts and learn to use reading comprehension strategies in concert to create meaning from what they read. These integral strategies will be posted on classroom walls for teachers to refer back to during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers will use strategies such as think-alouds, wherein they used reading strategies, model them aloud, and then have students practice them during read-alouds, shared, guided, reciprocal reading and independent reading. Guided reading groups will use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students.

In the upper elementary grades, 3-5, the instructional focus will shift from phonics and phonemic awareness ('learning to read') to an increased emphasis on comprehension strategies ('reading to learn'). However, teachers will continue to build upon the phonics/ phonemic awareness skills acquired in the primary grades, and support students who may need extra help with phonics and decoding. Students will also practice reading fluency. To individualize instruction a portion of the language arts block will be designated to differentiating instruction with small groups to focus on specific reading skills or levels. Students will also use Thinking Maps to help them organize text in language arts and throughout the content areas into relational patterns such as

sequential, cause-effect, and compare/contrast. The goal of these student-centered activities will be the development of meta-cognitive thinking, where students automatically apply comprehension strategies and make connections to other subject areas and the world at large.

Writing instruction will help students figure out reading "from the inside out" and develop a sense of authorship that will carry them into high school and college. As children write, they will use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing by analyzing models that they will have read either as a class or individually. Research confirms that children who write daily become more fluent in reading due to the efforts of teachers making explicit connections between reading and writing. In each of the grades, students will practice writing in four genres: narrative, expository, persuasive, and response to literature. CNCA's spiraling writing curriculum framework ensures students continuously return to already-visited genres with deeper levels of sophistication and more developed writing skills

Mathematics Curriculum Overview
The goal of mathematics instruction is to produce students who are fluent with numbers, have built mathematical reasoning skills and have the ability to formulate and solve problems. In order to mathematically reason, students must learn the vocabulary to communicate ideas and synthesize concepts. "Problem solving includes being able to (a) develop a clear understanding of the problem that is being posed, (b) translate the problem from everyday language into a precise mathematical question, (c) choose and use appropriate methods to answer the question, and (d) interpret and evaluate the solution in terms of the original problem."[6] In order for students to acquire the ability to reason and apply problem-solving skills, they need both conceptual and procedural knowledge of mathematics. The emphasis on conceptual understanding found in both curricula will shift students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.

Math instruction will provide a concrete experience through the use of manipulatives, moving to pictorial representations where students create models and abstract representations where students work only with numbers and symbols. They will be taught to visualize and construct concrete pictures called model-drawing to help make sense of word problems. The model drawing method will require students to understand mathematical concepts underlying word problems and serves as a critical conceptual bridge to algebra.

History Curriculum Overview
K-5 teachers will use the Houghton Mifflin Social Studies textbook as a resource, along with other reference materials in order to access the knowledge needed for the units. Students will tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips will be planned to neighborhood historical landmarks and museums to study the evolution of their community. Teachers will ask guest speakers to come share their historical narratives with the class. Furthermore, instructors will try to build background knowledge through the use of videos and other multimedia so that students can better connect to the content material. Graphic organizers, particularly Thinking Maps will be used to record new information and support the students with making connections to previous knowledge. Word walls will be used to record new vocabulary for students to easily access.

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[6] "Reaching for Common Ground in K-12 Mathematics Education." D. Loewenberg Ball, J. Ferrini-Mundy, J. Kilpatrick, J Milgram, W. Schmid, and R. Schaar. October 2005.

Beginning in sixth grade, students will participate in a humanities block of 110 minutes to provide them with opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking, and writing. The middle school (6-8) humanities structure will provide teachers with enough time and flexibility to create powerful learning environments that allow students to use a range of content knowledge, reading strategies, social competencies, and written output to demonstrate their mastery of the humanities curriculum.

Throughout the middle grades (6-8), there will be a focus on examining the impact of the Social, Political, Religious, Economic (especially trade), and Geographic contexts on human civilization. Teachers will use a common schema called SPREG to frame the study of history for students. By consistently referring to the development of these influences throughout human history, students are empowered with a critical lens that prepares them to analyze history in high school and college.

Science Curriculum Overview
The goal of the science curriculum framework is to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. Teachers will use Houghton-Mifflin Discovery Works. All grade levels will utilize the Full Option Science System (FOSS) Kits, which have been developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge. Each FOSS kit is thematically-based and provides a series of hands-on and inquiry-based learning experiences for the unit. Supplemental materials will include videos (i.e. Magic School Bus, National Geographic for Kids), standards-based ecology units, and trade books specifically pertaining to the current science topic being taught (i.e. a natural disaster unit would include books and technology resources on earthquakes, volcanoes, hurricanes, tornadoes, and other natural disasters).

Teachers will use the Houghton Mifflin Discovery Works textbook as a resource, along with FOSS Kits and other reference materials that aid student access to content mastery. The implementation of CNCA's standards-based curriculum will be driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that builds upon the knowledge of previous grade levels. Language arts (expository reading and writing) and math skills are critical components that will be incorporated into the science curriculum.

Visual and Performing Arts Overview
The goal for the visual and performing arts curriculum at CNCA will be to expose students to different art forms and to encourage them to appreciate art as a form of communication and to express ideas with proficiency and aesthetic effectiveness. The strands for visual and performing arts follow: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships and Applications.

Physical Education and Health Overview
The state standards will be met through dance and other physical activities. The physical education program will emphasize individual motor skills, fitness and good sportsmanship. Students in grade five will participate in the standardized physical performance test, the California Fitness Gram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility.

Standards-based, age-appropriate health education lessons will be incorporated into the academic curriculum wherever possible. As part of health education, students in grades K-8 will

learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills important for students to know and do will include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

Track Record of Proposed Curriculum
The power of CNCA's curriculum has been in its ability to empower leaders and teachers to develop, modify, differentiate and expand upon core curriculum frameworks as needed to continuously ensure every student has access to rigorous learning experiences, is optimally challenged, and finds the learning relevant and meaningful. CNCA ensures all schools subscribe to an instructional vision that is supported with guiding principles and curriculum frameworks that embody CNCA's theory of change focused on college preparation. The ability of each CNCA school to take this vision for instructional excellence and produce notable results is undisputable. Every one of CNCA's schools has proven to date that this approach yields high levels of student proficiency, with more than 60% of all CNCA elementary students demonstrating proficiency in English language arts and over 80% of all CNCA elementary students demonstrating proficiency in Math.

One proven component of the CNCA elementary academic curriculum is the Bilingual Program. Expert researchers in the area of language acquisition instruction identify three key predictors of academic success for English learners (Thomas and Collier, 2001):[1]

1) Cognitively complex, on-grade-level academic instruction through students' first language for as long as possible (optimally through grades 5 and 6) and on-grade-level academic instruction in the second language for part of the school day.
2) The use of current approaches to teaching the curriculum through two languages (e.g. cooperative learning strategies, language transfer, thematic units, inquiry and problem solving, incorporation of technology and fine arts, and building on students' backgrounds and life experiences).
3) A socio-cultural climate at the school that values bilingualism and sees linguistic diversity as an asset (additive philosophy of bilingualism vs. a subtractive philosophy). School curriculum is inclusive of ELL students, their families and their linguistic and cultural backgrounds, and where teachers have high expectations for students' academic achievement in both languages.

The bilingual model proposed for CRES #14, and already proven effective at CNCA Burlington and CNCA Castellanos (CRES #15), will include the three key aspects noted above. Additionally, the creation and implementation of standards-based pacing plans in English Language Arts (ELA) and Spanish Language Arts (SLA) will ensure a guaranteed and viable curriculum. Standardized test scores reflect our ability to ensure high-quality bilingual and ELD instruction for all students. For the past three years, CNCA exceeded API growth targets, including those for the English Learner Subgroup. The graph below shows the difference between the school-wide API and the EL Subgroup API. This is significant evidence that CNCA is effectively closing the gap between English Learners and fluent English speakers. The increase in the API for the EL Subgroup from 2007-2010 is **128** points, whereas the increase in overall API during the same years is **119** points. Further demonstrating that the CNCA EL

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[1] Thomas, Wayne & Collier, Virginia. *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement.* CREDE (Center for Research Education Diversity and Excellence, 2001.

subgroup is making more pronounced API growth over the past three years is the chart below that compares math performance school-wide versus the English Learner subgroup:
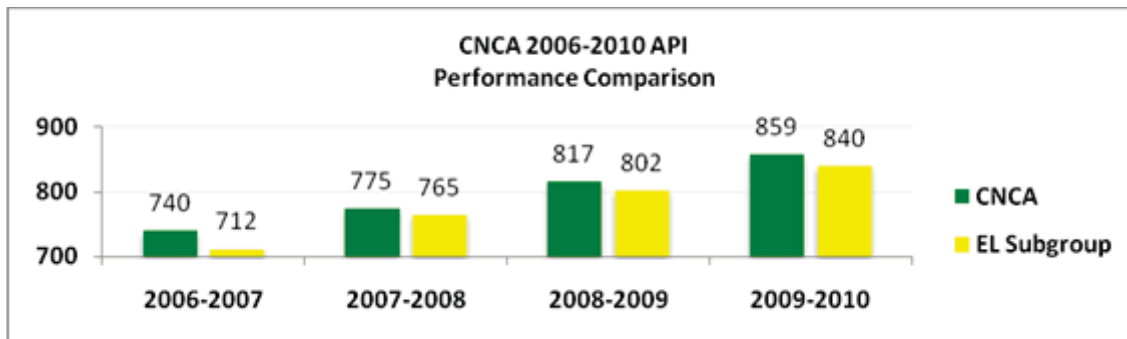
Another component proposed for CRES #14 is the Singapore Math and College Preparatory Mathematics curricula program. The Singapore Math curriculum is based on the highly successful approach to mathematics instruction used in Singapore. Students in Singapore using this program have scored first in the world in mathematics proficiency on the last three Trends in International Mathematics and Science Studies (TIMSS). Existing CNCA schools, continue to make growth and exceed state and federal targets, especially in math. The graph below demonstrates the percentage of students proficient/advanced on the CST in Math from 2007 to 2010. Over the past four years, the percentage increased by 25.4%. Each year CNCA has also significantly outperformed neighborhood LAUSD schools in math and exceeded the NCLB state targets.
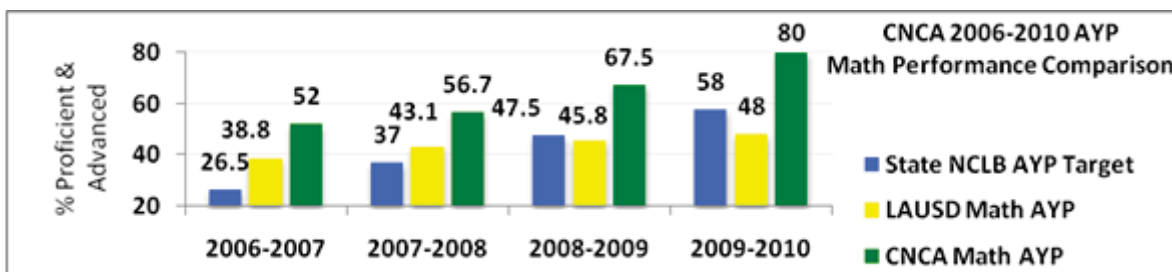
The proposed literacy program for CRES #14 has yielded a proven track record of success both school-wide and for the English Learner subgroup, as demonstrated through the percentage of students who are proficient and advanced in English Language Arts. Additional data (depicted below) clearly show an increase in EL Subgroup performance in ELA. The school-wide AYP increased by 25.4% over four years, from 36.9% to 62.3%. Meanwhile, the English Learner AYP increased by 26.6% over four years, from 30.2% in 2007 to 56.8% proficient/advanced in 2010.
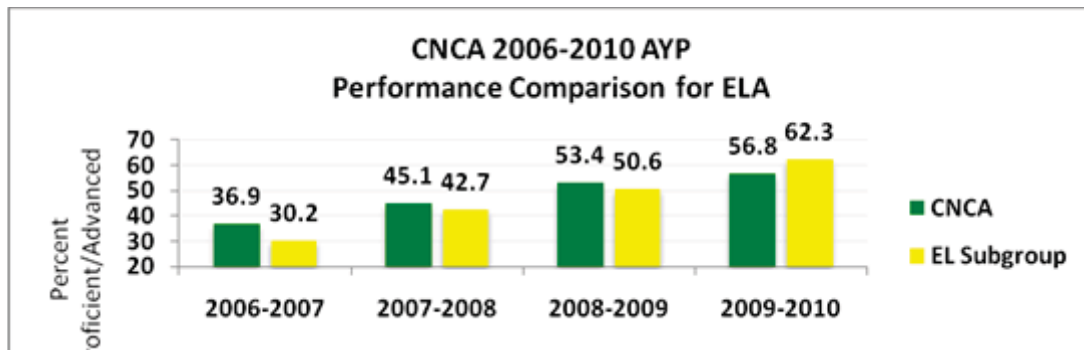
Our decade of experience preparing students to successfully access higher education, a critical prerequisite in the 21st century, provides us an additional perspective about what it takes to ensure our students can effectively navigate college and a competitive workplace environment. Knowing that many of our students are the first to graduate from high school and continue with a post-secondary education, knowing that many of our students enter school speaking a language other than English, knowing that the majority of our students rarely travel beyond their immediate neighborhood boundary, CNCA is committed to offering an array of experiences beyond the classroom that nurture agency, multi-cultural exposure, social capital, resourcefulness and tenacity. We understand, appreciate, and underscore the role these social skills play in confronting the array of obstacles, foreign experiences and institutional prejudices our students often encounter and overcome in college and the workplace.

2B. CORE ADACEMIC CURRICULUM
Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

Students at CRES #14 will receive a comprehensive core academic program that will build upon and provide access to an A-G curriculum.   The academic program is grounded in a strong literacy foundation guided by Cunningham's (1999) Building Blocks/Four Blocks framework and Keene and Zimmerman's (1997) eight explicit reading strategies. Writing instruction is woven into the academic program and is strengthened by the integration of the Teachers College writer's workshop model. Additionally, effective math instruction plays a strong factor in preparing our students to be equipped with 21st century skills. The problem-solving approach employed by the Singapore Math and CPM math curricula allows students to think critically and make math connections to everyday life. Social science, science, and the arts are embedded throughout instruction to ensure the diverse needs and interests of students are met with a rigorous academic program.

Building Blocks/ Four Blocks Framework, Grades K-5
Camino Nuevo Charter Academy strongly believes that students should engage in purposeful, authentic reading and writing each day. We also believe that all students deserve access to becoming readers and writers. Based on this philosophy, we have moved away from "scripted curriculum" in favor of implementing the Four Blocks Framework for Literacy Instruction. Based on the research and over eight years of successful classroom implementation in similar

schools,[7] CNCA is committed to using the Four Blocks (1st- 5th grade) and Building Blocks (kindergarten) frameworks to instruct students in both Spanish and English language arts.

In kindergarten, teachers build their curriculum and instruction around foundational 'Building Blocks' where students experience a variety of reading and writing activities which instill the desire to learn to read and write, develop phonemic awareness, foster important language concepts, encourage letter and sound recognition, teach essential print ideas, and extend vocabulary. These six critical understandings are stressed in the Building Blocks balanced literacy program. Teachers create an environment where all students see themselves becoming independent readers and writers through a variety of developmentally appropriate activities. During grades 1- 5, teachers frame language arts instruction within the 'Four Blocks': Guided Reading, Self-Selected Reading, Writing, and Working with Words. These four key components represent four different elements required to teaching children to read. Daily instruction in all Four Blocks provides numerous and varied opportunities for all children to learn to read and write. Doing all Four Blocks acknowledges that children do not all learn in the same way and provides substantial instruction to support a diverse set of student needs.

Reading Strategies, Grades K-8

Based on significant research outlined in *Mosaic of Thought* (1997) by Keene and Zimmerman, Camino Nuevo Charter Academy adopted the practice of explicitly teaching eight reading strategies in grades 2-8. The goal is to move our students from passive to active reading. Students need to be thinking about their thinking as they read (being meta-cognitive) and problem solving when they encounter barriers in comprehension.

Research shows that there a set of cognitive processes that are most commonly used by proficient readers for both fiction and non-fiction reading. Authors Keen and Zimmerman write, "The thinking of proficient readers pointed to only seven or eight thinking strategies used consistently by proficient readers. . . Some researchers concluded that if teachers taught these thinking strategies, instead of much of the traditional isolated skills expected to lead inexorably to proficient reading, students who used the strategies would be better equipped to comprehend and analyze text independently"(21).[8]

Beginning in 2007, CNCA generated a list of eight strategies that are explicitly taught in both languages, as developmentally appropriate, during reading instruction.

1. Decoding and Fluency
2. Visualize
3. Connect
4. Decide What's Important
5. Question
6. Infer & Predict
7. Synthesize
8. Repair

These reading strategies are explicitly taught with authentic texts in grades K-8 during self-selected reading, guided reading and the humanities block.

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[7] Cunningham, P. & Hall, D. Teacher's Guide to Four Blocks. Carson-Dellosa, 1999.
[8] Zimmerman, Susan & Keene, Ellen. Mosaic of Thought. Hienemann, 1997.

Kindergarten-Fifth Grade
During the 2006-07 school year Camino Nuevo elementary school (K-5) made a deliberate shift from "textbook centered" curriculum to implementing Patricia Cunningham's Building Blocks (kindergarten) and Four Blocks (grades 1-5) frameworks for Literacy and Language Arts. Houghton Mifflin *Lectura* and *Reading* and Hampton-Brown *Avenues* ELD curriculum/textbooks are available K-5, but they are used as resources that support the implementation of the Spanish language arts and English language arts pacing plans rather than as a "scripted curriculum." Additionally, teachers utilize read-alouds, big books, book sets for guided reading, and books of a variety of levels and genres in each classroom's leveled library to support standards-based theme units within a Four Blocks framework.

To ensure a school-wide shift towards more authentic teaching through standards-based pacing plans and units, and implementing the Four Blocks framework, Camino Nuevo Charter Academy has allocated time for teacher collaboration and training. To support the consistent implementation of Four Blocks we have a full time Literacy Coordinator who provides professional development and coaching. We partner with outside experts (e.g. Sasha Borenstein from the Kelter Center) to provide professional development. Some of our teachers have attended professional development on the Readers and Writer's Workshop (with Lucy Calkins at Teacher's College in NYC), and they are committed to implementing a 'workshop approach' and coaching their peers to implement these best practices and structures as well.

The Four Blocks (Cunningham, Hall, Moore *et al*) represent four different approaches to teaching children to read, and daily instruction in all four blocks provides numerous and varied opportunities for all children to read and write.

The following provides a brief description of the goals and common structures of each of the Four Blocks:

1. **Guided Reading Block**: During this block the teacher explicitly models and teaches reading comprehension skills. The basic structure of the block includes a before-, during-, and after- reading variations that teach students skills and strategies that "good readers" use. Before- reading the teacher provides opportunities for students to access prior knowledge, make connections and develop vocabulary essential for comprehension. Students also make predictions and set the purpose for reading. During-reading students decode and comprehend a variety of texts and genres. After-reading students connect new knowledge to prior knowledge and identify the skills and strategies they used. After reading is an important time for students to reflect on what they learned and how they are becoming better readers (meta-cognition). Camino Nuevo teachers work to craft a Guided Reading block that is multi level and meets the varied needs of students. Common structures within Guided Reading include Book Clubs, Literature Circles, Partner Reading, Teacher Reading Groups, and Listening Centers. Eight core reading strategies are also taught and emphasized at all grade levels with increased sophistication; 1) Decoding/Fluency, 2) Visualize, 3) Make Connections, 4) Determine the Most Important Ideas, 5) Ask Questions, 6) Infer, 7) Synthesize, and 8) Repair Comprehension.

2. **Working With Words Block:** During this block children learn to read and spell high-frequency words and the spelling and phonetic patterns that will allow them to decode and spell words. The first segment of the block is devoted to reviewing the Word Wall. By reading, chanting, spelling, and writing the words students develop multi-modal ways of remembering high-frequency words. The second segment of the Working with Words block includes an activity that supports children with decoding and spelling; usually a hands-on

activity that is visual, oral and allows students to manipulate sounds and letters (e.g. Making Words, sorting words (word cards), finding rhymes and word families). Working with Words activities are multi-level and scaffolded (e.g. students start by making 2-letter words and increase to 5 and 6-letter words) so that students can build on prior knowledge of sounds, letters and word families.

3. **Writing Block:** During the Writing Block students are taught to use the writing process to produce a variety of writing pieces. This block includes both self-selected writing (students choose their own topics) and focused writing where students are taught particular writing forms and genres. The goal of the Writing Block is to develop fluent writing for all children, teach grammar and mechanics (including grade level writing standards), teach particular writing forms, develop knowledge of the writing process, and to teach children that writing is an important way of communicating thoughts, opinions, facts and ideas. Following a "Writer's Workshop" Model (Graves, 1995; Routman, 1995; Calkins, 1994) teachers start the block with a 10 minute mini-lesson during which the teacher models a strategy that "good writers use."

    Students then move to their own writing and apply these skills to their own writing. While the students are writing, the teacher holds conferences with individual students to discuss their writing and to guide the revising of the work. Teachers probe to ask which writing strategies the student is using. The writing block is multi-level and accessible to all students, especially because the teacher can focus on a "teachable moment" that is unique to each student during their reading conference. The final part of the Writing Block, time is set aside for sharing and publishing work. Students develop a sense of purpose for their writing when they know it will be shared with an "audience."

4. **Self-Selected Reading Block:** During this block students self-select "just right" books based on their own interests, reading level and motivation to read. One goal of the Self-Selected Reading Block is to expose students to variety of genres and types of literature. This block is also important because it develops a student's reading interests and intrinsic motivation to read which are connected to academic success. According to a study by Anderson, Feilding, & Wilson (1988) the amount of leisure reading and reading achievement are correlated. Children who score at the 90th percentile on a reading test spent five times as many minutes per day reading books as children at the 50th percentile. Steven Krashen maintains "…Reading promotes reading--the more they read, the more their vocabulary grows, the more words they can read, the more reading they can do (1993).

    Self-Selected Reading Block begins with a teacher read-aloud where the teacher identifies a specific teaching objective/ reading skill to model or highlight. Then students move to their own independent reading. During this time the teacher circulates to hold reading conferences with the students. Self-selected reading is multi-level because students choose and read books at their independent reading level and because the teacher works one-on-one with individual students during the reading conference. It also gives students valuable time to independently apply the reading strategies that they are learning in the other blocks. The Self-Selected Reading block usually ends with a "sharing" period where one or two students present their book and what they learned to the whole class in a "Reader's Chair" format.

Using the Four Blocks Framework within the Bilingual Program (see table below)
In grades K-1, the Building Blocks and Four Blocks are used mainly in Spanish, although teachers utilize many of the same structures and components of the blocks in the ELA and ELD instruction. In grades 2-3, teachers work to build on students' primary language (Spanish) and build language transfer skills by using the Four Blocks framework in both languages. For example, students self-select books at their level in both Spanish and English, and the teacher helps to ensure that students are choosing a balance of language and genre. Reading conferences with individual students are held in the language of the text. In grades 4-5, teachers use all Four Blocks during English Language Arts instruction to ensure student mastery of grade level reading and writing skills. Additionally in grades 4-5, Guided Reading and Independent Writing are a core component of the Spanish Language Arts instruction.

TABLE: Four Blocks Literacy within a Bilingual Program

	Grades K-1	Grades 2-3	Grades 4-5
Working With Words Block	Spanish (majority) English (during ELD time)	Spanish & English (balance) (alternate days or weeks)	English *6 goals for phonics in upper grades.
Guided Reading Block	Spanish	Spanish/ English	English
Writing Block (Writer's Workshop)	Spanish *Opportunities for English writing in ELD (should be skills, concepts, genres that have already been taught in Spanish)	Spanish/ English Student Choice of writing topic and Teacher guides genre and language choice. Teacher monitors that students balance opportunities to write in both languages.	English Opportunities for Spanish writing in SLA, journaling, response to lit Teacher monitors
Self-Selected Reading Block (Reader's Workshop)	Majority of self-selected books in Spanish, but students have access to English literature.	Teacher monitors that students choose "just right" books at their independent reading level and a balance of language and genres.	Majority of self-selected books in English, but students have access to and support with Spanish literature (novels & advanced reading material in primary language).

Middle School Language Arts, Grades 6-8
The emphasis on strengthening our student's abilities to engage in rigorous, authentic reading and writing continues in middle school through a block schedule where teachers integrate reading, writing, and history into humanities units. The reading and writing components are outlined below. The history component is described in the history section.

The core components of middle school reading instruction are two-fold: we continue to teach the students how to read deeply through the eight reading strategies, while also providing explicit standards-based reading instruction.

Teachers build upon the work done in the elementary school during the Guided Reading Block with the Reading Strategies. The eight reading strategies are explicitly taught with enhanced sophistication as students move through the grades: 1) Decoding/Fluency 2) Visualize 3) Make

Connections 4) Determine the Most Important Ideas 5) Ask Questions 6) Infer 7) Synthesize and 8) Repair Comprehension. Teachers utilize short stories, non-fiction text and articles, class novels, and independent reading books to provide practice with the reading strategies on authentic texts.

Teachers also use authentic text to provide explicit instruction based on the California reading standards. In 6th grade, comprehension focuses on identifying and using text features for comprehension, using cause/effect text structure, connecting and clarifying information. Students also learn to analyze the effects of character and narrator (perspective) on plot, theme, and resolution of conflict. In 7th grade, students focus on comprehension of various informational materials using the strategies developed previously in addition to skills in identifying author's bias or perspective. Students begin to analyze literature by determining purpose by genre, comparing and contrasting themes and points of view, and analyzing more sophisticated elements of characterization. In 8th grade, students are expected to draw conclusions about the text by considering a wider range of information that contributes to the interference, for example, the author's background. Students also analyze more complicated literary devices such as parallel text structures, sub-plots, and recurring themes.

While teaching grade level material, teachers and leaders consistently monitor reading data to identify students in grades 6-8 that continue to need decoding and fluency support. Teachers then provide students with targeted interventions during reading block and class time such as peer read alouds, teacher read alouds, listening centers, and fluency strategies. For other students, teachers provide targeted instruction at their developmental level such as identifying factual information in text or making inferences.

Writing Instruction, Grades 6-8
In grades 6-8, the teachers have created standards-based genre writing units that are integrated with history. Teachers explicitly teach the writing standards, including grammar and mechanics, and then provide students opportunities to apply writing conventions within the context of authentic writing pieces, integrated with historical themes. They utilize mentor writing pieces for students to analyze for structure and they integrate additional informational texts from McDougal Little *Language of Literature* series, and various history textbooks. For example, 7th grade students write a news story set in Medieval Times about the Black plague. In this project, students demonstrate mastery of organization, transitions, and use note-taking templates. In 8th grade students write a persuasive essay to the Supreme Court explaining how one of the Reconstruction amendments protect the rights of all citizens and why it is important to maintain. In this project, students demonstrate mastery of creating arguments and counterarguments, providing evidence, and writing detailed sentences.

Mathematics Curriculum
The goal of mathematics instruction is to produce students who are fluent with numbers, have built mathematical reasoning skills and have the ability to formulate and solve problems. In this model computational fluency is a critical foundation for higher level mathematics. In order to mathematically reason students must learn the vocabulary to communicate ideas and synthesize concepts. "Problem solving includes being able to (a) develop a clear understanding of the problem that is being posed, (b) translate the problem from everyday language into a precise mathematical question, (c) choose and use appropriate methods to answer the question, and (d) interpret and evaluate the solution in terms of the original problem."[9] In order

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[9] "Reaching for Common Ground in K-12 Mathematics Education." D. Loewenberg Ball, J. Ferrini-Mundy, J. Kilpatrick, J Milgram, W. Schmid, and R. Schaar. October 2005.

for students to acquire the ability to reason and apply problem-solving skills, they need both conceptual and procedural knowledge of mathematics. Therefore, our math program is designed to both support students in obtaining computational fluency while also allowing them to discover why formulas and proofs work rather than just how to memorize and follow them. The emphasis on conceptual understanding shifts students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.

In 2007, we began transitioning to a mastery based math program using the same teacher created standards-based pacing plans referred to throughout the petition. Teachers have been working with multiple resources including, Houghton Mifflin, Harcourt, Everyday Mathematics, and Marcy Cook Centers to deliver standards-based instruction in the classroom.

Knowing that algebra is the gateway to college, and that traditional programs focused on procedural math insufficiently prepare our students for rigorous levels of math, we adopted Singapore math for grades 1-5 and College Preparatory Math (CPM) for grades 6-8. Because of the bilingual program matrix, Kindergarten teachers continue to utilize the standards-paced pacing plans and available resources (see curriculum summary table, pg. 36). Kindergarten teachers are exploring ways to compliment Singapore math by ensuring they offer a balance of conceptual, procedural, and problem-solving opportunities.

Singapore Math is a program based on the highly successful Primary Mathematics series from Singapore. The curriculum, aligned with the state standards, emphasizes conceptual understanding of the full math spectrum while at the same time building basic skills. Students are introduced to all of the major content domains-number sense, algebra, measurement, geometry, data analysis and probability. Students in Singapore using this program have scored first in the world in mathematics proficiency on the last three Trends in International Mathematics and Science Studies (TIMSS).

The curriculum is designed to equip students with a strong foundation in mathematics through a mastery-based program aimed at developing logical thinking and critical lifelong problem solving skills. The pedagogical approach begins by providing a concrete experience through the use of manipulatives, then moves to pictorial representations where students draw models of the math, and then the abstract where students work only with numbers and symbols. Students are taught to visualize and construct concrete pictures called model-drawing to help them make sense of word problems. The model drawing method requires students to understand mathematical concepts underlying word problems and serves as a bridge to algebra.

We believe that this recently state-adopted program will not only prepare our students for rigorous math instruction in middle and high school, but also increase teacher capacity to achieve our goal of preparing students to be "college ready, college bound".

CNCA has also recently adopted a new curriculum for the sixth, seventh and eighth grade mathematics classes: College Preparatory Mathematics (CPM). The curriculum for the sixth, seventh, and eighth grade mathematics classes is drawn from the College Preparatory Math (CPM) Core Connections (Year 1 and 2) and California Algebra Connections textbooks, CPM provides a seamless transition for our students. CPM was developed and written by classroom teachers working in collaboration with university professors at the University of California, Davis, and was designated as an *Exemplary Math Program* by the U.S. Department of Education. CPM prepares students to apply the fundamental skills, procedures, concepts and problem solving strategies needed for success in high school, college, and beyond. "The CPM program presents mathematical ideas in contexts that help students make sense of otherwise abstract

principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Each course is built around several core ideas that are used to develop related topics, skills and procedures. Students master skills and come to understand ideas over several days and weeks. Much of their classroom time is spent doing guided investigations– much like a math lab–that develop ideas in concrete, visual ways. They also apply their learning to realistic problems that require more than merely mimicking examples of rules."[10] Students work in study teams guided by teachers who address the major concepts of middle school math with rigor and tailored support for accelerated learners, English language learners, and students in need of intervention.

History Curriculum
The Social Studies curriculum is based on a holistic approach to developing the students' critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies and humanities instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and democratic principles, and to help students develop an ethical empathy towards social justice and act according to these ethics within their community.[11] These competencies are developed in active learning classrooms and community-based projects that further the development of the whole student. Teachers strive to connect the content standards to students' personal context.

Elementary teachers use the Houghton Mifflin Social Studies textbook as a resource, along with other reference materials in order to access the knowledge needed for the units. All of the following instructional strategies assist in the comprehension of the content material for ELL students. Students also tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips are planned to neighborhood historical landmarks and museums to study the evolution of their community. Students ask guest speakers to come share their historical narratives with the class. The Natural Museum of History has also helped to bring history alive for our students through the school loan program that provides standards-based, grade level collections of historical artifacts to classroom teachers. Teachers use relevant stories and biographies to provide necessary background knowledge for learning. Furthermore, instructors try to build background knowledge through the use of videos and other multimedia so that students can better connect to the content material. Graphic organizers, particularly Thinking Maps are used to record new information and support the students with making connections to previous knowledge. Word walls are used to record new vocabulary for students to easily access.

Science Curriculum
The goal of the science curriculum is to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. The implementation of our standards-based curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that builds upon the knowledge of previous grade levels. Language arts (expository reading and writing) and math skills are critical components that are incorporated into the science curriculum.

Teachers use Houghton-Mifflin Discovery Works for K-5 and Prentice-Hall grade-specific text for 6-8. All grade levels utilize the Full Option Science System (FOSS) Kits, which have been developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge. Each FOSS kit is

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[10] College Preparatory Mathematics website: http://www.cpm.org/teachers/infoNMD.html.
[11] Social justice is defined as an interpretation of multicultural, historical knowledge and its application to current society.

thematically-based and provides a series of hands-on and inquiry-based learning experiences for the unit. Supplemental materials include videos (i.e. Magic School Bus, National Geographic for Kids), standards-based ecology units, and trade books specifically pertaining to the current science topic being taught (i.e. a natural disaster unit would include books and technology resources on earthquakes, volcanoes, hurricanes, tornadoes, and other natural disasters).

The four strands within K-5 standards include Earth Science, Life Science, Physical Science, and Investigation and Experimentation. The focus in sixth grade is earth science, life science in the seventh grade, and physical science in the eighth grade. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments.

Common Science Structures
A variety of specific instructional strategies are incorporated at all grade levels. Strategies utilize multiple modalities of learning to accommodate the different types of learners that exist within our classrooms. Many visual and kinesthetic teaching strategies are utilized for our significant population of English Language Learner students.

Specific expository reading strategies and skills, such as vocabulary development and reading comprehension strategies, are infused throughout the curriculum to meet the literacy needs of our students. Vocabulary development utilizing pictures and kinesthetic modes of learning such as TPR provide a foundation to understand the text. For example, the 4th and 5th grade teachers regularly utilize a vocabulary game called "RIVET" and vocabulary cards include pictures that represent the word. Science word walls are present in classrooms to further support students' vocabulary development. Reading comprehension strategies such as apposition, which requires students to use the text surrounding vocabulary terms to infer the definitions of the words, are employed beginning in third grade. Teachers also use the entire science text as a teaching tool, requiring that students demonstrate the ability use the table of contexts, glossary, index, and cross-reference with other sections of the text to answer comprehension questions.

Writing is another literacy component incorporated in science. Through science journals, Cornell notes, and Thinking Maps, students are able to demonstrate their understanding of and reflect upon the science content. The science journals vary by grade level. They include a variety of components such as notes, lab write-ups, and reflective components. Thinking Maps are used for categorizing, classifying, and organizing information from the text. For example, in the 8th grade, students use the double bubble map to compare and contrast force and motion.

Scientific concepts are presented in an investigative environment through hands-on and project-based learning experiences. Hands-on-learning consists of experiential activities that teach individual concepts within a unit and involve student inquiry to discover scientific principles in action. Project-based learning is utilized to allow the students to incorporate a wide range of skills and activities that include hands-on experiences, building of background knowledge, learning protocols, labs, and reflection. In an effort to bring the reality of science to the students' everyday world in tangible ways, teachers organize field trips and guest speakers to help them see and experience the real world connection.

Visual and Performing Arts
The goal for the visual and performing arts curriculum framework at CNCA will be to expose students to different art forms and to encourage them to appreciate art as a form of communication and to express ideas with proficiency and aesthetic effectiveness. The strands

for visual and performing arts follow: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships and Applications.

The arts program will be aligned with state standards. CNCA is committed, through instruction and exploration, to providing all students with many artistic avenues for creative self-expression. This curriculum will allow students to channel emotions into creative forms, with the objective of instilling value and a lifelong pursuit of the arts, as well as tolerance and respect for diversity. Specific learning activities will further students' understanding of artistic elements and principles of visual design. By engaging in visual and performing arts, students enhance their knowledge of core academic subjects, apply critical thinking skills and acquire artistic skill and style. CNCA will partner with PS Arts for visual arts and drama enrichment and instruction, Gabriella Axelrad Foundation for a dance program, and the LA Philharmonic for a music program.

Art: The goal of art instruction will be to expose students to a variety of artistic media and to develop their understanding and enjoyment of creating visual art. Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography and ceramics. Following state standards, the primary elements of art that are incorporated include line, color, shape/form, texture, and space.

Drama: The goal of the drama program will be to enhance students' self-confidence through expression and to allow students to perform in front of live audiences. Third through fifth grade students attend drama classes once a week.

Dance: The goal of dance instruction will be to train students to develop strong bodies and to instill in students an appreciation for dance through direct kinesthetic experiences of different dance forms. The philosophy of this program, which is built on state standards, involves imparting to each child the benefits of dance training: healthy bodies, alert minds, self-discipline, team work and a love and appreciation for dance, music and the arts. The intended benefits are as follows:

- To give under-served children the opportunity to study dance
- To develop and nurture in children a love of music and the arts
- To increase the physical fitness and skills of inner-city children who reside in neighborhoods where arts and recreational opportunities are severely limited
- To give each child the means of individual expression and creativity through dance

Dance instruction will be offered to students in grades K-8 at least once a week, depending on grade level. Kindergarteners and first graders begin with creative movement, followed by second graders who study multicultural dance, third graders who focus on tap dance, while fourth graders learn modern dance, and fifth graders learn jazz. This dance program culminates in year-end performances for the entire student and parent body.

Music: CNCA participates in the Los Angeles Philharmonic School Partner program in order to bring music instruction to all of our third through fifth grade students. The school partner program provides access to the world's finest musicians and creative programming. The program is dedicated to providing leadership in music education and to help restore arts education for all students. The goals for participating students are:

- To learn developmentally appropriate musical concepts and vocabulary illustrated through teaching artist visits and the concert experience

- To demonstrate the capacity to listen and to comment on music.
- To understand and experience music in relation to its historical and cultural context and gain an appreciation of classical music.

CNCA was selected as one of four LA Philharmonic partners to feed musicians to the Youth Orchestra of Los Angeles commonly referred to as YOLA. About 20 of our students were selected to begin their musical training in 2010.

Physical Education and Health
The goal for the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. In addition to the development and enhancement of physical skills, human development is also a central part of the health curriculum, particularly at the upper grades.

The California Content Standards are met through dance and other physical activities. Middle school students fulfill the requirements of physical education through dance and physical education elective courses.   The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in grade five and seven participate in the standardized physical performance test, the California Fitness Gram, which includes aerobic capacity, body composition, abdominal strength, trunk extension strength, and upper body strength and flexibility. YOGA is also taught during the after school program.

Standards-based, age-appropriate health education lessons are incorporated into the academic curriculum wherever possible. As part of health education, students in grades K-8 learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills important for students to know and do include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

This year CNCA has been fortunate to partner with the UCLA School of Nursing to help children and parents decrease their risk of obesity. This partnership is guaranteed for two additional school years and provides UCLA staff that will come to our school and deliver the Kids N Fitness (KNF) program. Kids N Fitness (KNF) is a fun, interactive, six session program and research study that will be offered after school to help children and their parents improve their health. This program includes lessons on nutrition and exercise. Kids N Fitness (KNF) is a weekly, family-centered program consisting of ninety minute sessions for a total of six weeks and will include interactive nutrition and exercise sessions with behavior modification. As part of the KNF program, clinical measures will be taken before and after the program begins to assess the impact on our students and parents.

Just as we commit to providing students with a quality college preparatory education, we also commit to the physical and mental health of our students by creating diverse programs designed to help them develop their full potential in life. A healthy student is a student that learns and performs. We pride ourselves on having a comprehensive program where students, parents, administrators and teachers work together for the overall success of our children.

i. ***Autonomy:*** *Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

CNCA applies a decade of experience, proven achievement, and research to its approach to teaching and learning. CNCA outlines for all schools a comprehensive college-going mission that is at the heart of every decision made within each campus and drives an absolute focus on academic excellence, underscores with an accountability system with specific and measurable metrics each year. Throughout the year, and through collaboration amongst our network of schools, CNCA has developed an instructional vision that provides each school with the framework and guiding principles needed to ensure school-based autonomy and decision-making is aligned with to a common set of values and non-negotiables that we know result in academic excellence. From this premise, school leaders are empowered to make specific curriculum decisions that are needed to ensure every student is successfully accessing and demonstrating proficiency on state curriculum standards.

CNCA's Chief Academic Officer works closely with school leaders to support site-based decisions and ensure curriculum and pedagogical alignments exists throughout CNCA to ensure that as students transition from elementary to secondary, the learning experience is seamless, cohesive, and consistently rigorous.

ii. ***Curriculum Development:*** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

Not applicable

2C.ADDRESSING THE NEEDS OF ALL STUDENTS
*Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).*

A student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influence, attendance and motivation. With 97% of our students qualifying for free and reduced lunch and the low literacy, high poverty and crime rates in the neighborhood surrounding our school community, we make every effort to ensure that our students receive an excellent education that will allow them to be prepared for higher education and a variety of career options in the future. Given the many challenges that face CNCA's student population, there are students who will not meet grade level expectations and require interventions both within and outside of the classroom.

At CNCA, teachers are responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, anecdotal observations, or other information gathered, an instructional plan will be developed for how to best meet their needs. The framework for how we approach students who do not meet grade level expectations is best described as a "problem solving approach" within a Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs. The student is referred to the

Coordinated Support Team, which is 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 are English Learners, teachers will employ a variety of SDAIE (Specially designed academic instruction in English) strategies and targeted ELD instruction to meet their 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. The teacher will carefully monitor student progress, gather information on the student and determine whether or not the interventions have been successful.

If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, (Tier II) intervention outside of the classroom. At this time a Student Success Team (SST) will 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. Any student recommended for academic intervention will be assessed and depending on his/her needs (Spanish Language, English Language, Math, etc.) the student may be asked to attend morning intervention classes (7:00-7:50am) and/or afternoon intervention classes (3:30-5:00pm) to address their academic needs. Intervention classes are typically small, with a student / teacher ratio of 8:1, with some students receiving 1:1 assistance.

In addition to before and after school intervention classes, students will also have the opportunity to take targeted afternoon classes designed to develop their writing, math, or reading skills. 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 is scheduled to review parent and teacher feedback to determine if progress is being made on the SST plan.

The SST plan outlines actions, timeline, multiple check-points and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents 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 SST determines that a student should be pre-screened for a possible learning disability, then the SST would move into Tier III.

Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes are reviewed with the parent and consent is sought to evaluate if a child meets the criteria for receiving additional one on one support from the Resource Specialist. Ultimately, if a Specific Learning Disability is diagnosed, then the child will have an IEP and receive all required services. Special Education students receive all of the intervention academic resources and support identified in this section.

Accelerated Learning

CNCA has a focus on differentiation within the classroom and delivers a rigorous curriculum aimed at high achieving students. Teachers will consistently analyze student data and performance to inform their instruction. They will use this information to create learning activities that target the needs of all students and scaffold appropriately. CNCA applies the same level of dedication to serving our gifted learners as those who need academic intervention. It is our intention at CRES #14 to establish a program to meet the needs of our accelerated learners. Through highly personalized educational and social opportunities, our gifted students will be challenged to express their creativity and drive their own academic development. Examples of this approach include: using different text levels in independent reading and guided reading instruction, homogeneous grouping for some challenge projects, assigning challenge problems for early finishers, and optional enrichment projects aligned to academic learning (ex., internships and community service projects).

CRES #14 will focus on differentiation within the classroom to meet the needs of all learners. Teachers will consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They will use this information to create learning activities that target the needs of all students, including students achieving above grade level. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination.   Students who exceed grade-appropriate proficiency levels on state standardized tests, beginning of year (BOY) assessments and/or on quarterly benchmarks will receive opportunities for personalized, accelerated and/or more in-depth learning objectives based on student readiness and interest. For instance, the teacher will explore the same material with all of students, while requiring different outcomes depending on the students' individual abilities. When addressing the unique or advanced interests of students, teachers will draw upon research-based activities for gifted and talented students.

2D.INSTRUCTIONAL STRATEGIES

Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

The following structures make up the framework of the instructional design at CNCA. They are common cross-curricular structures that will be utilized across grade levels to ensure consistency and academic excellence. CNCA promotes a climate of inclusion and supports systematic English Language Development throughout instruction. Our research-based strategies are highlighted below:

Student Engagement: We challenge ourselves to achieve 100% learner engagement. Students are engaged in learning when they have goals for schooling; they participate; they ask questions; they actively incorporate new information with prior knowledge; they are held accountable.

High Quality, Student-to-Student Interaction: As a school we have committed to providing opportunities throughout each lesson for students to discuss ideas and process information. Teachers spend time explicitly teaching "partner talk": what it looks, sounds, and feels like. CNCA will also adopt strategies from Kate Kinsella's "Building Vocabulary" workshop.

Non-Linguistic Representation: Non-linguistic representations help English Language Learners associate meaning with academic language through sensory and mental images. They include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. "The purpose of non-linguistic representation is to enhance students' abilities to use mental images to represent and elaborate on knowledge."[12] Singapore Math heavily emphasizes creating math models such as the use of fraction bars, algebra tiles, and bar models for algebraic concepts. Teachers will compliment their instruction with visual aids and written instruction.

Informal Assessment and Immediate Feedback: English Language Learners require immediate feedback that is timely and realistic in order for students to know how they are doing in the classroom. Informal assessment and feedback supports learners in actively engaging in the lesson self-assessing their understanding, as well as, informs instruction so that the teacher can adjust "on the spot." Adopted practices that informally assess students and provide feedback include:

- Allow students to self-assess: thumbs check, fist of five
- Pose questions that students answer in visual form: thumbs up/down, hold up fingers for answer choice
- Students complete work on white boards and show answers in unison
- Use exit slips to check if students have mastered the objective and share results with students the next day

Four Blocks Literacy Framework
CNCA will also implement Patricia Cunningham's Building Blocks (kindergarten) and Four Blocks (grades 1-5) frameworks for Literacy and Language Arts. The Four Blocks represent four different approaches to teaching children to read, and daily instruction in all four blocks provides numerous and varied opportunities for all children to read and write:

- **Guided Reading Block**: Explicitly models and teaches reading comprehension skills, using before-, during-, and after- reading skills and strategies of "good readers."
- **Working With Words Block:** Learn to read and spell high-frequency words and phonetic patterns that enable decoding and spelling.
- **Writing Block:** Self-selected writing and focused writing, to learn writing forms and genres. Develop fluent writing, grammar and mechanics, particular writing forms, knowledge of the writing process, and ways to communicate thoughts, opinions, facts, and ideas. The Columbia Teachers College Writer's Workshop is also incorporated into the writing block.
- **Self-Selected Reading Block:** Self-select "just right" books based on their own interests, reading level and motivation to read. Expose students to variety of genres and types of literature.

In grades K-1, the Building Blocks and Four Blocks will be used mainly in Spanish, although teachers utilize many of the same structures and components of the blocks in the ELA and ELD instruction. In grades 2-3, teachers will work to build on students' primary language (Spanish) and build language transfer skills by using the Four Blocks framework in both languages. In grades 4-5, teachers will use all Four Blocks during ELA instruction to ensure student mastery of grade level reading and writing skills. Additionally in grades 4-5, Guided Reading and Independent Writing will be a core component of the Spanish Language Arts instruction.

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[12] Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language Learners. ASCD, 1996.

EL Achieve
Camino Nuevo has adopted a research-proven methodology for teaching English language development in grades 2-8: *EL Achieve*: *Focused Approach to Systematic ELD* by Susana Dutro. Teachers will attend three full days of training over the first two months of school. The program employs the following guidelines:

- Students are grouped and taught at their assessed ELD proficiency level during a specific instructional time.
- ELD lessons have clear and stated language objectives based on a scope and sequence of language skills and focus on:
    - Language function or purpose
    - Language patterns and vocabulary
    - Structured language practice at least 50% of the time
    - Engaging topics and instructional practices
- Instruction includes listening, speaking, reading, and writing with an emphasis on listening & speaking.
- Grade 2 will allocate 30 minutes daily and grades 3-8 will allocate 45 minutes daily.
- Utilize identified ELD materials to implement the year-long instructional map for target proficiency level.

EL Achieve provides teachers with profound technical knowledge to design and differentiate instruction to meet the unique challenges of second language acquisition to produce students who have an academic command of the English language. The framework supports teachers with developing highly targeted lessons that address the schema and linguistic demands that are rarely addressed by traditional English Language Development curricula.

Thinking Maps
Thinking Maps will be used school-wide in kindergarten-5th grade as a "common visual language" in the CNCA learning community for transferring thinking processes, integrating learning, and for continuously assessing progress. In summary, Thinking Maps are eight visual learning tools (similar to graphic organizers) that teachers and students use to articulate eight key thought processes: (define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part relationships, and define analogies). Students in all grades and subject areas will use Thinking Maps to process new information, show what they have learned, and show how they organized their ideas (meta-cognition). Thinking Maps are especially helpful for English learners to process and organize information. Additionally, parents attend regular workshops to learn about the eight Thinking Maps so that they can reinforce critical thinking at home and support in school-wide implementation of the Thinking Maps.

For Elementary Schools and High Schools Offering Services to Teen Parents and their Young Children Only

2E. EARLY CARE EDUCATION
Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families.   Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

In partnership with the CNCA Early Childhood Education Center, CRES #14 will develop an outreach strategy targeting children aged 0-5 and their families. Since 2003, CNCA has extended our partnership network to serve young children with a focus on those aged 0-5, collaborating with organizations to provide on-site and off-site services. We will leverage our existing partnerships with these organizations providing services to meet the needs of young children ages 0-5 in the Echo Park community.

- **Echo Center** – We currently work with the Echo Center to provide parent sessions on child development and "Baby and Me" classes to parents and guardians of toddlers 18-36 months of age.
- **Los Angeles Child Development Center** – Through our partnership with the Los Angeles Child Development Center, support group therapy sessions are provided to parents of young children.
- **Local Preschools** – Partnerships will be forged with local preschools to ensure a successful pre-K to K transition. CNCA is experienced in implementing transitional preschool programs at CNCA schools as well as at other elementary schools that our preschool students attend.
- **PAJA Medical Center** – Medical services will be made available through our partnerships with PAJA Medical Group from prenatal through pediatric care.
- **Para Los Ninos** – Our partnership with Para Los Ninos will expand provide social and support services to families with young children living within the CRES #14 area.

3. SCHOOL CULTURE AND CLIMATE *(4 pages + attachments if applicable)*
　　3A. DESCRIPTION OF SCHOOL CULTURE

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

School culture is defined by a shared set of norms and values that guide the thinking, behavior, and relationships that typify the customs of an organization [1]. CNCA holds high expectations of all members of our community as defined by the organizational mission, site specific instructional vision and shared commitments, the CNCA Way and our approach to partnering with parents and students. We hold ourselves as teachers and staff to these high expectations first, working to ensure that we are prepared and ready to partner with parents and students. All CNCA schools habitually set goals for student achievement, plan strategically to meet these goals, and reflect on their outcomes.

Furthermore, all CNCA schools are expected to develop a site specific instructional vision to focus the efforts of the entire school community on the instructional components necessary to achieve the aims of our organizational mission. The CNCA instructional vision (see below) provides an example of the type of instructional vision typically adopted by CNCA schools. The CRES #14 leadership team and school community will be expected to develop a similar instructional vision that is used by the entire school community to reflect upon its culture, instructional approach, and results.

CNCA Instructional Vision
The Camino Nuevo community (students, teachers, staff, administrators and parents) will work relentlessly to close the achievement gap. We will produce students who have the ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem-solving in order to have access to high-quality educational opportunities.

CNCA schools are also expected to have a set of shared commitments that all faculty members subscribe to when they become a part of the CNCA team. The commitments are used to ensure ongoing alignment between our mindsets, behavior, and outcomes for students and our team. The commitments are regularly reflected upon at the opening or closing of faculty meetings to ensure they remain alive in the minds of the faculty and leadership team. An example of a CNCA school's **Shared Commitments** follows:

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

We hold our entire school community to the "**Camino Nuevo Way"** (see below) and work diligently to instill these habits of mind and heart in our students beginning in kindergarten. We use classroom community circles and the *Tribes* curriculum to explicitly discuss each "Way". Monthly school-wide community meetings reinforce classroom instruction. Each month one

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[1] Crane, T. (2009). *The Heart of Coaching*.

student from each classroom is selected by their peers and teacher because they most exemplify the highlighted CNCA Way. This student is publicly honored with a certificate and a few words during the monthly school community meetings. The "Camino Nuevo Way" is a rigorous set of mindsets and behaviors that defines the culture of our small school communities.

1.   I stop problems before they start and I am committed to resolving differences in a positive way.
2.   I give my best effort in everything I do.
3.   I make choices that positively impact the community around me.
4.   I set goals for myself and use time wisely to achieve them.
5.   I communicate in a thoughtful, positive way.
6.   I am compassionate and respectful of all life forms.
7.   I harm no one and no thing with hate.
8.   I expect to be challenged and will challenge myself in my work.
9.   I am persistent in pursuing my goals even when I am not successful at first.
10. I work to keep the Earth clean and green.

CNCA will establish a college-going culture by providing students with rigorous curricula and high-quality teachers, supplemented by student support systems and family partnerships. Our college path begins by placing a high value on students' ability to think critically about content knowledge, synthesize learning, and apply knowledge and skills to intellectual experiences in and out of the classroom. CNCA's vision reflects our culture, academic approach, and commitment to results.

3B.STUDENT SUPPORT AND SUCCESS
Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

School success at CRES #14 will mean that every student is college ready and college bound at each and every grade level. The option to pursue a higher educational track will be theirs. Upon graduation, every 8th grade student will be ready to access the A-G curriculum required for college eligibility.

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 an expected high percent of students qualifying for free and reduced lunch and the link between low SES and low student performance, CRES #14 teachers and administrators will make every effort to ensure that our students receive an excellent education that will allow them to be prepared for higher education and a variety of career options in the future. Given the many challenges that face Los Angeles public school students, there are those who are not meeting grade level expectations and require interventions both within and outside of the classroom.

CNCA teachers are responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, anecdotal observations, or other information gathered, an instructional plan is developed for how to best meet the needs of the student.

Intervention Program
The framework for how CRES #14 will approach students who are not meeting grade level expectations is best described as a "problem solving approach" within the Three Tiered

Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs.   The student is referred to the Coordinated Support Team, which is responsible for following up with all Tier I stakeholders. Teachers 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 are English Learners, teachers employ a variety of SDAIE (Specially designed academic instruction in English) strategies and targeted ELD instruction to meet their 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 student needs. The teacher carefully monitors student progress, gathers information, and determines whether or not the interventions have been successful.

If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student is referred for supplemental, (Tier II) intervention outside of the classroom. At this time a Student Success Team (SST) is called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, meets to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed and depending on his/her needs (Spanish Language, English Language, Math, etc.) The student may be asked to attend afternoon intervention classes (3:30-5:00pm) to address their academic needs.

In addition to before and after school intervention classes, middle school students have the opportunity to take targeted afternoon classes designed to develop their writing, math, or reading skills. 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 is a structured plan for how to improve in one or more of these areas and then a follow up meeting is scheduled to review parent and teacher feedback to determine if progress is being made on the SST plan.

The SST plan outlines actions, timeline, multiple check-points and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents are asked to provide insight into how their child is doing at home, classroom teachers provide knowledge about how students are progressing on grade level standards, and intervention class teachers provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. 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 are reviewed with the parent and consent is sought to evaluate if a child meets the criteria for receiving additional one on one support from the Resource Specialist. Ultimately, if a Specific Learning Disability is the diagnosed, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.

The CNCA organizational dashboard is a representation of how CNCA defines student success. Refer to Section 10c. School Governance and Oversight for a summary of the CNCA organizational dashboard.

3C.SOCIAL AND EMOTIONAL NEEDS
Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Student Services Case Management
CNCA practices a comprehensive approach to education. We believe that in order for students from historically underserved communities to achieve academic success, their home environment and their physical and mental health need to be as balanced as possible. However, in high-poverty communities, gaining access to primary health care, optometry services, dental care, and, mental health counseling, can often become an insurmountable obstacle for many families. Many families are not used to advocating for their child's health and well-being. They feel threatened and ineffective in front of a healthcare system full of bureaucracy and restrictions. In these cases, CNCA supports our parents with advocating for their children. We have created a support system where families are guided through the public health system in order to achieve a physical or mental health diagnosis that can help us create an appropriate educational plan through the role of Coordinator of Student and Family Services.

The Coordinator of Student and Family Services is a member of the Student Study Team and ensures that CNCA explores all factors that may be influencing a child's low academic achievement. We have found that in many cases, the root of the problem can be found in a doctor's office. Physical and mental issues significantly contribute to a student's low academic achievement. Through the student services case management process our families are guided and supported in gaining access to community resources. This help is continuous and creates a genuine support system for families. CNCA provides families with a friendly and pleasant environment to deal with difficult issues that affect a child. Ultimately, this system of care and support will be successful in supporting the entire school community with the development of educational strategies to improve the academic achievement of CNCA every student.

Mental Health Program
CNCA schools offer school based mental health program through a partnership with Los Angeles Child Development Center. Students in need of mental health intervention are identified and referred by teachers, school administrators and parents. Parent support groups will evolve based on the unique needs of the parent community. The program works closely with school administrators, teachers, community agencies and community resources as appropriate with the goal of providing the most effective care for all students in need. When need exceeds capacity, it is necessary to coordinate off-site referrals with partnering agency such as Didi Hirsch Mental Health Center, Nuevo Amanecer, or Para Los Ninos. The services are free of charge.

The program offers the following services:
- Crisis intervention
- Assessment and Treatment Intervention
- Individual Therapy
- Group Therapy – students and parents
- Family Treatment and Intervention
- Case Consultation
- Classroom Observation
- Teacher Consultation
- In-Service Training

Camino Nuevo embraces all aspects of a child's life that may impact their learning. Therefore, meeting the social and emotional needs of every child is at the core of the work at every school.

Other support programs will include an afterschool program, partnering with an agency to operate the on-site community center, and the development of a sports program.

3D. COLLEGE AND CAREER READINESS
Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

For most of our existing students and many of those enrolled at CRES #14, they will be one of the first in their family to attend and graduate from college. Many of the families we work with have limited knowledge of higher education options for their children. We will work hand-in-hand with families through College Knowledge workshops to first explore the concept of college, then to begin preparing for the academic and financial requirements, and finally to grapple with the social and emotional challenges of attending college. Workshops will be focused around the theme of building parents' college awareness and include college visits, partnering with Wells Fargo for college financing, and scheduling counselors to discuss feelings of separation and culture-shock when kids leave for college.

Our college readiness program for students will begin in kindergarten and focus on normalizing the expectation that our students *will* go to college, in spite of the fact that they reside in neighborhoods that continue to be socio-economically neglected with historically high dropout rates in high school. Oakes (2002) defines a college-going culture as one where parents, educators, and students share the belief that college is attainable, that all students should have the opportunity to go to college, and that persistence and preparation for college is a normal part of growing up. A college-going identity is nurtured and enables students to see higher education as integral to their future and who they are. All students will experience college by partaking in regular field trips to universities.

We seek to build an investment and a belief in the value of higher education. By the time CNCA students transition to middle school, they will be able to define opportunities afforded by a college education. When they transition to high school, they will be able specifically articulate a detailed plan to prepare for and gain admission to their top three university choices. Focusing on a college-going culture while maintaining a rigorous academic program has translated into parents' positive attitudes and beliefs about CNCA's commitment to preparing students to be college bound. Out of over 700 K-8 parents who were surveyed in 2010, 96% agreed that their child will attend a 4-year college or university after graduating from high school.[13] Our promise to prepare all students raises the bar for the CNCA community, resulting in increased aspirations and academic excellence.

3E. PARENTAL INVOLVEMENT
Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

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[13] CNCA End of Year Parent Survey, June 2010

Parents as Partners
Research suggests that parents who actively engage in their child's classrooms display increased, consistent commitment to their child's education (Stern, 2003). Childs Trend Data Research (2003) examines trends in parental involvement and concludes that students with involved parents have fewer behavioral issues and are more likely to complete secondary school. Rather than approaching parent participation as a one-shot volunteer opportunity, CNCA seeks to develop partnerships with parents around all aspects of their children's educational lives. To reach this objective, CNCA has developed a strong Parent Program that strives to develop creative and innovative strategies to encourage families to advocate for their child's academic success and extend the learning process at home. CNCA's Parents as Partners program will engage the parents in the school community in the following ways:

- **Site Based Council** – Parent representatives will play an integral role in CRES #14's Site-based Council, which provides recommendations to the principal on key issues such as budgeting, curriculum, school policies, and the general direction of the school.
- **Parent Workshops** – CNCA strives to educate our parents regarding the public education system and college going process through our College Knowledge workshops, which walk parents through all aspects of the college going process, from financial aid, to admissions requirements, to the social and emotional challenge of attending a four-year university.
- **Parent Surveys** – Parents play a vital role at CNCA schools, and are provided with the opportunity to give direct feedback to School Administrators via an end of the year survey. This feedback will help administrators identify areas of improvement for CRES #14.

CNCA parents are viewed as vital components in the academic success of the students regardless of their own education level, economic status, or dominant language. We firmly believe that "when parents are respected as partners in the education of their children, and when they are provided with organizational support which enables them to channel their interest to the benefit of the school, the entire culture of the organization can be transformed. Parents have knowledge of children's lives outside of school, which teachers typically do not have, and that knowledge can prove helpful in developing effective pedagogical strategies[1]". Their participation, involvement and support are crucial to the accomplishment of their child's academic goals. Consequently, we have developed a strong Parent Program that constantly strives to develop creative and innovative strategies to encourage families to advocate for their child's academic success and extend the learning process at home.

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

Student Academic Support
CNCA believes that having a common academic language is key in the communication process among all school constituents. We work to define and explain complicated educational jargon in simple terms to provide all parents with access to the curriculum and goals for their students.

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[1] Noguera, Pedro A. "Transforming Urban Schools Through Investments in Social Capital." In Motion Magazine. May 20, 1999.

One example of this effort is the annual parent workshops we hold on Thinking Maps. The workshop is intended to encourage the understanding and use of this school-wide tool among parents to support and extend students' learning at home. Numerous interactive workshops like this provide parents hand-on experiences and opportunities on how to use, apply and practice a simplified academic language.

Beginning in kindergarten, we encourage families to engage in the process of preparing and guiding their children on their path to college. To that end, we have developed a college workshop series that covers topics like finance & scholarships, AB540, entry and testing requirements, college fieldtrips, the university/college system in California, community colleges vs. universities, scholarship contests, etc. CNCA recognizes that the process required to receive a college degree is foreign to many of our families and provides access to the information they need to effectively guide and advocate for their children. Another example of how we foster parent partnerships is found in the five year plan our 8th graders complete. The plan outlines their path from high school to college. During a special session, students present their plans to their parents face to face. By cultivating a school-wide atmosphere of college awareness and emphasizing college preparatory tips and techniques for students and their families, CNCA is confident that we are fostering an atmosphere where all students, despite the potential barriers to success imposed by their economic status, expect to be "College Ready, College Bound."

Health and Wellness
CNCA involves parents and community members in children's well being through Spanish and English workshops for parents on health issues such as nutrition and disease, participation in health seminars and other community activities. Residents in the fields of medicine and dentistry from local universities also act as guest speakers to promote healthy lifestyles that include eating habits, dental hygiene and personal care. These professionals also provide students with exposure to various healthcare careers.

In 2005, CNCA adopted a Wellness Policy that prohibits the consumption of soda and '"junk food" (chips, candy, cookies, etc) on campus and is reinforced each school year. To support our policy and celebrate National Nutrition Month (March), CNCA hosts an annual Nutrition & Physical Activity Fair. The event involves parents, students and teachers in a special day to celebrate and promote lifelong healthy habits. The fair features a variety of food demonstrations and interactive activities including: the Cool School Café, a fruit challenge, Healthy Parent Bistro, Eating the Rainbow, a Pyramid Pictionary, and other stations that provide students with the opportunity to practice stretches or exercises. Parents are trained on basic nutrition facts to allow them to play educational games and teach students about nutrition in a fun and entertaining way. Students have a chance to taste fruit like kiwi and blueberries, and tropical fruit juices like passion fruit juice, that are not typical in their daily diets.

This year CNCA has been fortunate to partner with the UCLA School of Nursing to help children and parents decrease their risk of obesity. This partnership is guaranteed for two additional school years and provides UCLA staff that will come to our school and deliver the Kids N Fitness (KNF) program. Kids N Fitness (KNF) is a fun, interactive, six session program and research study that will be offered after school to help children and their parents improve their health. This program includes lessons on nutrition and exercise. Kids N Fitness (KNF) is a weekly, family-centered program consisting of ninety minute sessions for a total of six weeks and will include interactive nutrition and exercise sessions with behavior modification. As part of the KNF program, clinical measures will be taken before and after the program begins to assess the impact on our students and parents. These measures include:

Just as we commit to providing students with a quality college preparatory education, we also commit to the physical and mental health of our students by creating diverse programs designed to help them develop their full potential in life. A healthy student is a student that learns and performs. We pride ourselves on having a comprehensive program where students, parents, administrators and teachers work together for the overall success of our children.

Social Services
CNCA's core programs operate under the assumption that all children have to be ready to learn when they enter their classrooms. However, many of our students and families encounter significant barriers outside the school that prevent them from being fully engage in their learning.   To address the barriers CNCA leverages partnerships with social service organizations such as Inquilinos Unidos, Legal Aide Foundation, Central City Neighborhood Partners, Children's Bureau, Magnolia Place Family Center, Para Los Ninos, and the Centro Latino de Educacion.

Other Parent Program Activities
We are committed to promoting literacy in English and Spanish for students as well as their parents. This school-wide effort goes hand in hand with the bilingual instructional program intended to build fluency in both languages. This endeavor can be currently observed among different aspects of the Parent Program, including: The Latino Family Literacy Project, Books & Pajamas Night, Reading Together/Leyendo Juntos, and Family Math Night.

CNCA also maintains an open-door classroom policy. Throughout the school year, parents have access to classroom visits and may observe firsthand how their child performs in class. Furthermore, they are encouraged to stay in constant communication with their child's teacher far beyond the traditional parent-teacher conferences. CNCA whole-heartedly welcomes families into the school community and encourages them to be part of the learning process by volunteering their time on and off site. The CRES #14 Parent Program will be co-created once the parent community has been established.

3F.SCHOOL CALENDAR/SCHEDULE
Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

Please see Attachment 1 for the proposed school calendar.

School Calendar and Daily Schedule
CRES #14 will operate under an extended school year of 195 instructional days. All students will receive and benefit from 20 additional instructional days. A typical K-5 school day will run 8:00AM-3:00PM while a typical day for grades 6-8th will run from 8:00AM-3:15PM.

Camino Nuevo Charter Academy allocates time in each day for the core subjects to be taught in depth using the California grade level standards. As part of the regular instructional day, classes in English Language Arts, English Language Development, Mathematics, Science, History-Social Science, and Visual and Performing Arts are taught by highly qualified teachers as defined by No Child Left Behind. At each grade level we have chosen to place emphasis on math and language time. Due to the bilingual program, daily schedules differ in the percentage of language of instruction at each grade level.

Sample Regular Day Schedule -

Activity	Start Time	End Time	Minutes
Instruction Begins	8:00 AM	9:00 AM	60
Recess	9:00 AM	9:15 AM	
Instruction	9:15 AM	11:00 AM	105
Lunch/Recess	11:00 AM	11:40 AM	
Instruction	11:40 AM	3:00 PM	200
Total Instructional Minutes			365
Number of Days			146

The middle school will use block scheduling for humanities, math, and science classes. Below is a sample middle school class schedule.

Middle School Sample Daily Schedule		
8:00-9:50	Block 1 • 8:00-8:55 Period 1 • 8:55-9:50 Period 2	Humanities • English Language Arts • History/Social Studies
9:50-10:20	Reading Block	
10:20-10:35	Recess	
10:40-12:30	Block 2 • 10:40-11:35 Period 3 • 11:35-12:30 Period 4	Math/Science • Math • Science
12:30-1:10	Lunch & Recess	
1:14-2:13	Period 5 – Elective 1	Electives • Art, Dance, Drama • PE, Computers, Journalism • Junior Educators in Training • Spanish
2:17-3:15	Period 6- Elective 2	Same as above

Every Thursday is a minimum day with classes beginning at 10:00AM and ending at 3:00/3:15PM in order to allow teachers two hours of professional development. During this time, teachers meet in collaborative teams to review student work and classroom pedagogy, participate in on-site professional development, and review student data to document interventions. CNCA is currently able to offer childcare for families from 8:00-10:00AM on Thursday mornings. After school programs and before/afterschool intervention are also offered if funding permits.

> i. **Autonomy:** *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.*

The scheduling autonomy afforded by charter status will allow CRES #14 stakeholders to closely monitor and maximize learning time. It will allow for a longer academic school year; block scheduling in middle school; integration of a Middle school reading block; allows for integration of enrichment programs and core academic programs; allows for teacher professional development and collaboration.

Integrated Block Structure, Grades 6-8
Since opening its doors in 2001, CNCA has maintained an integrated block structure to maximize learning time by creating cross-curricular instruction and limiting transition times. Humanities teachers develop units where history content is taught through reading and writing. Math and science teachers have the ability to integrate math and science concepts, as well as, make scheduling decisions that enable longer science labs and math activities.

Reading Block, Grades 6-8
As a powerful strategy for language education, free voluntary reading promotes literacy skills by developing in students a larger vocabulary, the ability to use complex grammar, improved spelling, and a writing style (Krashen, 1993). According to Stephen Krashen, free reading periods also benefit English language learners by helping them "move from beginning ordinary conversational level where they can use the second language for more demanding purposes, such as the serious study of literature "(p. 84). The middle school reading block is a time period in which students get individualized teacher guidance with independent reading. Students are coached in learning how to pick the "just right book" from a classroom library. This time allows students to foster their love of literature with the freedom to select reading material at their level and on the topics they choose.

Strategic Afternoon Programming, Grades 6-8
In the afternoon, the middle school utilizes two periods to target students' individual learning needs with a focus on math and language arts. Leadership reviews student data at the beginning of the year and mid-year to determine the academic needs of the students. Teachers and administrators then decide which classes will be taught to meet those needs. We offer an additional reading period, additional math period, leveled English Language Development, academic elective classes, physical education, art and dance or other electives. All students take at least one academic class. We review student achievement data every quarter to adjust class enrollment based on students' changing needs and development.

Common Planning Time
All teachers at CNCA will be provided with some common planning time above and beyond the professional development allocated time. Elementary teachers will have an average of 120 minutes weekly of planning/conference time. Conference/Planning periods may entail meeting with parents, students, administrators or peer teachers as needed and/or completing assignment required documentation. Middle School teachers will be given a conference/planning period of about 40 minutes on regular school days. Conference/Planning periods may entail meeting with parents, students, administrators or peer teachers as needed and/or completing assignment required documentation.

Professional Development and Collaboration
CNCA provides extensive professional development opportunities to our teachers, administrators, and staff. Five full professional development days are calendared each year, during which the principal guides teachers in learning and applying new approaches to curriculum planning, data analysis, and reflection. Professional development is also embedded into the work week through weekly late-start Thursday sessions dedicated to ongoing adult learning. All teachers participate in these two hour sessions. These professional sessions take several forms: grade level or department groups may collaborate around student work or offer peer feedback on unit plans, an expert may present to the staff, teachers might analyze assessment data and plan lesson studies together, or the staff may read and discuss a professional article related to instruction.

Teachers also improve their craft through attending outside conferences, both locally and nationwide. Recently, CNCA teachers have brought back new ideas to share with their colleagues from the California Bilingual Education conference, the California Charter Schools Conference and Critical Friends Group New Coaching Institutes at UCLA.

Other activities facilitated during our onsite professional development program include the development of social capital in urban schools, creating action plans to foster our parents as partners philosophy, effective bilingual pedagogy, lesson plan development, discussions about powerful strategies to increase student achievement, regular data analysis and reflection. Although the focus of CNCA's professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations are also scheduled for all-school staff.

3G. POLICIES
For Independent Charter Schools Only
Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

The school's discipline and promotion policies are described below, and therefore will not be included in the appendices.

Student Discipline Policy
Student discipline at CNCA will be based on positive support and involve multiple parties including school staff, teachers, parents, and students. CNCA will develop a comprehensive student discipline policy that will be included in the student handbook. School staff will review the discipline policy with students and parents prior to enrollment to CNCA. The discipline policy will include the students' rights and responsibilities and the school's suspension and expulsion policies. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension and/or expulsion.

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

In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a student with a 504 Plan, the school administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement the 504 Plan? Outcome data will be maintained including: suspensions, expulsions and expulsion placements, reinstatements, and out of district expellees.

Promotion Policy
Camino Nuevo continuously strives to promote high educational standards and advance the academic achievement of its students. In order to ensure all CNCA students are on track and prepared for success in the next grade level and beyond, promotion and retention standards have been developed. Students in benchmark grades (K, 2, 5, and 8) must meet or exceed the criteria outlined below in order to attain promotion to the next grade. Students who are not in a benchmark grade can be retained at the discretion of their respective school administrative team. Students cannot be retained more than once while they attend a CNCA school. In order to attain promotion to the next grade, students must meet or exceed the following requirements:

- Scores of basic or above on the quarter three benchmark assessments in both English language arts and mathematics (Does not apply to Kindergarten).
- Scores of basic or above on the California Standards Test in English language arts and mathematics. (Does not apply to Kindergarten)
- Final report card grades in reading and math of "C" or better.
- At least 1.5 years growth in reading as measured by the EDL in Spanish and the TCRWP in English.
- No more than nine days of unexcused absences.
- Students with an IEP must meet IEP goals as set by the IEP team to attain promotion.

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

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

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

The site principal and Student Success Team review all retention candidates using Light's Retention Scale to ensure a retention has the optimum opportunity to address the student's learning challenges.

When a student is at-risk of not meeting grade level standards for promotion, parents are notified of academic concerns throughout the year during teacher conferences, progress reports, and official school correspondence. All written notification must be signed by the parent and returned to the school. Ultimately, the site administrators conduct individual meetings with the parents of each retention candidate to discuss the decision and to seek parent support.

A parent may appeal the decision to retain their child with the school principal during the first month of school. The principal and teacher will meet with the parent to resolve the matter. If the parent does not agree with the principal's decision, then the parent may appeal to the Chief Academic Officer of CNCA.   A meeting will be held to discuss the appeal and all evidence will be reviewed. The final decision will be mailed to the parent.

4. ASSESSMENTS AND SCHOOL-WIDE DATA *(4 pages)*

Educational Goals and Metrics
CNCA employs both a CNCA district-level and school-level dashboard system that underscores an intense accountability system embedded throughout CNCA that identifies specific and measurable expectations and goals organization-wide that then leads to site dashboards. It is a measurement system that communicates performance priorities based on extensive analysis of areas for growth as a school and for sub-groups within each school. Site dashboards create a clear sense of priorities for the year when making decisions at all levels. CNCA envisions that it can meet its mission of graduating students prepared for college success and civic engagement by ensuring the following four outcomes: a) provide high quality education with high expectations; b) prepare students for choices in higher education and professional career options; c) recruit and retain quality educators and leaders who implement and share best practices; and d) operate in a financially sustainable manner.

LAUSD School Report Card
CNCA will complete LAUSD School Report Card by using multiple student information systems.

Research and Evaluation
CNCA agrees to participate in research and evaluation projects with LAUSD.

Operational Goals and Metrics
CNCA's Board of Directors developed a CNCA success equation and organization-wide accountability dashboard aligned with the mission and vision of the organization. The accountability dashboard monitors academic and operational goals including high school graduation, 4-year college acceptance, API, CST proficiency levels for ELA and Math, student and parent college awareness, staff retention, teacher satisfaction, and fiscal soundness. Dashboard metrics include both qualitative and quantitative data from students, staff and parents. CRES #14 will develop site specific metrics aligned to meeting organizational goals. The Chief Executive Officer monitors school site dashboards throughout the year and updates the Board annually. The current dashboard goals extend through 2011 at which time the CNCA Board will revise goals as needed. CNCA's organizational dashboard exceeds NCLB requirements.

In addition to the organization-wide accountability dashboard, the school will use the LAUSD Modified Consent Decree Indicators to measure progress of students with disabilities. We will monitor our monthly MCD report and take corrective action as needed.

4A. ASSESSMENT PHILOSOPHY
Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

In order to ensure that our mission of educating students in a college preparatory program is met, the CNCA assessment philosophy is to consistently monitor student achievement, collaboratively create a school-wide data-driven culture, and effectively communicate student progress toward meeting goals to all stakeholders. In Reeves' (2003)[14] study of high performing high poverty schools, he discovered that "successful schools included an intensive focus on

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[14] Reeves, D.B. (2003). High *performance in high poverty schools: 90/90/90 and beyond*. Boston, MA: Center for Performance Assessment.

student data from multiple sources, and specifically focused on cohort data." As such, CNCA tailors academic programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to ensuring that all students are performing on grade level, regardless of their skill level upon enrolling in the school through constant monitoring and adapting of instruction. Frequent data analysis and instructional decision making that is tied to achievement goals allows teachers to be most responsive to student needs. Required state testing, quarterly benchmark assessments, informal and alternative assessments, are multiple measures that are analyzed at the site and district level to ensure students are meeting standards-based goals and are on a college-ready path.

Both administrators and teachers will proactively analyze data sets on various levels. CNCA uses our in-house professional development program to build capacity around the effective use of data. An overview of how CNCA teachers use select data is as follows: At the beginning of the year, CST data are used to set site dashboard goals and monitor progress on the previous year's goals. Through the use of CNCA developed benchmark analysis protocols during professional development time, teachers have the opportunity to conduct an in-depth analysis of their instruction to identify successes and key areas of growth. Teachers apply those insights to craft re-teaching plans that will drive substantial increases in student achievement. The CNCA philosophy of a data-driven culture is fostered through ongoing data analysis processes that lead to programmatic changes within the school and informs broader instructional decisions made at the district level.

4B. AUTONOMY
Describe how the school will use assessment autonomy to maximize student learning.
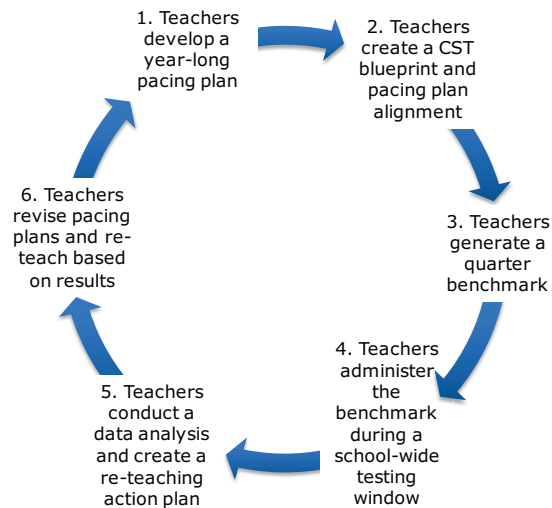
As a part of Camino Nuevo's commitment to increasing student achievement, we will exercise our assessment autonomy to implement a quarterly benchmark assessment system that is aligned to state standards and purposefully used to formatively assess student progress throughout the school year. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002)[15]. Teachers will utilize the data management system, Data Director, to create exams using multiple item banks as well as teacher-generated items. Each benchmark will then be reviewed and revised based on a *Quality Control Checklist* to ensure the validity and reliability of the questions in relation to the standards and skills being assessed. The results from the benchmark assessments are intended to provide CNCA with a preliminary projection of how the students will perform on the CST as well as quarterly progress on standards-based proficiency. These assessments are carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master the standards. In-house benchmarks are developed and administered to build teacher capacity and to ensure high functionality of the assessment data in teachers' instructional plans.

The illustration below depicts a general protocol for creating benchmark assessments. Step two provides teachers with the autonomy to create their own standards-based pacing plans and then create a visual representation of how their plans align with the CST in ELA and math. Step six is also a critical step in the process because as teachers assess for learning, they are able to better monitor and address the specific, individual needs of their students on a daily basis. As Chappuis et al. point out in *Assessment for Learning*, "…we can realize unprecedented gains in student achievement if we take advantage of day-to-day classroom assessment as the

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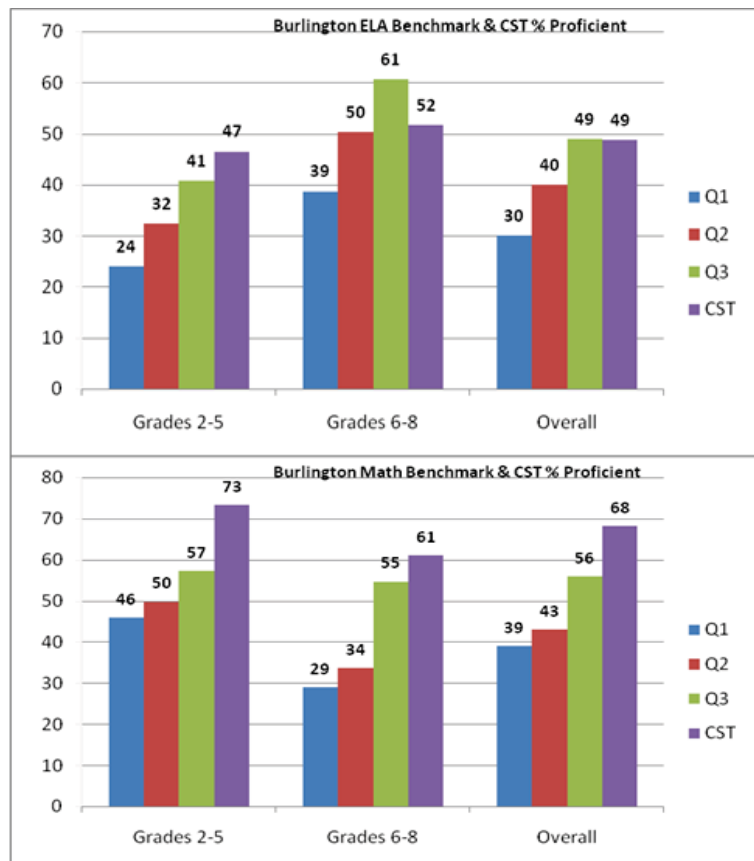[15] Boston, C. (2002). The concept of formative assessment. Practical Assessment, Research & Evaluation, 8(9). Retrieved September 12, 2006 from https://PAREonline.net/getvn.asp?v=8&n=9.

powerful tool for learning that it can be."[16]   Benchmark results also provide data for the planning of professional development for individual teachers, departments, and the whole faculty.

CNCA Benchmarks & Instructional Design Process

1. Teachers develop a year-long pacing plan

2. Teachers create a CST blueprint and pacing plan alignment

3. Teachers generate a quarter benchmark

4. Teachers administer the benchmark during a school-wide testing window

5. Teachers conduct a data analysis and create a re-teaching action plan

6. Teachers revise pacing plans and re-teach based on results

The Burlington Math Benchmark & CST % Proficient Charts to the right compares the quarterly trajectory of students who scored proficient or advanced on quarterly benchmarks with actual CST performance. On the Q3 benchmark, students took a mock CST to predict performance on the state test. Overall, the Q3 benchmark for the year had a predictive validity of .82. This means that with the Q3 benchmark results, we were able to predict how 82% of the students would perform on the CST.

CNCA will also use assessment autonomy by collecting qualitative data from all stakeholders. A mid-year and end-of-year survey is administered to all staff to ensure both school and leadership satisfaction. Parents and students also take an end-of-year survey intended to give administrators a performance pulse and serves as a springboard for developing action plans aimed at improving the overall school culture, communication, and expectations. The survey

Burlington ELA Benchmark & CST % Proficient

Grades 2-5	Grades 6-8	Overall
Q1: 24, Q2: 32, Q3: 41, CST: 47	Q1: 39, Q2: 50, Q3: 61, CST: 52	Q1: 30, Q2: 40, Q3: 49, CST: 49

Burlington Math Benchmark & CST % Proficient

Grades 2-5	Grades 6-8	Overall
Q1: 46, Q2: 50, Q3: 57, CST: 73	Q1: 29, Q2: 34, Q3: 55, CST: 61	Q1: 39, Q2: 43, Q3: 56, CST: 68

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[16] Chappuis, S. Stiggins, R.J., Arter, J., & Chappuis, J. (2004) *Assessment for learning: An action guide for school leaders*. Portland, OR: Educational Testing Services.

percentages below from the Burlington campus 2010 surveys highlight satisfaction with different academic components that are important to each stakeholder group.

Students:
- 93% of students replied that their teacher believes that all students can do well in school.
- 95% of students replied that they know what they are supposed to learn and why it is important.
- 91% of students replied that the school teaches them to respect others.
- 90% of students replied that they believe they are college ready, college bound.

Parents:
- 98% of parents agreed or strongly agreed that they are welcomed into their children's classrooms.
- 94% of parents agreed or strongly agreed that the school meets the academic needs of their children.
- 99% of parents agreed or strongly agreed that their children's school creates and environment where children can succeed.
- 99% of parents agreed or strongly agreed that their children enjoy going to school.

Teachers and Staff:
- 100% of staff feels motivated to do good work.
- 100% of staff feels that school staff work together with parents to help students do well in school.
- 100% stated that they regularly use achievement data to make decisions about teaching.
- 97% felt that the process of professional growth includes opportunities to practice, reflect, and dialogue about what is being learned.

4C. STUDENT ASSESSMENT PLAN

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

To evaluate the unique educational experience for students at CRES #14, we will administer state adopted, district-developed, and college readiness exams to monitor student achievement and progress intended to measure student outcomes, growth, and preparedness for postsecondary education. The charts that follow summarize the range of formative and summative assessments administered throughout the year.

Schedule of State Testing to Measure Student Outcomes

State Adopted Test	Grade Level									Frequency
	K	1	2	3	4	5	6	7	8	
Aprenda		O								Annually
CELDT (CA English Language Development Test)	O	O	O	O	O	O	O	O	O	Annually
CST (California Standards Test)			O	O	O	O	O	O	O	Annually
PFT (Physical Fitness Test)						O		O		Annually
Pre-Las (Language Assessment Scales)	O									Annually

Schedule of K-8 Testing to Measure Student Growth

K8 Assessments	Grade Level									Frequency
Benchmark Assessments	K	1	2	3	4	5	6	7	8	
English Language Arts	O	O	O	O	O	O	O	O	O	Quarterly
Math	O	O	O	O	O	O	O	O	O	Quarterly
Algebra Readiness								O		Annually
Geometry Readiness									O	Annually

Schedule of College Entrance Testing to Measure College Readiness

College Readiness Assessments	Grade Level									Frequency
	K	1	2	3	4	5	6	7	8	
PLAN									O	Annually

In addition to these standard measures, teachers use a wide range of ongoing, formative assessment tools including daily informal assessment, quizzes, reading/writing journals, reading/writing conferences, and unit tests. There are additional school-wide assessments that are administered 3 times per year: common writing assessments, reading benchmarks assessments, and spelling/phonics assessments. Teachers will also administer the following school-wide assessments to track progress in fluency, decoding, and reading level.

Grade Level	Decoding (3 times / year)	Fluency (3 times / year)	Reading Level (3 times per year in English)
Kindergarten	Sound / Letter Inventory	• Pre-LAS	• Spanish DRA • Teacher College Reading and Writing Project Leveled Reading Assessment (EOY)
Grades 1-3	CORE Phonics	• High Frequency Words • DIBELS: Spanish/English	• Teachers College Reading and Writing Project (TCRWP) Leveled Reading Assessment • Spanish DRA
Grade 4-5	CORE Phonics for struggling students	• Spelling Inventory • Words • DIBELS	• TCRWP Leveled Reading Assessment • Spanish DRA
Grades 6-8	Core Phonics for struggling students	• Part of the reading level test	• TCRWP Leveled Reading Assessment

Mathematics

Mathematics assessments at all grades range from publisher-designed unit tests to teacher created unit tests. In addition to classroom assessments, we also utilize the following assessment schedule:

	Math Benchmarks (3 x per year)	Basic Skills Tests (2 x per year)	Basic Skills fluency tests (3 x per year)	Algebra Readiness[17]	Geometry Readiness
K		X			
1	X	X			
2-6	X	X	X		
7	X	X	X	X	
8	X	X	X		X

Social Science and Science

In the elementary grades, assessment of content knowledge is both formative and summative. Informal assessments assist teachers in understanding students' progress and where interventions are necessary. Formal assessments include performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessments, and other response writing tasks. Additionally, work portfolios provide evidence of student mastery of social studies concepts. In science, assessments are focused on the "enduring understandings" and include chapter tests, lab write-ups, and science investigations and presentations. Lab and investigation write-ups follow a specific scientific format that promotes logical, inquiry-based, critical thinking skills.

4D. ASSESSMENT DEVELOPMENT
If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Not applicable

4E. DATA COLLECTION AND MONITORING
Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

Data Team and Instructional Team
CNCA will collect a variety of data throughout the school year to monitor student achievement. State, district, and classroom data will be triangulated to make informed decisions about each student. State data, including the CELDT and CST, will be used to measure progress toward meeting state and federal accountability targets. It will also be used to monitor school-wide and subgroup proficiency and to make comparisons with other schools. The state data helps to inform programmatic decisions such as math textbook adoption and hiring of specific personnel. The second type of data, district, includes quarterly benchmarks and is aimed at making timely instructional changes throughout pivotal points in the year. After each benchmark assessment, the principal meets with every single teacher to discuss individual student progress and to ensure an effective re-teaching plan is implemented. Benchmark data provides consistent monitoring of standards-based instruction, identification for support in lesson/unit planning, and prioritizing the need for teacher coaching. Finally, classroom data such as reading level tests and unit exams provide specific teacher information for differentiation within instructional units, learning center grouping, and tiered projects. No one set of data provides an answer or

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[17] These tests are part of the UCLA Mathematics Diagnostics Testing Project (MDTP).

intervention for students. Rather, it is a thorough analysis of multiple data, including reading and ELD levels, to ensure that the needs of every student are met strategically.   Administrators and teachers at all levels will proactively analyze key data sets to ensure sound programmatic changes within the school and at the district level.

4F. GRADUATION REQUIREMENTS
For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

CNCA strives to provide its students with a quality K-8 education that prepares them for high school success. To ensure that students graduate ready to access a core A-G curriculum, CRES #14 will implement a College Passport system. This system will allow parents and students to become familiar with and track state standards, high stakes testing, A-G requirements, annual records, college readiness and college preparation. Student performance will also be monitored regularly to ensure all students graduate from 8th grade on track to high school graduation with options for higher education.

In order to graduate, all 8th grade students must meet the following requirements:

- All classes must be passed with letter grade "C" or above – CNCA firmly believes that students must demonstrate proficiency in core classes in order to be promoted.
- Differentiated reading block goals must be met – Students are expected to grow in reading levels each year. Meeting skill and level-based reading goals is critical as reading provides access to core instruction and curriculum in secondary education.
- All students must pass Algebra 1 by the end of 8th grade.
- Completion and presentation of the 5-year high school to college plan – The 5-year plan ensures that students have thoughtfully crafted a high school and higher education plan in which they self select A-G courses and electives and identify community service opportunities and internships based on their interests. Students present the plan to their parents as a way of aligning their vision of college success with concrete next steps.

5. PROFESSIONAL DEVELOPMENT *(7 pages)*
5A.PROFESSIONAL CULTURE

Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. We will combine three essential components to define the culture and ensure a powerful adult learning community focused on academic excellence:

- A set of shared commitments that guide teachers and leaders in carrying out the CNCA mission.
    – All children can learn, therefore all of our student will grow this year; We will do whatever it takes.
    – Every minute counts; We will maximize instructional time.
    – We are accountable to one another for high quality instruction; We will support one another toward being successful and maintaining high expectations.
- Five key practices that combined to create the structure of the adult learning community.
- A focus on strategic, standards-based planning, teaching, assessment and monitoring.

The shared commitments will be used to ensure ongoing alignment between our mindsets, behaviors, and outcomes for students and our team. The professional learning community will be defined by five key structures: Critical Friends Groups, Classroom Walk-Throughs, Instructional Coaching, Focused Professional Development, and a belief in Teacher Leadership. Lastly, in our effort to yield the greatest student achievement gains in the shortest amount of time, CNCA will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. As a means to foster collaboration and reflection, build teacher capacity with hands-on support, and ensure a bottom-up approach to school improvement that invests teachers in the process and outcomes, we commit to the following five key structures.

Critical Friends Groups (CFG)
Developed by The Annenberg Institute for School Reform at Brown University, the Critical Friends process focuses on using structured discussion protocols to develop collegial relationships, encourage reflective practice, and rethink leadership roles. CNCA will employ monthly CFG's as a core structure in our professional development program. The structure is entirely teacher-driven and teacher-led.

Classroom Walk-Throughs (CWT)
The UCLA School Management Program developed this process to provide teachers and leaders with the opportunity to observe and discuss classroom instruction through focused guiding questions. CNCA will conduct an average of 6-8 classroom walk-throughs per year to collect data and analyze school-wide instructional trends around critical questions developed collaboratively by teachers and administrators. Teachers will facilitate the walk-through process and debrief dialogue for the entire faculty. The resulting analysis will support the development of commitments to adjust our instructional program and practices to achieve stronger results with students.

Instructional Coaching
CNCA administrators will be required to be authentic instructional coaches as well as leaders. Our instructional coaching challenges the traditional evaluator/coach paradigm and promotes reciprocal, shared inquiry and growth for both teachers and administrators. At CNCA we strive to harness the collective power of collaboration by opening up our doors and our dialogue to build professional relationships that help all students meet the standards. We believe that professional growth is dependent upon creating a "feedback rich" culture that creates and sustains high performance.[18] The role of our administrative coach is to build teacher capacity to implement effective instructional practices that improve student learning and performance. The role of our teacher is to be a learner who is continually engaged in their curriculum and the study of teaching as a craft.

Focused Professional Development
Research confirms that professional learning communities are the best form of staff development. CNCA will provide extensive professional development opportunities for our teachers, administrators, and staff. Five full professional development days are calendared each year, during which the leadership team guides teachers in learning and applying new approaches to curriculum planning, data analysis, and reflection. Professional development is also embedded into each work week through one two hour session dedicated to honing our craft as educators. These sessions take several forms: grade level/department groups collaborate around student work or offer peer feedback on unit plans, experts may present, teachers might analyze assessment data and plan lesson studies together, or the staff may read and discuss professional articles.

Teacher Leadership
An Instructional Cadre will be formed, consisting of teacher leaders representing all grade levels, to work closely with the leadership team to support curriculum development, instructional delivery, and professional development. These teacher leaders will receive ongoing leadership development and will have opportunities to reflect on their work with fellow teachers.

5B.PROFESSIONAL DEVELOPMENT
Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

CNCA provides extensive professional development opportunities to our teachers, administrators, and staff. Five full professional development days are calendared each year, during which the principal guides teachers in learning and applying new approaches to curriculum planning, data analysis, and reflection. Professional development is also embedded into the work week through weekly sessions dedicated to ongoing adult learning. All teachers participate in these two-hour sessions. These professional sessions take several forms: grade level or department groups may collaborate around student work or offer peer feedback on unit plans, an expert may present to the staff, teachers might analyze assessment data and plan lesson studies together, or the staff may read and discuss a professional article related to instruction.

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[18] Crane, T. (2009). *The Heart of Coaching*.

Other topics that will be addressed during onsite professional development program include the development of social capital in urban schools, creating action plans to foster our parents as partners philosophy, effective bilingual pedagogy, lesson plan development, discussions about powerful strategies to increase student achievement, regular data analysis and reflection. Although the focus of CNCA's professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, technology, and daily operations will also be scheduled for all-school staff.

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

5C. TEACHER ORIENTATION
Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

Teachers new to CNCA participate in a mandatory new teacher orientation before all teachers return for school-wide professional development. During the orientation, new teachers learn more about the academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school's partnership with parents, professional expectations and safety procedures. Both new and existing come together up to three days before school begins to revisit the school's vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year. Current year initiatives include new curriculum, assessments, and best practices that teachers can utilize throughout the year to strengthen their own teaching as well as the instructional program.

5D. PD CALENDAR
Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

Please see Attachment 2: Teacher Professional Development Calendar

5E. PROGRAM EVALUATION
Describe how the PD program will be evaluated to assess it success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

Implementation of ideas and skills learned in professional development are critical to ensuring academic excellence for every student. Professional development activities will be reviewed in two primary ways: end-of event feedback surveys and satisfaction surveys administered in January (mid-year) and June (end-of-year). Results pertaining to professional development will

be brought to the Instructional Cadre to review, discuss and integrate into future planning, adjusting the annual professional development calendar if necessary and/or addressing teacher needs within the professional work day.   Finally, student achievement data will be used to inform programmatic decisions and next steps.

5F.AUTONOMY

Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

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[19]". (p.109) CNCA firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative professional environment. Similar to our goal of ensuring the needs of all students are met, our professional development is both targeted and differentiated to equip teachers with the necessary tools to serve English Language Learners, struggling learners, and gifted learners alike. CNCA also offers each teacher opportunities to select off-site workshops or conferences to address their individual content area or professional development needs. On our most recent stakeholder satisfaction survey (6/09) 100% of our teachers strongly agree (57%) or agree (43%) with the following statement: "The professional learning community challenges me to become a more effective, reflective teacher". Due to the complex nature of CNCA's proposed instructional framework (Four Blocks, Bilingual Program, Singapore Math, EL Achieve), the professional learning community we will create must support all teachers' needs to achieve our goals for all students. Our organizational track record of success with creating powerful adult learning communities garnered the California Distinguished Schools Award in 2010.

Please see Attachment 2: Teacher Professional Development Calendar

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[19] Schmoker, Mike. Results Now. 2006.

6. SERVING SPECIALIZED POPULATIONS *(4 pages + attachments)*
6A. SPECIAL EDUCATION

Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.

CRES #14 is a K-8 general education campus that will offer special education services to students who qualify per student IEPs and will employ highly qualified special education teachers to provide academic services for those who require support in a collaborative model. To provide students with the Least Restrictive Environment, Resource Specialists will assist the general education teachers in meeting students' needs through a combination of co-teaching, consultation, collaboration in the general education classroom, and pull out models in the school's Learning Center to help achieve IEP goals and access grade level standards. Students with a higher level of need will be placed in appropriate Special Day Classes. These classes will serve students with the highest academic needs and will be staffed with highly qualified special education teachers and aides. The students in Special Day Classes will be mainstreamed for specific subject areas as determined by the IEP team.

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. Scaffolded lessons, small group, and individual instruction will also be provided for students who need more support. On an ongoing basis, summative and formative assessments will be used to measure progress toward grade level standards and IEP goals. Additionally, assessment data will be reported to parents quarterly and at IEP meetings.

Compliance
When a student has been referred for a special education assessment, CRES #14 will follow all federal, state, and local district timelines. CRES #14 will document the "Request for Special Education" form and provide the parent with a Welligent generated "Special Education Assessment Plan." 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 to the school.

All staff responsible for implementing the student's program, including substitute teachers, have access to 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 in partnership with its Special Education Local Planning Agency.

The Modified Consent Decree Review Team will meet regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed.

Instruction
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. 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. 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. Teachers will carefully monitor student progress, gather information on the student and determine whether or not the interventions have successfully met student needs.

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 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 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 will be reviewed with the parent and consent will be 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.

Assessment
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.

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 will document alternative assessments.

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 an 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 findings, and determination concerning effects of environmental, cultural or economic disadvantage. The school psychologist's report will include whether or not 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.

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.

Supports and Services
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 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 will 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.

CNCA will contract with a licensed occupational therapist to assist students in reaching their fine motor goals and desktop activities and a licensed physical therapist to assist students with gross motor skills and goals listed in their IEPs. CNCA also contracts with an adaptive PE teacher who will assist in modifying the PE and dance curricula 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.

CRES #14 will contract with LAUSD for 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.

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.

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.

Please see Appendix D: Service Plan for Special Education.

7. PERFORMANCE MANAGEMENT *(2 pages + attachments)*

7A.PERFORMANCE GOALS AND METRICS

Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

Not required to respond (according to LAUSD Innovation and Charters Schools Division)

7B.RATIONALE

Discuss why the proposed school will track the mission-specific indicators selected.

Not required to respond (according to LAUSD Innovation and Charters Schools Division)

COMMUNITY INVOLVEMENT

8. COMMUNITY ANALYSIS AND CONTEXT *(3 pages + attachments)*
8A. DESCRIPTION

Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

Description of Community
CRES #14 will serve the Echo Park community. Most of the residents of this area are immigrants from Mexico or Central America whose children have historically not gone on to obtain college degrees. Many of the students that we will serve will be transfers from the surrounding community schools: Rosemont Avenue Elementary, Union Avenue Elementary, Lake Street Primary Center and local middle schools. The students from the elementary schools are almost 90% Hispanic, 91% are eligible for free or reduced lunch, and 53% are English Learners.[20] Additionally, 21% of the children in Echo Park come from single family homes. [21]

Strengths, Assets, Values
The Echo Park community has many strengths which can be leveraged to ensure CRES #14 will be a high-performing school serving the needs of the students in this community. One of these strengths is the performance of the local elementary schools in the community. Two of the feeder schools for CRES #14 are Rosemont Ave. and Union Ave. Elementary, both of which have achieved steady gains in their API scores over the past five years.

API Growth

Rosemont Ave. and Union Ave. increased their API scores by 46 and 56 points, respectively, during this time.[22] It is clear that the Echo Park community and its local elementary schools are committed to improving the quality of education. CNCA embraces this charge and is wholeheartedly committed to contributing to this upward trajectory in Echo Park, thus increasing the number of students in the community who pursue a college degree.

Another strength of the Echo Park community is the sense of community involvement that exists in this neighborhood. In seeking to actively engage with the community for input on the development for this plan, CNCA presented our organization, track record and proposal elements for CRES #14 to the Echo Park community at multiple meetings:

- Greater Echo Park Elysian Neighborhood Council (GEPENC)
- GEPENC education committee meeting
- GEPENC Public School Choice town hall meeting
- Echo Park Community Action Committee (EPCAC)

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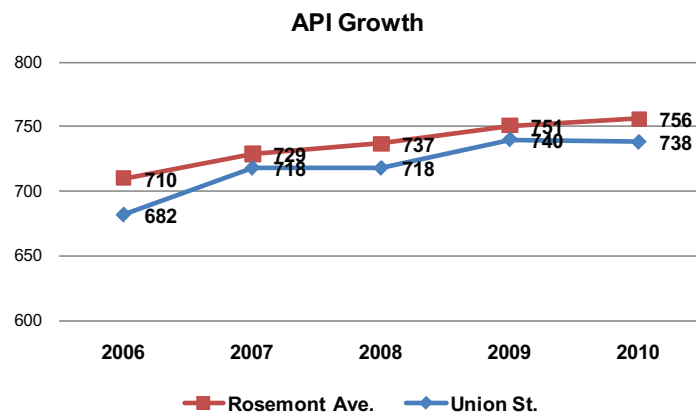
[20] Source: CA Dept of Ed: DataQuest.
[21] Source: Los Angeles Times, Mapping L.A.
[22] Source: CA Dept of Ed: DataQuest.

- Community meeting at the Echo Park Episcopal Cathedral, hosted by CNCA
- Community meeting at the Camino Nuevo High School, hosted by CNCA
- LAUSD's School Plan Community Conversations at Union Ave. Elementary School

Through these multiple community meetings, parents and community members have shown their dedication to the education of the children of Echo Park, as they articulated the educational needs their children have and how CRES #14 could best meet those needs. CNCA will be able to leverage this high level of community input and involvement from parents and concerned citizens to ensure that CRES #14 will be a school which reflects the needs of the community.

Critical Needs

Despite the strengths described above, the Echo Park community also faces significant challenges, as it is one of the most densely populated and underserved communities of Los Angeles. The census tracts show that the challenges faced by this community include the following:[23]

- Foreign born residents represent 53% of the community, compared with 11% in the U.S.
- 28% are not fluent in English (speak English "not well" or "not at all")
- Almost 30% live below the poverty level
- 21% of families are single parent households
- Among the highest percentage of severe overcrowding in the city

Although local elementary schools are continuing to show increased academic performance, Rosemont Ave. and Union Ave. both did not meet federal Adequate Yearly Progress requirements in 2010, and are in Year 1 and Year 2 Performance Improvement status, respectively. To compound this issue, the performance of the schools in this neighborhood declines significantly when students transition to secondary schools, where every neighborhood middle and high school scored below the LAUSD API average. In fact, Belmont Senior High, one of the high schools that serves the Echo Park community, has a graduation rate below 50% and is considered a drop-out factory.[24]

Finally, we understand the challenges and controversy within the community which arose during the process of identifying a site for the school. We are committed to bringing the community together to heal the damage and foster full support of the Echo Park community as we move forward toward a shared vision of academic excellence in the community that prepares all of its youth to succeed and increases their quality of life for multiple generations.

Rationale

CNCA has a geographically focused, place-based strategy, with the goal of providing the best education to as many students as possible within the Greater MacArthur Park community. For the past ten years, CNCA's goal has been to bring the highest quality educational choices to families, to improve the quality of life for its students through a solid educational foundation, and to strive for a positive impact in the neighborhoods we serve. We fundamentally believe that for every child we graduate with a rigorous college preparatory education, we not only provide that child with a wealth of opportunities but we impact all future generations and break the cycle of barriers caused by poverty. CRES #14 provides CNCA with an opportunity to positively impact the lives of hundreds of additional children and families in a community where we have been

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[23] Los Angeles Times, based on US Bureau of Census, 2000
City-Data.com
[24] 2008 NCLB 4 year graduation rate, CDE website: http://dq.cde.ca.gov/dataquest/

working and transforming for over ten years. With the highest college-going rate of any school in the community, we know well the challenges of working with families and students to ensure academic proficiency and college preparation by the eighth grade. With each new graduating class, we also take great pride in the rewards our students reap as they become the first in their family to access higher education.
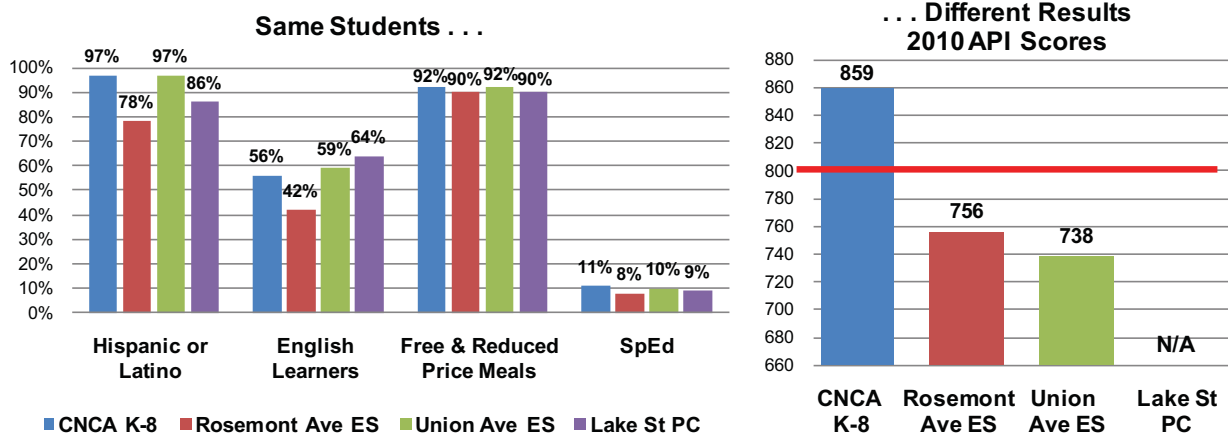
During the multiple community meetings CNCA has attended, the parents of Echo Park communicated that they want a school where their children will gain the skills to succeed academically, where their children will be safe and nurtured, and where they will have access to enrichment programs. CNCA will ensure that CRES #14 meets these needs:

- Because over half of the students at CRES #14 are expected to be English Learners, CNCA will implement a Bilingual Program coupled with Systematic English Language Development. The Bilingual Program at CNCA is a research-based program designed to build academic fluency in both Spanish and English, and has been proven to be successful at existing CNCA schools..
- CNCA also realizes that the needs of children and families of the Echo Park community extend beyond academics. As such, we have partnered with a number of organization to provide off site support services to students and families such as PAJA Medical Center to provide free access to a community medical clinic that delivers primary care services and health related education to the families of CRES #14 and the Echo Park community.
- Finally, CNCA will leverage the resources within our community to support students, which include infusing the arts into academic programs, exposing students to the visual and performing arts at an early age, and continuing their arts education as they get older.

8B.BACKGROUND/SUPPORT

Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

CNCA's founder, Philip Lance, began working with residents of the Echo Park and MacArthur Park communities in 1992 to find ways to address the severe economic and social problems in the area. Eventually, Mr. Lance determined that the only long-term solution to significantly improving the quality of life for the people of this community is to provide the children with the highest quality education, and founded CNCA in 2000.

Same Students . . .

CNCA K-8 · Rosemont Ave ES · Union Ave ES · Lake St PC

**. . . Different Results
2010 API Scores**

Since 2000, CNCA has successfully served the families of this community by providing the highest-quality education to their children. The demographics of the students at CNCA's current schools are very similar to those who will be attending CRES #14, and CNCA has been able to achieve ground-breaking academic results with this population of students. In 2010, CNCA's K-8 schools were recognized as California Distinguished Schools, received the Title I Academic Achievement Award from the California Department of Education, and earned an API score of 859, shattering the state goal of 800.

CNCA's leadership team understands the complex needs of the communities we serve. Our leadership team has extensive experiences that it will bring to CRES #14, having served as teachers, administrators and community organizers in this area for over a decade. Much of our team also lives in the area and is deeply invested in the success of the community and all of its students.

Partnerships
An indispensable contribution to CNCA's success has been the community partnerships that have provided vital support and supplemental services to CNCA students. These partnerships will extend their services to CRES #14 students, including community based organizations, non-profit service providers, health service provides and enrichment partners. We have developed ongoing partnerships with multiple community groups in the arts, health, and social services arenas. These partnerships not only benefit the school, the teachers, students, and their families, but it also benefits the organizations that participate and the community as a whole.

Organizations that have pledged support for CNCA include:

- Academy of Business Leadership
- Alumi
- Atlas Family Foundation
- Big Brothers Big Sisters
- Center for Non-violent Education and Parenting
- Centro Latino for Literacy
- Didi Hirsch Community Mental Health Center
- ExED
- Gabriella Axelrad Education Foundation
- Inquilinos Unidos
- Junior Achievement
- Latino Family Literacy Project
- Los Angeles Child Development Center (LACDC)
- Los Angeles City College (LACC)

- Los Angeles Philharmonic
- Los Angeles Universal Preschool (LAUP)
- Low Income Investment Fund (LIIF)
- National Council of La Raza (NCLR)
- P.S. ARTS
- PAJA Medical Group
- Playworks
- Pueblo Nuevo Development
- Rampart LAPD
- Relational Center
- Royal Dining
- Spark
- Teach for America
- UCLA School of Nursing
- Wells Fargo
- Youth Policy Institute

Please see Attachment 3 for letters of support from CNCA's community partners.

9. COMMUNITY ENGAGEMENT STRATEGY *(2 pages)*
9A.ENGAGEMENT PLAN
Explain the team's vision for engaging the community and the underlying theory that supports it.

CNCA fundamentally believes that parents play a transformative role in their child's education, no matter what language they speak, level of education attained, or income earned. By providing their child with consistent love and affection, developing healthy communication channels, nurturing problem-solving skills, and serving as a support network, parents instill in their children the ability to take risks, persevere, and accomplish the impossible. Parents are our most powerful partners on the college-bound path. The underlying theory is based on the common knowledge that it does indeed take a village – a community to educate a child.

Parents as Partners
Research suggests that parents who actively engage in their child's classrooms display increased, consistent commitment to their child's education (Stern, 2003). Childs Trend Data Research (2003) examines trends in parental involvement and concludes that students with involved parents have fewer behavioral issues and are more likely to complete secondary school. Rather than approaching parent participation as a one-shot volunteer opportunity, CNCA seeks to develop partnerships with parents around all aspects of their children's educational lives. To reach this objective, CNCA has developed a strong Parent Program that strives to develop creative and innovative strategies to encourage families to advocate for their child's academic success and extend the learning process at home. CNCA's Parents as Partners program will engage the parents in the school community in the following ways:

- **Site Based Council** – Parent representatives will play an integral role in CRES #14's Site-based Council, which provides recommendations to the principal on key issues such as budgeting, curriculum, school policies, and the general direction of the school.
- **Regular Communication** - Administrators will make daily efforts to communicate with parents or guardians, which include an open-door policy for all school leadership team members, monthly assemblies with the principal, and weekly family newsletters.
- **Parent / Teacher Conferences** – Parents will also have formal opportunities to discuss their child's academic progress with teachers during Parent / Teacher conferences. 97% of CNCA parents have attended at least two parent conferences each year for the past three years, and we expect similarly high-levels of parent engagement at CRES #14 as well.
- **Parent Education Programs** – CNCA strives to educate our parents regarding the public education system and college going process through our College Knowledge workshops, which walk parents through all aspects of the college going process, from financial aid, to admissions requirements, to the social and emotional challenge of attending college.
- **Parent Surveys** – Parents play a vital role at CNCA schools, and are provided with the opportunity to give direct feedback to School Administrators via an end of the year survey. This feedback will help administrators identify areas of improvement for CRES #14.

9B.KEY COMMUNITY PARTNERSHIPS
Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships.

Knowing that many of our students will be the first in their family to attend college, and few have experiences with or exposures to these path, CNCA partners with an array of organizations to

provide our students with additional leadership and mentoring opportunities beyond the classroom. We have found these experiences to be the very inspiration students need, especially those who find themselves reading below grade-level and/or struggle with academics.

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

Arts Programs:
- *Los Angeles Philharmonic* – provides weekly music classes to CNCA students, who learn developmentally appropriate musical concepts and vocabulary.
- *The Gabriella Axelrad Education Foundation* – provides CNCA students with daily dance instruction, and also provides community classes in the evenings and on weekends.
- *P.S. ARTS* – provides weekly theatre and visual arts classes to students.

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

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

Enrichment:
- *Academy of Business Leadership* – CNCA students work on projects related to the stock market, finance and entrepreneurship during a seven-week Summer Business Institute.
- *Playworks* – works with students to promote safe play and to keep them active.

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

Responsibility for Managing Partnerships
A designated CNCA staff person will be responsible for cultivating and managing all community partnerships. It is our intent to use the PSC implementation phase to continue our partnerships with the community groups above, as well as establishing new partnerships to meet the comprehensive needs of students and families residing in the area. These partnerships will be based on our place-based approach to community development that we have successfully established at all of our campuses.

GOVERNANCE, OVERSIGHT AND LEADERSHIP

10. SCHOOL GOVERNANCE AND OVERSIGHT *(5 pages + attachments)*
10A. SCHOOL TYPE
Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

CNCA has over ten years of experience operating high-performing independent charter schools authorized by LAUSD in the Greater MacArthur Park community, and is applying to *operate CRES #14 as an independent charter school* as well. CNCA has opened four independent charters schools, the most recent being Jose A. Castellanos K-5 Elementary School (CRES #15), which opened in August 2010 as a result of Public School Choice 1.0. The autonomies afforded to independent charter schools have played a key role in CNCA's success, and we believe these autonomies will allow CNCA to successfully operate CRES #14:

- **Extended Learning Time** – Flexibility in scheduling will allow CRES #14 to operate an extended day and a longer school year, which will provide these students with additional learning time. As a comparison, the 2010-11 school started on August 18, 2010 for CNCA schools, while LAUSD schools started on September 13, 2010, a difference of 18 additional instructional days for CNCA students.
- **Tailored Curriculum** – With the autonomy to implement any curriculum based on California State Standards, CNCA will implement a Bilingual Program at CRES #14 to serve the 53% of CRES #14 students who are English Learners achieve academic proficiency at or above grade level in Spanish and English. The Bilingual Program and curriculum is based on the California State Standards for academic achievement, builds on the Spanish language that students bring to school, and is a vehicle for creating bilingual and bi-literate students who are optimally prepared for life in a linguistically diverse world.
- **Cutting-Edge Professional Development** – As an independent charter school, CRES #14 will be able to schedule professional development sessions for teachers to collaborate with each other, share best practices, and improve their craft as professionals. Teachers will meet for at least two hours of professional development each week, and will also have several all-day PD sessions with the entire CRES #14 staff, or with the incredibly talented teachers found throughout the Camino Nuevo network, which will provide an additional source of professional development and support.
- **Superb Human Capital** – The CNCA network has been able to attract not only highly qualified teachers for every position, but also deeply committed and incredibly talented teachers committed to excellence. CNCA's ability to hire the best teachers with the appropriate credentials is key to CNCA's success, and this autonomy will ensure that we will staff CRES #14 with teachers who are experts in their field and who embody CNCA's values and culture. Our teachers are organized as an affiliate of the California Teachers Association (CTA). They do not belong to the United Teachers of Los Angeles (UTLA), and CNCA is not required to place any teachers laid off from other schools.
- **Budget Autonomy** – A critical aspect of being an independent charter school is that CNCA schools receive categorical funding as a block grant. This will enable the principal to allocate these funds to best meet the specific needs of the students at CRES #14. As an example, with input from the Site Based Council, the principal can decide to shift resources from one budget category to hire an additional bilingual coordinator who can better serve the high population of English Learners at CRES #14. This budget flexibility would not exist at a

traditional LAUSD public school because much of the categorical funding must be spent on specific programs, regardless of the actual needs of the school.

- **Direct Funding** – At a traditional LAUSD public school, funding from the state and federal government is disbursed through the Los Angeles County Office of Education (LACOE), and then to LAUSD. LAUSD takes a portion of these funds to cover the overhead costs of the LAUSD central office, before sending the remaining funds to the schools. As an independent charter school, funding from the state will flow through LACOE, and then directly to CRES #14. As a result, CRES #14 will receive more funding that will go directly into the classroom than traditional public schools in LAUSD.

10B. APPLICANT TEAM CAPACITY

List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The CNCA leadership team has significant experience opening and operating high-performing charter schools. CNCA currently operates four charter schools and an early childhood education center which combined serve over 2000 students, and have achieve tremendous academic results. This development team has extensive experience and expertise in the fields of teaching, school leadership, community organizing, facilities development, fundraising, operations, and human resources. The knowledge and expertise of the CNCA leadership team will ensure that CRES #14 will be a success. The leadership team consists of:

- **Ana Ponce,** *Chief Executive Officer –* Originally from Mexico, Ms. Ponce grew up in the Pico Union neighborhood of Los Angeles, the neighborhood where her schools are located. An alumnus of Teach for America and a veteran of the California charter school movement, she spent 3 years in the classroom before becoming one of the founding teachers and administrators at one of the first ten charter schools in Los Angeles, The Accelerated School in South Los Angeles. Under her instructional leadership, The Accelerated School was named elementary school of the year by *Time Magazine* in 2001. Ms. Ponce has a master's degree in Bilingual-Bicultural Education from Teachers College, Columbia University, a second master's degree from UCLA and is a candidate for a Doctorate in Education from Loyola Marymount University.
- **Philip Lance,** *Co-founder & President of the CNCA Board –* is a nationally recognized leader in the field of community development with extensive experience in community organizing, fundraising, and nonprofit management. Mr. Lance serves as the executive director of Pueblo Nuevo Development, a non-profit community development corporation dedicated to serving the residents of the Greater MacArthur Park neighborhood. In this capacity, he has raised over $15 million to help build CNCA school facilities. Mr. Lance began his career as a minister in the Echo Park Episcopal Church. He has a B.A. from Wheaton College and a Master of Divinity degree from the General Theological Seminary. He is currently a doctoral candidate in clinical psychology at Pacifica Graduate Institute.
- **Atyani Howard,** *Chief Academic Officer / Principal, Burlington K-8 Campus –* Mrs. Howard has been a teacher and administrator at CNCA since 2002. During her tenure as principal, CNCA has won the Title 1 Academic Achievement Award, the California Association of Bilingual Education Seal of Excellence, and the California Distinguished Schools award. In her role as principal, Mrs. Howard combines her passions for urban education and teacher professional development to ensure that all students are prepared to

engage a college preparatory curriculum upon culmination. Mrs. Howard began her teaching career in the Chicago Public School District in 1997. She has taught 4th – 8th grades, and college courses as an adjunct faculty member at Roosevelt University and Harold Washington College in Chicago.   Mrs. Howard earned a B.A. with honors in Multicultural studies and English, and an M.A. with honors from Northwestern University.

- **Hoa Truong,** *Chief Operating Officer –* Mr. Truong began his career as a strategy and business consultant at Arthur Andersen, working with various Fortune 500 clients. As a consultant, he also worked on various projects at LAUSD for 15 months. After four years at Arthur Andersen, he attended the UCLA Anderson School of Management and earned his MBA. Upon graduating, he worked in Strategic Marketing for an audio visual services firm in Long Beach. He also joined KIPP Los Angeles College Preparatory School as a Founding Board Member, where he served as the school's Board Chair. Before joining CNCA, Mr. Truong spent five years at Green Dot Public Schools as the Vice President of Operations.

- **Mary Funaoka, Ed.D.,** *Director of Academic Affairs* – Dr. Funaoka began her career with Teach For America teaching high school English and AVID in Lynwood, where she also served as an AVID coordinator, department chair, summer intervention coordinator, and teacher on special assignment. She continued her work in education as a literacy coach for Urban Education Partnership where she supported middle school teachers in LAUSD's District 7. Dr. Funaoka received her B.A. in English from UCLA, earned a M.A. in Education from Loyola Marymount University and recently completed her doctorate in Educational Leadership with a concentration in Teacher Education in Multicultural Societies at USC.

- **Margaret Domingo,** *Director of Human Resources* – Ms. Domingo came to CNCA in 2004 and is responsible for the HR management at all CNCA sites. Prior to joining the CNCA team, Ms. Domingo worked in the Human Resources and Accounting Department for Warner Bros Entertainment. She also has experience as a peer counselor and mentor for high school and middle school students in the Los Angeles and Crenshaw districts. Ms. Domingo was also active in grassroots organizations, including the Service Employees International Union where she campaigned for the rights of Latino and Korean immigrant workers. She graduated with a B.A. in Political Science and minor in Chicano Studies from UCLA. She earned her certificate in Human Resources from Loyola Marymount University and also has a Professional Human Resources certification.

- **David Partida, CNCA Parent and Pueblo Nuevo Development Board Member –** Mr. Partida was raised in the Echo Park neighborhood and currently lives near MacArthur Park. He joined the PND Board in 2004, and is a visual arts teacher for P.S. Arts, which provides weekly theatre and visual arts classes to students in disadvantaged communities. Prior to this, he taught fourth grade at CNCA for three years. He has also worked with nonprofit community organizations such as M.A.L.D.E.F., United Farm Workers, and El Centro del Pueblo. He received his B.A. in La Raza Studies from San Francisco State University and is near completion of the Multiple Subject Credential program at Cal State Los Angeles.

- **Estela Sandoval, Cotsen Fellow and Teachers' Union Co-President –** Ms. Sandoval began her teaching career in 1999 in Lynwood, CA where she taught 2nd grade through the Teach for America program. In 2002, Ms. Sandoval came to CNCA to teach Kindergarten and 1st grade, and has been a CNCA teacher ever since. Ms. Sandoval earned a B.A. in Political Science from U.C. Berkeley and an M.A. in Elementary Education from Loyola Marymount University. She is also a National Board Certified Teacher in Early and Middle Childhood Literacy.

10C. SCHOOL GOVERNANCE AND OVERSIGHT

i. ***Autonomy:*** *How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?*

CNCA is committed to developing working and learning environments where all stakeholders actively engage in co-creating the community they are a part of. To realize this goal, the school's academic, professional and outreach programs integrate strategies to disseminate information and data, obtain feedback, and engage stakeholders in the various levels of decision making.   CNCA maintains a proven track record of engagement across stakeholder groups. All CNCA schools share the following attributes, which ensure that a culture of shared leadership and decision-making focused on high student performance exists on each campus:

Organizational Dashboard – CNCA has developed an organizational dashboard which measures the academic, operational, and financial performance of all our schools. By jointly agreeing on the short-term and long-term performance metric expectations, each CNCA school receives a great deal of support to meet these expectations but is ultimately given total flexibility to develop and execute school site plans that will realize the dashboard performance goals. This dashboard is monitored by the CNCA Board of Directors, Home Support Office, principals, and school staff. A summary of the CNCA dashboard is below, and a more detailed version of the dashboard can be found the Supplemental Application, Organizational Capacity section.

CNCA Organizational Dashboard	1 year goals	5 year goals
Graduate students prepared for college success and civic engagement		
% of college graduates within the Greater MacArthur Park community	34%	40%
CNCA 4-yr college acceptance rate (%)	90%	95%
Subsequent college graduation rate (%)	N/A	80%
A. Provide high quality education with high expectations		
B. Prepare students for choices in higher education & professional career options		
C. Recruit & retain quality educators who implement & share best practices		
D. Operate in a financially sustainable manner		

Semi-monthly business/team meetings – one of the autonomies that will be afforded to CRES #14 as an independent charter school is that the principal and school faculty have the forum to make difficult and high impact decisions that best meet the needs of their students. These decisions range from budget development to enrichment programming. As such, the entire staff will attend semi-monthly business meetings where they are updated on the operations of the school, and will have an opportunity to provide input into key budgetary and programmatic decisions affecting the school.

Stakeholder surveys – Every school year, CNCA will administer mid- and end-of-year stakeholder satisfaction surveys where teachers, classified staff, parents and students will have the opportunity to provide feedback on the school and administrators. Survey results will be distributed to the leadership team to analyze, share with stakeholders, and use to develop actionable growth plans. At existing CNCA schools, this survey data has yielded invaluable information to site leadership teams detailing strengths, priorities, and areas for growth.

Upward evaluations – As a part of CNCA's 360 degree evaluation process, school staff who report directly to the principal will be able to provide direct, anonymous feedback to the principal in the form of an upward evaluation. The CAO or CEO will use this feedback as an important

data point in evaluating the principal's overall performance. CNCA believes the ability to provide upward feedback helps to foster a feedback-rich culture at all levels of the organization, including teachers, school leaders, and CNCA senior management. The goal is to support all leaders by capitalizing on strengths and addressing weaknesses in order to drive our individual and collective performance to better serve all students.

> ii. **School Level Committees:** *Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.*

Board of Directors – As an independent charter school, the CNCA Board of Directors will have ultimate responsibility for oversight of the academic success of CRES #14. They will hold the CEO, CAO and principal accountable for achieving academic gains and performance goals by monitoring progress on the organizational dashboard comprised of key academic, operational, and financial metrics.

Site-Based Council – CRES #14 will have an on-site advisory governance board consisting of the principal, elected parent representatives for each grade level, teachers elected by grade level or discipline, classified staff representation, the student body president, and local community members. The Site-based Council will provide suggestions and recommendations to the site leadership on issues including budgeting, curriculum, school policies, school / community participation, and the general direction of the school.

Parent Engagement: Rather than approaching parent participation as a one-shot volunteer opportunity featuring a string of disconnected activities, CNCA strongly believes that parents must be partners in the educational process and offer high-quality family services, including a comprehensive parent workshop program and health case management for families in need. The school will build an infrastructure around parents as partners. As volunteers, learners, advocates, and leaders, parents will be a constant presence at our school. It is the goal of CNCA to foster an environment of social and cultural inclusion for all families.

> iii. **Governing Council:** *Describe the composition of the Governing Council and the process for membership selection.*

CRES #14 will have an on-site advisory governance council, the Site-based Council, consisting of the principal, elected parent representatives, teachers elected by grade level and/or discipline, classified staff representation, the student body president, and local community stakeholders. The Site-based Council will provide suggestions and recommendations to the site leadership, the CEO and/or to the Board of Directors on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of the school.

The Site Based Council members will be elected on a yearly basis and serve for a term of one school year. The by-laws will be developed during the first year of operations by the founding council.

11. SCHOOL LEADERSHIP *(3 pages)*
11A. PRINCIPAL SELECTION

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

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

All principal candidates will go through an extensive interview process that will include:

1. **1st Round Interview** – Candidates will be asked a series of questions about their background, their educational philosophy and their leadership style to ensure that it is aligned with our mission and vision of the school.
2. **2nd Round Interview** - During this round, we will focus on instructional leadership. Candidates will be asked a series of questions about their track record, their ability to analyze data, and beliefs on accountability, collaboration and culture.
3. **3rd Round Interview:** The 3rd round interview will consist of a data analysis. Each candidate will be given a list of dashboard goals three days prior to the interview. They will be asked to develop an action plan for the first 100 days of school around these dashboard goals, and will discuss this plan during the interview.
4. **Final Round Interview:** The final interview will include a Town Hall meeting where parents, teachers, and other site administrators will have an opportunity to ask the candidates questions. After the Town Hall meeting, candidates will meet with Board members and then have a final interview with the Senior Management Team.

We have a pool of highly qualified internal candidates who will be considered to serve as a school leader. We also intend to recruit externally for the position using various websites and job fairs to ensure a candidate is selected by March 2010. Please see Attachment 4: Principal Job Description.

The recruitment, selection and hiring process for the Principal will be as follows:

Recruiting Process	Responsibility	Timing
Search committee is developed, including current CNCA principals, teachers, classified staff, parents, and CNCA senior management	Director of HR	December
CRES #14 principal job description is posted	Director of HR	February
Resume screening	Director of HR	February
1st round interviews	Director of HR and Director of Academic Affairs	February
2nd round interviews	CAO, CEO and site administrators	February
3rd round interview: Data Analysis	CNCA Principals	March
Final round interviews: Town Hall with multiple	Parents, Teachers, Board	March

stakeholders	members and CNCA senior management	
Search committee makes recommendation	Search committee	March
CEO announces school leader	CEO	March

11B. LEADERSHIP TEAM

Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

Other leadership positions proposed for CRES #14 include two Assistant Principals, a Dual-Literacy Coordinator and a Parent Coordinator. The leadership team will work together to:

1. Effectively communicate the mission and vision of CRES #14
2. Collect and use data to identify goals, reflect upon instructional effectiveness and promote professional learning.
3. Facilitate a system that ensures alignment of curriculum, instruction and assessment
4. Effectively foster a team oriented culture among staff
5. Engage parents in their children's school experience

Team members will share a commitment to ensuring that the best curricula are in place and that exemplary instruction is taking place in every classroom. At the beginning of each year, the site leadership team and staff, led by the principal, sets dashboard goals in the following areas: English Language Arts (ELA), math, staff satisfaction, parent satisfaction, college awareness, student attendance, and staff retention. The purpose of these goals is to ensure all stakeholders share the same high expectations for how all stakeholders will be supported. Each quarter, the staff revisits the ELA and Math goals through the benchmark assessment process. At the end of the year, stakeholder survey results and other key data are compiled to monitor the dashboard goals that were set at the beginning of the year.

11C. PRINCIPAL EVALUATION

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The principal will be evaluated using a 360 degree leadership evaluation process. The goals of the 360 degree leadership evaluation process are to:

1. Communicate explicit performance standards for all schools leaders
2. Focus school leaders on instructional and organizational goals.
3. Promote, support and document growth throughout the school year.
4. Compliment the California Professional Standards for Education Leaders (CPSELs).

The principal will be evaluated the Chief Academic Officer during a mid-year and end-of-year evaluation process, comprised of the following components:

- **Goal Setting** – Develop annual school-wide goals with the CAO by the end of September aligned to support meeting the organizational goals.

- **Survey Feedback** – CNCA will administer mid-year and end-of-year stakeholder satisfaction surveys where teachers, classified staff, parents and students will have the opportunity to provide feedback on school culture, administration, working conditions, academic program, professional development, etc. The surveys will maintain strict confidentiality and survey results will be aggregated and distributed to the school leadership team to analyze, share with stakeholders, and use to develop actionable growth plans.
- **Upward Evaluations** - The principal will also receive feedback twice a year in the form of upward evaluations from their direct reports (school leadership team).
- **Secondary Evaluations** – The principal will select two secondary evaluators (ex., grade-level lead teachers) to provide formal feedback on their performance twice a year.
- **Self-Assessment** – Using the multiple points of data above, the principal will reflect on his or her own performance and complete an self-assessment, to be shared with the CAO.
- **Primary Evaluation** – Through this 360 degree evaluation process, the CAO will take all of the feedback received from multiple stakeholders to complete a comprehensive evaluation for the principal twice a year.
- **Close Feedback Loop** – Within two weeks of receiving the primary evaluation, the principal will take the feedback received from all stakeholders and formally respond to it by identifying next steps to address areas of improvement.

CNCA believes this process will create a feedback rich culture that will support our leaders by capitalizing on strengths and addressing weaknesses in order to drive our individual and collective performance to better serve all students.

12. STAFFING *(5 pages)*
12A. STAFFING MODEL

Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

CRES #14 will be fully staffed in year one with all certificated and non-certificated positions filled by September 1, 2011. In addition to the school site staff, CRES #14 will be heavily supported during the start-up phase by the designated CNCA Home Support Team with outreach and enrollment, recruitment and hiring, professional development, purchasing and financial planning, and all facilities related operational and logistical needs. The proposed staffing is very intentional to the vision and instructional program beginning with hiring more teachers to maintain smaller class size rations and including an administrative team with the expertise and skill set to execute on the proposed plan.

CNCA seeks to hire highly-qualified teachers, staff and leaders who are committed to our mission and embody an unwavering belief that all children can reach the high expectations we set for them. We recruit teachers who take personal responsibility for their students' academic performance and work to overcome barriers that are outside of their control, such that their students are truly college ready, college bound. We seek teachers who view teaching as a craft and take ownership for their work. The Principal will have two assistant principals to effectively manage all instructional and enrichment programs/initiatives within the K-8 span and ensure a personalized learning experience for every child. The decision to staff a dual-literacy coordinator will ensure that our teachers receive quality professional development aligned with the needs of English Language Learners and successful implementation of the bilingual program. The dual-literacy coordinator will not only support teachers, but also monitor the bilingual program, including assessment, curriculum, and instruction. Moreover, we aim to meet the needs of all students with special needs by including a range of special education teachers and teacher assistants in our staffing model. The students and family provides a critical support safety net to ensure students are ready to learn every day. This position is designed to function as a case manager for students and families in crisis.

The projected enrollment is 638 students, 24 core classrooms, 3 dedicated special education classrooms, and four elective/enrichment classrooms. Student/teacher ratios may vary by grade level depending on enrollment patterns. Therefore, final staffing projections may change to best serve the needs of the actual enrollment at CRES #14.

Grade	Student Teacher Ratio	# of Classrooms
K – 3	22:1	TBD
4 – 5	29:1	TBD
6-8	29:1	TBD
SDC	12:1	2
RSP	28:1	1

STAFFING MODEL FOR CRES #14

Staffing Classification	Position	# of Positions
Certificated	Principal	1
	Assistant Principal	2
	Dual-Literacy Coordinator	1
	Teachers – CORE	31-33
	Teacher – (P.E., Art, Spanish, Intervention)	4
Classified	Office Manager	1
	Office Clerk	1
	Records Clerk/ IEP support	1
	Special Education Assistants	3
	Teaching Assistants	4-8
	Campus Aide	2-4
	Custodians	4
	Library Aide	1
	Student and Family Services Coordinator	1
Total		**56-64**

12B.RECRUITMENT AND SELECTION OF TEACHERS
Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

Criteria Used to Select Teachers
CNCA maintains a professional staff that shares the educational philosophy of the school and are committed to the education of all children. Regardless of their role in the school, every person hired by CNCA will actively help to promote the mission, instructional program and the organizational core values. The recruitment, selection and hiring for CRES #14 will follow existing CNCA practices which have contributed to the selection of highly qualified teachers. We are looking for teachers who have or are able to:

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

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

Teacher Recruitment and Selection Process
CNCA has experienced a great deal of success in recruiting highly qualified teachers. Each year, we receive hundreds of resumes from applicants who are eager to work for our schools, which give us the opportunity to hire excellent teachers committed to the CNCA mission. This is an overview of our recruitment and selection process:

1. **Job posting** – Research and establish job qualifications for open teaching positions. A comprehensive job description will be developed based on the job duties and work basis as outlined in individual employee contracts or in the collective bargaining agreement for certificated teaching staff (all CNCA teachers are unionized under the Camino Nuevo Teachers Association, an affiliate of CTA). A job posting is created and posted on the following websites:
   - Cal State Long Beach School of Education (bilingual educators)
   - California Charter School Association
   - Charter Schools Development Center
   - EdJoin
   - Loyal Marymount University School of Education
   - Pepperdine School of Education
   - Teach for America
   - University of California, Los Angeles School of Education
   - USC Rossier School of Education
   - CNCA Website
2. **Recruitment / Outreach** – CNCA engages in intensive efforts to attract a large and diverse pool of prospective candidates, including:
   - Recruit highly qualified candidates from neighboring school districts
   - Recruit graduates of school leadership programs
   - Participate in various education job fairs
3. **Hiring Committee** – The CRES #14 site leadership team will establish a hiring committee made up of the principal, site administrators, select teachers, and other stakeholders to select the CRES #14 teaching staff.

4. **Resume Screen** – Candidates will apply for a teaching position at CNCA by submitting a resume and completing a CNCA employment application online.   All resumes are carefully screened and reviewed by the hiring committee to determine which candidates are best suited for open positions at the school based on their qualifications. This process will ensure that each core subject teacher will have the necessary California teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of non-core classes must have qualifications consistent with the requirements of state legislation.

5. **1st Round Interview** – Candidates that are selected from the resume screen will go through an extensive interview process. The first step of this process will be an interview with a CRES #14 administrator and the CNCA Director of HR, who will identify candidates who will reinforce the CNCA culture and actively help to promote the mission, instructional program and the organizational core values.

6. **2nd Round Interview** – Candidates will interview with the CRES #14 principal and the hiring committee. This stage in the process will involve data analysis, lesson/unit design and a live demonstration lessons in front of current CNCA students. In preparation for the 2 hour interview, candidates will be given a power standard/grade level so that they can prepare a 20 minute lesson. They will also be given a data set at least 3 days before the interview and they will be asked to produce a 2 week scope and sequence based on the data.

7. **Final Round Interview** – The final round will consists of a group interview. Candidates will be interviewed by grade level team. We will have a mixture of experienced and new teachers at each grade level. During this interview they will be given a data set for a particular grade level and will be asked to collaborate with the other candidates to analyze student achievement data and create an action plan based on this data. This step will important in providing us with some insight on how these candidates will be able to work as a grade level team. Collaboration is critical to the success at CRES #14.

8. **Hiring** – The CRES #14 hiring committee will make a recommendation to the principal on which candidates to hire, and the principal will make the final decision on which candidates to hire. Ideally we would like a balance of both new and experienced teachers at each grade level.

12C. AUTONOMY

How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

As an independent charter school, CRES #14 will have complete staffing autonomy. The staffing plan for the school was developed to intentionally support the implementation of every programmatic aspect outlined in the plan. This staffing plan will create a personalized experience for every students and family at CRES #14.

Our staffing autonomy will help create optimal learning-centered cultures because every leader and teacher will have clear support structures and high expectations to ensure an effective learning environment for all students. Our decision to include, in addition to the school principal, two assistant principals, a dual-literacy coordinator and coordinator of student and family services supports our belief that all student needs should be met with high quality instruction and that parents are our partners in educating students. In addition, Camino Nuevo intends to maximize instruction for our students and deliberately average class sizes at 22 for K-3 and 28 for grades 4-8.

Teachers employed by CNCA at CRES #14 will be represented by Camino Nuevo Teachers Association/CTA/NEA.

The evaluation process and procedures are outlined in the next section: 12D. Evaluation

12D. EVALUATION
Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

Teachers are evaluated using the CNCA Teacher evaluation tool.   The goals of the teacher evaluation process are to:

- To provide both the evaluator and the teacher a formal opportunity to discuss the job tasks/responsibilities and expectations.
- Encourage and recognize strengths.
- Identify and correct weaknesses.
- Discuss methods of improving practice.
- To make the teacher aware of expectations, areas for improvement, and goals for future work performance.
- Provide support

The purpose of teacher evaluation process is to improve the quality of instruction received by students. This process allows and encourages school leaders and teachers to collaborate to improve and enhance classroom instructional practices. At CNCA leaders are in classrooms weekly to provide critical feedback and coaching on an ongoing basis. Support is consistently provided in the form of coaching, teacher led classroom walkthroughs, modeling, peer observations, and high quality professional development.

Teachers are evaluated by the Principal or designee during the mid-year and end-of-year evaluation process. The evaluation process involves preparation, observations, data collection (student data, parent data, etc.), and follow-up. Data collection normally entails informal and formal observations which is preceded by a pre conference and followed by a post conference. An overview of the evaluation process is below:

- **Informal observations** – Informal observations are ongoing. All informal observations may contribute to the evidence used for the mid-year and comprehensive evaluation at the end of the year.
- **Formal observations** – Each teacher will be formally observed at least once during the year; however the teacher may request an additional observation in order to collect evidence of proficiency in any standard. Teacher and evaluator will schedule additional observations at times that are mutually agreeable. The number of times a teacher is observed may vary on an individual basis. Teachers employed by CNCA for at least three consecutive years with satisfactory evaluations (meeting expectations) and site principal recommendation, may negotiate an alternative project to substitute for a formal lesson observation with his/her site principal.
- **Evaluation** – A mid-year evaluation will be completed by the end of the first semester using the standards based evaluation checklist. A comprehensive evaluation will be completed at the end of the year using the same checklist. When a deficiency (defined as "progressing toward meeting expectations" or "limited evidence of progress") is noted at any time in the

year, the teacher will be notified in a timely manner and provided guidance or offered support to correct the deficiency. It is the evaluator's responsibility to document areas of growth after initial findings of need for improvement.

13. FINANCES *(3 pages)*
13A. FINANCIAL SUSTAINABILITY
Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

CNCA school budgets' have historically sustained all core programs and operations within available state, federal and local public funds. All budgets developed include five year projections to ensure longer term programmatic and staffing sustainability. Camino Nuevo schools have a financial track record aligning expenses with the mission as well as toward meeting the academic goals established by each school site.

CNCA has a solid track record of success with fiscal controls as evidenced with nine years of clean audits. The CNCA Board monitors fiscal soundness by reviewing budget vs. actual financial statements and dashboard to monitor actual vs. forecasted cash, income and expenses, enrollment and average daily attendance at every board meeting. The board meets annually with the contracted auditors to review the audit and report on internal controls.

Financial Sustainability: Today, CNCA runs a four-site system which breaks even, with less than 5% of funding from private philanthropy. Factors which contribute to financial stability include:

- **Strong management team that values financial discipline:** CNCA's leadership, including its Board of Directors, has shown strong financial discipline by running a balanced budget for the last nine years. Factors that point to leadership's sense of fiscal responsibility include: 1) limited Home Office Support, 2) minimal fundraising for operational cost, 3) strong financial monitoring and reporting, and 4) clean audits.
- **High student attendance***:* Due to CNCA's high attendance rates (consistently around 95%), CNCA receives a large % of available Federal and State per student funding, allocated based on "Average Daily Attendance" (ADA).
- **Partnerships with community organizations:** *Due to CNCA's "place-based" stra*tegy and strong ties to the community, the organization has been able to receive free or reduced rate services for its students from several organizations.
- **Zero debt:** To date, CNCA has *n*o long-term debt on the balance sheet.
- **Strong record of success with fundraising:** CNCA has successfully raised an average of 5% of *t*he operating budget on annual basis which provide enrichment and supplemental services to students and families.
- **Strong financial systems:** CNCA has developed strong internal systems for financial accountability and reporting.

13B. ADDITIONAL FUNDING
To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

The school will apply for two start-up grants to support start up cost – the High Quality Grant and the federal Public Charter School Start-Up Grant managed by the California Department of Education. No additional funding beyond these grants is needed to implement the proposed plan.

13C.AUTONOMY

Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

Not applicable

13D.BUDGET DEVELOPMENT

Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

Not applicable

IMPLEMENTATION

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14. IMPLEMENTATION *(2 pages + attachments)*
    14A. IMPLEMENTATION PLAN
*What elements of the school proposal will be implemented in the first year? How many years
will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines
the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.*

Please see Appendix G: Implementation Plan

    14B. WAIVERS
For Internal Applicant Teams Only
*If an internal applicant team intends to alter any existing right of teachers provided under the
Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a
waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of
past plan elements that would require waivers are design team placement not according
seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan
element requiring a waiver does not guarantee that the waiver will be secured, as such waivers
are negotiable.*

*All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as
well as consult with the UTLA Chapter Chair at your school site for more information. You may
also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.
Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to
support and ensure the successful implementation of your proposed school. Complete and
attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The
form will be available on the Public School Choice website in the coming weeks.*

Not applicable

SUPPLEMENTAL APPLICATION
NETWORK PORTFOLIO AND PERFORMANCE

1. PORTFOLIO OF SCHOOLS *(2 pages)*
Please provide an overview of the schools/campuses within your portfolio. Please include the following:
   a. *Number of school(s)/campus(es) and total number of students served;*
   b. *Cities or communities served;*
   c. *Grade levels served;*
   d. *Unique school themes or models in your organization*
   e. *Type of schools in your portfolio (e.g., Charter, Network Partner, etc.)*

Camino Nuevo Charter Academy (CNCA) operates five schools within the Greater MacArthur Park community, serving over 2000 students Pre-K through 12th grade. This community is one of the most densely populated and underserved communities of Los Angeles. The census tracts show that the severe challenges faced by this community include the following:

- Highest non-fluency in English (40-66% speak English "not well" or "not at all)
- Foreign born residents represent 61% of the community, compared with 11% in the U.S.
- Greatest concentration of single parent households (50-88%, over twice the city average)
- Annual median income within this district is the lowest in Los Angeles at $11,475
- Highest percentage of severe overcrowding in the city

CNCA operates four charter schools chartered through LAUSD in this community serving students in the K-12 grades, and one pre-school serving Pre-K students:

Campus	Grades	# of Students Served*	Year Opened	SBE Charter Code	Address
Burlington	K-8	529	2000	0293	697 & 653 S. Burlington Ave Los Angeles, CA 90057
Harvard	K-8	465	2010	1231	635 South Harvard Blvd. Los Angeles, CA 90005
High School	9-12	442	2004	635	3500 W. Temple St. Los Angeles, CA 90004
Early Childhood Education Center	Pre-K	120	2004	N/A	661 S. Burlington Ave Los Angeles, CA 90057
Jose A. Castellanos (aka CRES #15)	K-5	490	2010	1212	1723 Cordova St. Los Angeles, CA 90007
Total		**2046**			

* As of October 15, 2010

Bilingual Program
CNCA has implemented a highly successful Bilingual Program at its Burlington K-8 and Castellanos K-5 (CRES #15) campuses, which is designed to help students achieve academic proficiency at or above grade level in Spanish and English. The Bilingual Program plan aligns with the school's mission to create literate, critical thinkers, and with our instructional vision to close the achievement gap by providing rich and rigorous academic instruction. The Bilingual Program and curriculum is based on the California State Standards for academic achievement,

builds on the Spanish language that students bring to school, and is a vehicle for creating **bilingual** and **bi-literate** students who value and take pride in their linguistic and cultural heritage and are optimally prepared for life in a linguistically diverse world.

Partnering for Arts Education
CNCA is dedicated to partnering with the local arts community to provide a foundational arts program for our students. Our efforts to leverage the resources within our community and provide arts education to students include, exposing students to the visual and performing arts at an early age, and fostering love for and commitment to students' talents as they get older. Among CNCA's partners are PS Arts, Everybody Dance!, and the Los Angeles Philharmonic, three existing organizations dedicated to providing meaningful and ongoing instruction in the performing and visual arts. PS Arts provides standards-based visual arts instruction for students from grades K-8 on a weekly basis, while also offering drama for grades 3-5. Everybody dance! provides weekly dance instruction to students in grades K-8. The Los Angeles Philharmonic Education Program provides music instruction to students in grades K-5 and after school opportunities for all students through a partnership between CNCA and the Youth Orchestra of Los Angeles (YOLA) at a local non-profit called the Heart of Los Angeles (HOLA).

College Preparatory Focus
All of our schools also have a college preparatory focus, with the goal of preparing all students for college. This focus is especially apparent at Camino Nuevo High School (CNHS), where all students take a college preparatory course of study. The teachers use specific strategies and tools to engage the students in learning. Our aim is for all CNHS students to be prepared to earn a Bachelor's degree at a competitive four-year college and to be invested in helping to make the world a better place. This goal is summed up in our motto, "College Ready, College Bound! Agents of Social Change!" In short, CNHS promotes opportunity for its students and equips them to pursue their dreams.

As a result of this college preparatory focus, CNHS achieved a graduation rate of 96% in 2010, and all of these graduates met US/CSU eligibility requirements. Further, 73% of all CNHS graduates were accepted to a 4-year college/university. These results prove the effectiveness of the programs at CNCA, despite the challenges existing in this community, which our students face on a daily basis.
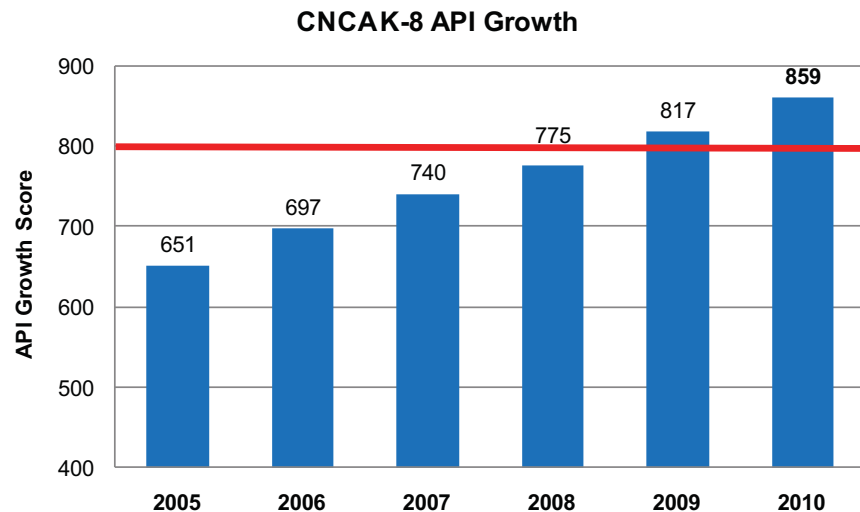
Genuine Adult Learning Community
CNCA 's adult learning community has been recognized as a best practice by the California Department of Education and received the California Distinguished School Award during the 2009-2010 school year. We work diligently to foster a positive culture for all stakeholders. We place a special emphasis on maintaining a positive culture for our faculty and staff because of the impact a single teacher can have on student achievement outcomes. CNCA firmly believes that culture shapes and focuses our collective energy. We invest a significant amount of time creating a team atmosphere among faculty and staff that embodies a true adult learning community. The results of the most recent staff satisfaction survey (June 2010) indicate that 100% of teachers agree that "administrators effectively foster a team environment among school staff". Ultimately, we seek to create an educational environment where educators experience teaching as a craft and children own their learning. We strive to provide students with the academic and social skills they need to feel inspired and achieve their hearts' desire.

2. PORTFOLIO GROWTH *(2 pages)*

a. *Describe the organization's proposed scope of growth over the next five years both in LAUSD and nationally (years, number and type of schools, target cities, etc.)*

After opening four campuses from 2000 to 2004, CNCA made a deliberate decision not to grow, and instead focused on producing a high-quality academic program which delivered significant achievement gains for our students. As a result, CNCA's K-8 program experienced steady increases in its API every year and increased its API score by 208 points from 2005-2010.

CNCA K-8 API Growth

A bar chart titled "CNCA K-8 API Growth" with y-axis labeled "API Growth Score" ranging from 400 to 900. Bars: 2005 = 651, 2006 = 697, 2007 = 740, 2008 = 775, 2009 = 817, 2010 = 859. A red horizontal line is drawn at 800.

Because of the academic success achieved during this time, CNCA felt confident about the ability to pursue growth once again. Therefore, CNCA applied for and was granted the ability to operate Central Region Elementary School #15 (CNCA's Jose A. Castellanos campus) through the Public School Choice 1.0 process in 2010.

In terms of considering future growth, CNCA will adhere to the following principles to guide its expansion plans:

- **Commitment to PreK – 12th grade** – ensure that all CNCA students have a path to stay in the CNCA system from Pre-K through 12th grade
- **Maintain strong academic performance** – CNCA will not expand unless our existing schools are performing at a high level academically
- **Consider capacity for new projects** – consider the extent to which CNCA has the management capacity and talent pipeline to successfully launch a new school
- **Ensure fiscal soundness** – CNCA must be able to expand in a fiscally responsible manner
- **Strategic and opportunistic** – any growth must match the organization's strategic priorities

Therefore, over the next five years, we intend to open the following charter schools authorized by LAUSD in the Greater MacArthur Park and Echo Park communities. These additional schools will enable CNCA to achieve our college-bound mission for all of our students:

- CRES #14 (K-8)
- 9-12 feeder for CRES #14
- 6-12 feeder for Castellanos (CRES #15)

b. *Provide evidence of your organization's capacity to manage multiple schools/campuses. For organizations that have not managed schools before, please provide evidence of your capacity to manage a school.*

CNCA has a great deal of experience managing multiple campuses, having successfully operated four campuses over the past six years. CNCA's success is evidenced by the academic performance, financial stability, and high levels of stakeholder satisfaction of each of these schools.

Academic Results – Our students' academic results speak for themselves. From 2005-2010, the API score for our K-8 program increased by 208 points, from 651 to 859, and our high school's API score increased by 102 points, from 686 to 788.

Please see the Performance Data section below for more detailed academic results.

Financial Stability – Strong fiscal planning and a highly qualified management team maintain a fiscally sound school. Not only have our schools been able to meet all of its financial obligations, it has been able to build a solid reserve fund and is financially prepared for most unforeseen circumstances.

Please see the Organizational Capacity section below for more information on the management team which helps guide the schools to operate in a fiscally sound manner.
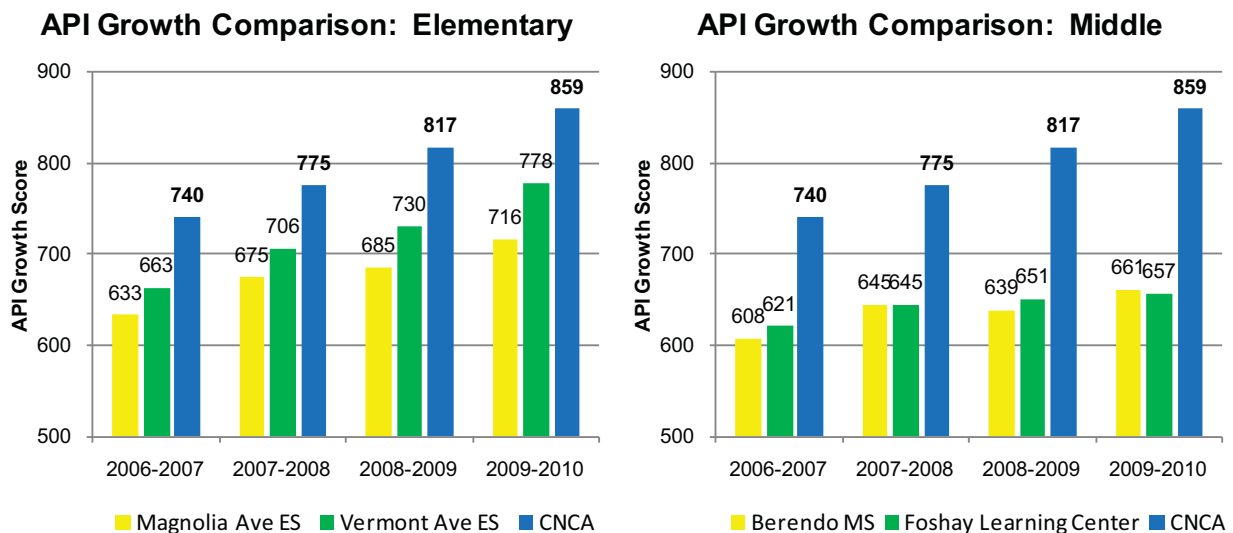
3. PERFORMANCE DATA *(2 pages)*

    a. *Provide evidence of the organization's successful management of academic and non-academic operations of schools/campuses in your portfolio (e.g., professional development, back-office support, facilities maintenance). Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts. Include comparative local district data where available. For organizations that have not operated or managed a school before, but have run programs at schools, please speak to the impact of your programs on student achievement.*

Academic

CNCA's results are dramatic and unprecedented in the Greater MacArthur Park neighborhood. The CNCA middle school ranks 5th among all 111 Los Angeles Unified School District (LAUSD) middle schools, and our elementary schools rank in the top 15% of all LAUSD elementary schools. In addition, Camino Nuevo High School proudly ranks 20th among all 130 LAUSD high schools (including traditional, magnet and charter) in API results. On average, 75% of each of the last three graduating classes has been accepted to four year colleges throughout the country. These results are being produced by students who are 97% Latino, 92% low-income, and 53% English Learners. CNCA schools have proven that all students can accomplish incredible goals when they are held to high standards, exposed to relevant learning experiences, provided targeted intervention, and supported in a nurturing a environment.

In comparison with local LAUSD schools, CNCA schools have significantly outperformed its neighborhood schools on the Academic Performance Index:

API Growth Comparison: Elementary

School	2006-2007	2007-2008	2008-2009	2009-2010
Magnolia Ave ES	633	675	685	716
Vermont Ave ES	663	706	730	778
CNCA	740	775	817	859

API Growth Comparison: Middle

School	2006-2007	2007-2008	2008-2009	2009-2010
Berendo MS	608	645	639	661
Foshay Learning Center	621	645	651	657
CNCA	740	775	817	859

CNCA's strategic implementation of student support systems has also yielded positive results on the CST over the past three years. In Math, the percentage of students who scored in the Proficient or Advanced performance band increased by 29% from 2007 to 2010 and by 26% in English Language Arts (ELA). Over 81% and 63% of K-8 students have achieved proficiency in Math and ELA, respectively.

CNCA K-8 Proficiency %: ELA

CNCA K-8 Proficiency %: Math
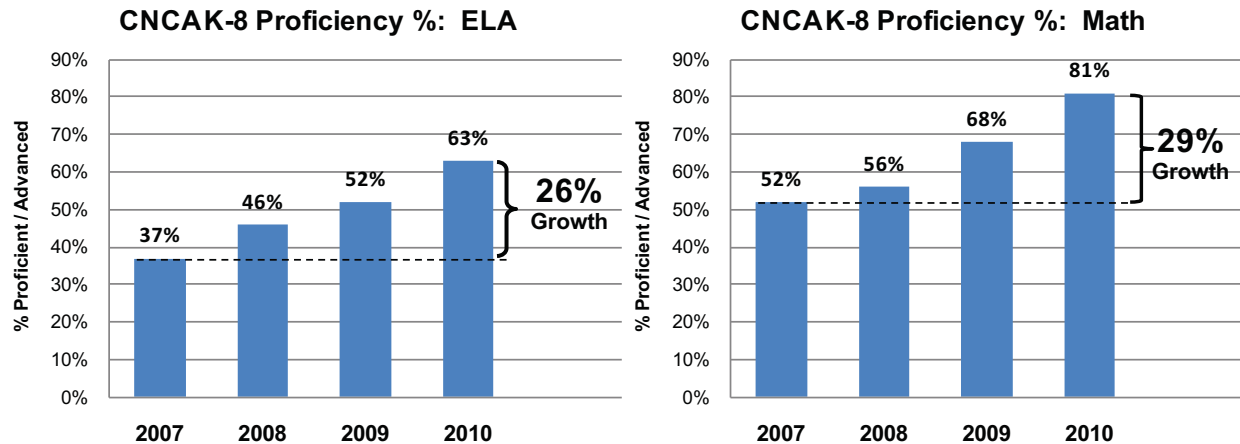
As the LAUSD Superintendent's Recommendation to the Los Angeles Board of Education stated in February 2010:

> "The applicant's (CNCA) data (2009 API 817, 68% proficient in Math, and 52% in ELA) **_show remarkable results for similar populations_**. The arts are an integral part of the school's curriculum and the needs of all students are well considered…The application articulates strategies for strong parent and community engagement, and a clear knowledge of the community it will serve. Camino Nuevo has partnered with the community for over 10 years."

These successes have lead to numerous honors and awards, including the prestigious Rudy Bruner Award for Urban Excellence 2003 Gold Medal Prize, a competitive national award which recognized the school's excellent conjunction of community partnerships, architectural planning and social impact. More recent honors include:

- California Association of Bilingual Education (CABE) Seal of Excellence Award for its bilingual program (CNCA #1, 2010)
- Title 1 Academic Achievement Award for closing the achievement gap in the State of California (CNCA# 1 and #2, 2010)
- California Distinguished Elementary School for aggressively accelerating student growth, especially that of English Language Learners and students with special needs (CNCA#1 and #2, 2010)
- U.S. News & World Report Silver Medal for being one of the best U.S. High Schools (within top 3% of over 20,000 high schools throughout the country)

Non-Academic Operations
CNCA has a Home Support Office which provides superior back office services to support our schools. These services include:

- **Human Resources** – CNCA's staff of three human resources professionals provides a broad range of services that support all 230 employees within the organization: certificated and classified recruitment and selection, payroll, benefits administration, 360 evaluation process, employee relations management, etc. Their success is evidenced by the 93% average teacher retention rate over the past three years.
- **Accounting and Finance** – CNCA manages its finances through ExED, an external non-profit which provides charter school business management services. Through the diligent

oversight of the CEO and ExED, CNCA schools are in strong financial health, with some schools accumulating a reserve of over $1 million. As the state continues to defer payments to charter schools during this financial crisis, these reserves have enabled our schools to survive without taking on any additional debt. This is a remarkable achievement during these trying financial times.

- **Student Recruitment** – the CNCA Home Support Office provides student recruitment support to our schools, helping to ensure that each school is fully enrolled and maintains a robust waitlist. In fact, CNCA schools have waitlists totaling almost 1,000 students who would like to attend our schools but are unable to because of a lack of capacity.
- **Information Technology** – our IT department manages the network infrastructure and all hardware to ensure that teachers and students have access to the technology they need to maximize learning.

  b. Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate.

CNCA has two key areas for improvement: facilities and leadership talent.

Facilities
CNCA currently operates five schools, and all are located in permanent facilities except for one: Our Harvard campus is currently renting classroom space from a Jewish Temple on Wilshire Blvd. and Harvard Ave. The Temple is developing a primary school at the same site, and will be expanding the school in the coming years. As a result, our Harvard campus will be losing several classrooms over the next two years, until our lease expires in June, 2013. As an organization, we are making it a top priority to find another facility for our Harvard campus within the next two years.

Leadership Talent
As we were searching for a school leader to be the founding principal for our Castellanos campus (CRES #15) earlier this year, we experienced great difficulty in finding an external candidate who had the instructional expertise, leadership skills, and cultural fit to lead this school. If we are fortunate enough to be awarded the operation of CRES #14, we anticipate facing a similar challenge in finding the right leader to serve as principal. Therefore, CNCA will be developing an administrator training program for existing CNCA assistant principals and teacher leaders to ensure our own aspiring leaders receive the training and support needed to assume school leadership. CNCA will launch this program in January 2011, and will provide CNCA aspiring school leaders with nine months of leadership development focused on preparing them to assume the many distinct and complex responsibilities of a CNCA school principal.

ORGANIZATIONAL CAPACITY

1. ORGANIZATIONAL RESPONSIBILITIES AND GOALS *(4 pages)*
    a. *Describe the core functions of the organization in relation to the schools/campuses it operates or will operate both now and in five years.*

CNCA developed a Home Support Office to support our schools in implementing high quality instructional programs. The services provided to our schools included:

- **Academic Support** – provide Special Education support to the schools, develop a writing program to improve the writing proficiency of our students, and provide data analysis on the CST results and periodic benchmark assessments to teachers.
- **Human Resources** – assist schools with recruiting (administrator, teacher, and classified staff), employee relations, payroll, benefits, etc.
- **Information Technology** – ensure all technology needs of the students and staff are met to maximize learning at the schools
- **Facilities Maintenance** – ensure the school facilities are clean and safe
- **Student Recruitment** – assist our schools with student recruitment efforts to ensure that they meet their enrollment targets.

Most importantly, the CEO and CAO hire the principal of the school, support him or her to ensure the school provides a high quality education to its students, and ultimately hold the principal accountable for delivering on academic student achievement results.

    b. *Describe the organization's short- and long-term academic, financial and operational goals.*

CNCA has established its organizational goals through an in-depth strategic planning process, resulting in the development of CNCA's "success equation":

CNCA Success Equation: A + B + C + D = G

In order to **G**raduate students prepared for college success and civic engagement, CNCA must:
A. Provide high quality education with high expectations
B. Prepare students for choices in higher education and professional career options
C. Recruit & retain quality educators who implement best practices
D. Operate in financially sustainable manner

Each aspect of this success equation is captured in an organizational dashboard, which is monitored by the CNCA Board of Directors, Home Support Office, and school sites. This dashboard incorporates student achievement data, survey data from all key stakeholders, and critical financial metrics.

CNCA Organizational Dashboard	1 year goals	5 year goals
Graduate students prepared for college success and civic engagement		
% of college graduates within the Greater MacArthur Park community	34%	40%
CNCA 4-yr college acceptance rate (%)	90%	95%
Subsequent college graduation rate (%)	N/A	80%
A. Provide high quality education with high expectations		
API Score	850	900
Average Student Attendance (ADA) %	97%	97%
CST Proficiency		
• English Language Arts	68%	85%
• Math	75%	90%
B. Prepare students for choices in higher education & professional career options		
Student Surveys:		
• % Response to "I know the requirements to graduate from high school and get accepted to a 4-year college or university	95%	95%
• % Strongly Agree/Agree with "I am prepared to meet the academic demands of a 4-yr college or university" ('09/10)	95%	95%
Parent Surveys:		
• % Response to "I understand the requirements my child needs to meet in order to be an a college/university path	95%	95%
• % Strongly Agree/Agree with "I believe my child is on the path to attend a 4-year college or university after graduating from high school"	95%	95%
C. Recruit & retain quality educators who implement & share best practices		
Staff Retention		
• % of Certificated Staff Returning	85%	85%
• % of Certificated Staff Who Signed an Issued Contract	90%	90%
Teacher Surveys:		
• % Strongly Agree/Agree with "I feel motivated to do good work"	95%	95%
• % Yes/No with "I would send my child to this school or recommend this school to someone else with children"	95%	95%
• % Strongly Agree/Agree with "The professional adult learning community challenges me to become a more effective, reflective teacher"	95%	95%
D. Operate in a financially sustainable manner		
Cash reserve as a % of Total Revenue	10%	10%
Private Philanthropy as a % of Total Revenue	5%	5%

c. *Discuss the organization's role in assessing overall performance at individual school(s)/campus(es), as well as the interventions the organization will use to promote continued improvement at each school/campus.*

CNCA meets all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. In order to meet state accountability goals, CNCA has developed a dashboard goal system to capture different facets of performance that contribute to student outcomes, as identified above.

To evaluate the unique educational experience for students at CNCA, we utilize standard State and District accountability measures including:

Student-level data indicators
- STAR scores in reading, mathematics, language, science and social studies
- California English Language Development Test (CELDT) results

School-level accountability indicators
- Academic Performance Index (API)
- AYP
- AB 1137 indicators
- Attendance rate

Camino Nuevo Charter Academy will administer state adopted and locally developed exams to monitor student improvement and progress.

Benchmark Assessments
As a part of Camino Nuevo's commitment to increasing student achievement, we have implemented a quarterly benchmark assessment system that is aligned to state standards and purposefully used to formatively assess student progress throughout the school year. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002)[25]. Teachers utilize the data management system, Data Director, to create exams using multiple item banks as well as teacher-generated items. The results from the benchmark assessments are intended to provide CNCA with a preliminary projection of how the students will perform on the CST as well as quarterly progress on standards-based proficiency. These assessments are carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master the standards.

Stakeholder Surveys
In addition to student achievement metrics, CNCA also believes in fostering a feedback rich culture at our schools. As such, CNCA utilizes surveys to solicit direct and honest feedback from all key stakeholders: students, parents, teachers, and classified staff. These surveys are administered twice a year, and provide valuable feedback to the principal and leadership team at each school, enabling them to identify strengths and areas of improvement, and to develop a plan to address any issues.

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[25] Boston, C. (2002). The concept of formative assessment. Practical Assessment, Research & Evaluation, 8(9). Retrieved September 12, 2006 from https://PAREonline.net/getvn.asp?v=8&n=9.

2. ORGANIZATIONAL LEADERSHIP *(2 pages)*

　　a. *Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school(s)/campus(es). Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization looking to operate schools for the first time, please discuss how your organization will staff up to support the new work.*

Leadership Team
The organization's leadership team is comprised of individuals whose collective expertise include grassroots community organizing, community economic development, nonprofit management and philanthropy, business administration and strategic marketing, school leadership, curriculum development, education policy and research. CNCA principals currently report to executive management at the Home Support Office, and this reporting relationship will not change with the addition of CRES #14. The leadership team includes:

- Ana F. Ponce, Chief Executive Officer
- Philip Lance, Co-found and President of the Board
- Atyani Howard, Chief Academic Officer / Current Principal, Burlington Campus
- Hoa Truong, Chief Operating Officer
- Mary Funaoka, Director of Academic Affairs
- Margaret Domingo, Director of Human Resources
- David Partida, Parent and Pueblo Nuevo Development Board Member
- Estela Sandoval, Cotsen Fellow and Teachers' Union Co-President

Additional Positions
Despite the strength of the current leadership team, CNCA will look to add the following positions to bolster its ability to support our schools:

- **Director of Bilingual Education** – 56% of the K-8 students at CNCA are English Learners, and we expect to serve a similarly high percentage of non-fluent English speaking students at CRES #14. As such, we will hire a Director of Bilingual Education to ensure these students are provided with the support they need to succeed academically.
- **Director of Development** – during these challenging financial times, CNCA will look to raise additional funds that will enable the organization to provide the students at CRES #14 and all of our schools with the critical wrap-around services that we believe are essential to helping students achieve academic success. Some of these services include after school tutoring and enrichment programs, mental health counseling, parent education, etc.
- **Director of Operations** – as an organization serving multiple schools, we should be able to take advantage of our economies of scale to optimize our purchasing and operations. This would reduce our operational expenses and ensure that we maximize funding to the classrooms. We are unable to attain these cost savings currently because of a lack of resources, but hope to remedy this by hiring a Director of Operations.

　　　　i. *Attach job descriptions and resumes (where positions have been filled) for key organizational leadership roles (e.g. CEO, Chief Academic Officer, Chief Financial Officer, etc.) and label appropriately.*

Please see Attachment 5 for job descriptions and Attachment 6 for resumes of the leadership team.

ii.   Attach an organizational chart that shows lines of authority among school leadership staff (e.g. Principal/instructional leader, operational leaders and other key leaders) and the oversight or advisory structure (including Board and/or other school advisory bodies) for the proposed school(s)/campus(es).

Please see Attachment 7 for an organizational chart.

*b.   **Board Role**: Describe the roles and responsibilities of the Governing Board, including how often it will meet. In addition to legal and compliance considerations, please describe what contributions the Board will make to the long-term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school.*

CNCA operates in accordance with the Articles of Incorporation and Bylaws established by the CNCA governing board to the extent the Bylaws and Articles of Incorporation are consistent with the Brown Act in dealing with operations of CNCA. The affairs of CNCA will be managed and its powers exercised under the jurisdiction of the Board of Directors, which meets once every two months. The Board of Directors will have a legal and fiduciary responsibility for CRES #14. The Board will be responsible for providing fiscal accountability including approving and monitoring the budget. The board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary dismissing the Chief Executive Officer. In addition, the Board closely monitors the organizational dashboard metrics described in the Organizational Capacity section (1b.) to evaluate CEO's performance. The Board will have a maximum of 20 members. All management powers not specifically designated to the Board are delegated to the Chief Executive Officer, who will answer directly to the Board.

*c.   **Board Structure**: Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.*

The CNCA Board of Directors will be the governing board for CRES #14. The Board currently has 14 members representing experience and expertise in areas such as community outreach, finances, law, public relations, entertainment and philanthropy. The Board meets six times per year, roughly every other month. The Board Chairman and Presidents are in regular communication with the Chief Executive Officer.

Board committees include:
- **Executive Committee** – the executive committee operates as a working committee on specific projects the full board delegates to a smaller working group. It is composed of all Board officers.
- **Audit Committee** – selects auditor on annual basis, reviews audit and recommends approval to full Board

i.   Attach the By-laws of your school's Board or an outline of the same, and a copy of the Articles of Incorporation for the not-for-profit entity that will hold the charter for the school in the appendix.

Please see Attachment 8 for CNCA's by-laws and Attachment 9 for the Articles of Incorporation.

     ii.   Attach proof of filing for 501(c)3 status by the applying entity

Please see Attachment 10 for CNCA's proof of filing for 501(c)3 status.

    d. **Board Development***: Identify the composition of the Governing Board, including key skills and constituencies that will be represented. If you are a new organization, provide a plan for recruiting a Governing Board representing a diverse skill set required for school oversight. Attach resumes of any Governing Board members who have already been identified. Label each resume as "Governing Board member.*

CNCA is fortunate to have a highly effective and connected Board of Directors with major expertise and ties in business, finance, education reform and policy, and law, for example. The Board is fully engaged and will continue to provide strategic counsel, guidance and support for CNCA's effort to operate CRES #14.

Please see Attachment 11 for resumes of the Board of Directors.

INSTRUCTIONAL PROGRAM

1. CURRICULUM *(2 pages)*
Describe the organization's role in developing curricula for the school(s)/campus(es) in your portfolio. Describe how the curriculum is or is not aligned across schools/campuses. If your organization is not currently operating or managing schools, please define what this process will look like

At Camino Nuevo Charter Academy, we believe that the teacher is the most critical key lever to student success and that no set curriculum meets the needs of all students in the classroom. Therefore, we hire staff that share the philosophy that teachers must "own their craft" by continuously reflecting on their effectiveness in the classroom and seeking out best practices in pedagogy.

In his book, *What Works in Schools: Translating Research Into Action*, Robert Marzano identifies a "guaranteed and viable curriculum" as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains in the shortest amount of time, the CNCA leadership team will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. We will ensure a high quality of instruction for every student by guaranteeing **what gets taught** through teacher-created standards based pacing plans and **how it gets taught** through consistent professional development around pedagogy that meets the needs of our learners.

Standards-Based Pacing Plans: CNCA will initiate a formalized process to create standards-based pacing plans for every core content area. Plans will be completed using a scaffolded process that builds upon the *Understanding by Design*[26], backwards planning approach. These standards-based pacing plans will provide the foundation for a guaranteed and viable curriculum at CNCA. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever-changing student body.

School-wide Structures: The following structures make up the framework of the instructional design at Camino Nuevo Charter Academy. They are common cross-curricular structures utilized across grade levels to ensure consistency and academic excellence, including: Bilingual Program (Grades K-8), Thinking Maps (Grades K-8), Four Blocks Literacy Framework (Grades K—5), Reading Strategies (Grades K-8), Integrated Block Structure (Grades 6-8), Reading Block (Grades 6-8), and Strategic Afternoon Programming (Grades 6-8).

Bilingual Program: The Bilingual Program at CNCA (also known as Maintenance Bilingual Program) is a research-based program designed to build academic fluency in *both* Spanish and English. The Bilingual Program plan aligns with the school's mission to create literate, critical thinkers, and with our instructional vision to close the achievement gap by providing rich and rigorous academic instruction. The Bilingual Program and curriculum is based on the California State Standards for academic achievement, builds on the language that students bring to school, and is a vehicle for creating bilingual and bi-literate students who value and take pride in their linguistic and cultural heritage and are optimally prepared for life in a linguistically diverse world. The climate at CNCA is one that values, celebrates and promotes our Bilingual Program and our bilingual learning community.

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[26]Wiggins, G. & McTighe, J. *Understanding by Design*. 2005.

English Language Arts Curriculum Overview: At CNCA, our instructional vision charges us with producing students that have the ability to engage in authentic and rigorous reading, writing, and critical thinking. In each of the grades, writing units will be crafted based on the California English Language Arts Content Standards. Teachers will work together in grade level teams to develop standards-based units centered on deep, essential questions which culminate in writing projects. Moreover, explicit reading support will be provided to all students, regardless of reading level, throughout the day.

Mathematics Curriculum Overview: Knowing that algebra is the gateway to college, and that traditional programs focused on procedural math insufficiently prepare our students for rigorous levels of math, CNCA will adopt Singapore Math for grades K-5 and College Preparatory Mathematics for grades 6-8. Both curricula, align with the state standards, emphasize conceptual understanding of the full math spectrum while at the same time building basic skills. Each curriculum is designed to equip students with a strong foundation in mathematics through a mastery-based approach aimed at developing logical thinking and critical lifelong problem solving skills.

History Curriculum Overview: The Social Studies curriculum is based on a holistic approach to developing the students' critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies and humanities instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and democratic principles, and to help students develop an ethical empathy towards social justice and act according to these ethics within their community. These competencies will be developed in active learning classrooms and community-based projects that further the development of the whole student across the K-8 program.

Science Curriculum Overview: The goal of the science curriculum is to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. Teachers will use Houghton-Mifflin Discovery Works. All grade levels will utilize the Full Option Science System (FOSS) Kits, which have been developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge.

Visual and Performing Arts: The goal for the visual and performing arts curriculum at CNCA will be to expose students to different art forms and to encourage them to appreciate art as a form of communication and to express ideas with proficiency and aesthetic effectiveness. The strands for visual and performing arts follow: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships and Applications.

Physical Education and Health: The goal for the physical and health education curriculum will be to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The PE and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. In addition to the development and enhancement of physical skills, human development is also a central part of the health curriculum, particularly at the upper grades.

In an effort to yield the greatest student achievement gains in the shortest amount of time, the CRES #14 leadership team will ensure quality instruction for every student through a guaranteed and viable curriculum.

2. SCHOOL CULTURE AND CLIMATE *(2 pages)*

Describe how the organization will transition the culture of the existing school(s)/campus(es) to the proposed new school(s)/campus(es). How will the organization leverage current expertise within existing school(s)/campus(es) to accomplish this transition?

The mission of CNCA is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. At CNCA we embrace this commitment as a promise to our students and our community. We have studied relevant research to implement best practices that make college accessible to students. CNCA will proactively address the following factors that are critical for preparing students for college: (1) a college-going culture; (2) rigorous academic curricula; (3) high-quality teaching; (4) extra support, as needed; (5) multi-cultural college-going identity; and (6) family connections and social networks (Oakes, 2002)[27].

Research from the California Dropout Research Project has found that a student's school experience plays a critical role in determining whether or not he/she will drop out from high school. The study noted that in LAUSD, a student's chance of graduating on time was less than 50% (Silver, Saunders, & Zarate, 2008)[28]. Silver et al (2008) further found that, "Academic experiences explained six times more the difference in graduation rates among students in this study than demographic characteristics--such as race/ethnicity, gender, language and socio-economic status." Ultimately, school factors are a stronger predictor for graduation than student factors, starting as early as elementary school. Our strong academic program at the elementary level, coupled with a small school environment focused on individual attention, prepares students for success in high school, as illustrated by our 96% graduation rate and 80% four-year college acceptance rate.

CNCA will establish a college-going culture by providing students with rigorous curricula and high-quality teachers, supplemented by student support systems and family partnerships. Our college path begins by placing a high value on students' ability to think critically about content knowledge, synthesize learning, and apply knowledge and skills to intellectual experiences in and out of the classroom.

At CNCA, we believe that the teacher is the most critical key lever to student success and that no set curriculum meets the needs of all students. Therefore, we will hire teachers that believe in "owning their craft" by continuously reflecting on their effectiveness and seeking out best practices in pedagogy. Teachers' ability to structure material, ask higher order questions, and engage students in problem-solving activities, is essential to create a college-going culture. Skilled and committed teachers at CNCA maintain high expectations for all students and nurture a college-going culture that directly impacts student achievement.

CNCA parents are viewed as vital components in the academic success of the students regardless of their own education level, economic status, or dominant language. We firmly believe that "when parents are respected as partners in the education of their children, and when they are provided with organizational support which enables them to channel their interest to the benefit of the school, the entire culture of the organization can be transformed. Parents have knowledge of children's lives outside of school, which teachers typically do not have, and

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[27]Oakes, J. (2002). "Ensuring equity in college preparation: What K-16 partnerships can do." Highlights from California K-16 Partnerships and Student Success: Highlights from the Third Annual Statewide Conference, California State University, Long Beach.
[28] Silver, D., Saunders, M., & Zarate, E. (2008). "What factors predict high school graduation in the LAUSD?" California Dropout Research Project, Policy Brief 14.

that knowledge can prove helpful in developing effective pedagogical strategies[29]". Their participation, involvement and support are crucial to the accomplishment of their child's academic goals. Consequently, we have developed a strong Parent Program that constantly strives to develop creative and innovative strategies to encourage families to advocate for their child's academic success and extend the learning process at home, and we will implement this program at CRES #14.

CNCA believes that having a common academic language is key in the communication process among all school constituents. We define and explain complicated educational jargon in simple terms to provide all parents with access to the curriculum and goals for their students. One example of this effort is the annual parent workshops we hold on Thinking Maps. The workshop is intended to encourage the understanding and use of this school-wide tool among parents to support and extend students' learning at home. Numerous workshops like this provide parents experiences and opportunities on how to use and apply a simplified academic language.

Beginning in kindergarten, we encourage families to engage in the process of preparing and guiding their children on their path to college. To that end, we have developed a college workshop series that covers topics like finance & scholarships, AB540, entry and testing requirements, college fieldtrips, the university/college system in California, community colleges vs. universities, scholarship contests, etc. CNCA recognizes that the process required to receive a college degree is foreign to many of our families and provides access to the information they need to effectively guide and advocate for their children. Another example of how we foster parent partnerships is found in the five year plan our 8th graders will complete. The plan outlines their path from high school to college. During a special session, students will present their plans to their parents face to face. By cultivating a school-wide atmosphere of college awareness and emphasizing college preparatory tips and techniques for students and their families, CNCA is confident that we are fostering an atmosphere where all students, despite the potential barriers to success imposed by their economic status, expect to be "College Ready, College Bound."

As a school community, we are also committed to promoting literacy in English and Spanish for students as well as their parents. This school-wide effort goes hand in hand with our bilingual instructional program intended to build fluency in both languages.

In addition to our efforts to promote college awareness and literacy, many other parent workshop topics and programs address the development of math skills, current health issues, and available social services in the community. Furthermore, making math a fun skill to practice for students and parents is a year round campaign that allows families to see how a mathematical concept can also be fun and practical. There are several workshops and events designed to help parents gain insight into the mathematics program.

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[29] Noguera, Pedro A. "Transforming Urban Schools Through Investments in Social Capital." In Motion Magazine. May 20, 1999.

3. DATA-DRIVEN INSTRUCTION *(2 pages)*
Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, and network-levels. If your organization is not currently operating or managing schools, please define what this process

Consistently high academic expectations are the cornerstone of the CNCA educational program. As such, CNCA tailors academic programs to meet the needs of the entire student population, and to empower students to reach their full potential. The staff is committed to ensuring that all students are performing on grade level, regardless of their skill level upon enrolling in the school. Frequent data analysis and instructional decision making that is tied to achievement goals allows teachers to be most responsive to student needs. Quarterly benchmark assessments in addition to informal and alternative assessments are some of the multiple measures that are analyzed at the site and district level to ensure students are meeting standards-based goals and are on a college-ready path. Academic intervention is offered to students who are performing below grade level in reading, writing and math. Targeted, intensive support is offered during the school-day and through an afterschool intervention program. In addition to academic expectations, honest and respectful behavior in all areas of the school is expected of students and teachers. This too is a reflection of the mission to educate students "who are agents of social justice with sensitivity toward the world around them".

As a part of Camino Nuevo's commitment to increasing student achievement, we will implement a quarterly benchmark assessment system that is aligned to state standards and purposefully used to formatively assess student progress throughout the school year. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002)[30]. Teachers will utilize the data management system, Data Director, to create exams using multiple item banks as well as teacher-generated items. The results from the benchmark assessments are intended to provide CNCA with a preliminary projection of how the students will perform on the CST as well as quarterly progress on standards-based proficiency. These assessments will be carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master the standards.

In an effort to meet the *CNCA Dashboard Goal C: Recruit and retain quality educators and leaders who implement and share best practices*, CNCA will administer a USC end-of-year survey to measure teachers', parents', and students' attitudes and level of satisfaction. The survey is intended to give administrators a performance pulse and serves as a springboard for developing action plans aimed at improving the overall school culture, communication, and expectations.

CRES #14 will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. To evaluate the unique educational experience for students at CRES #14, we will administer state adopted and district-developed exams to monitor student improvement and progress.

In addition to summative testing, CRES #14 will employ a benchmark system that is aligned to state standards and purposefully used to formatively assess student progress throughout the school year. Contrary to the snapshot data that summative tests provide, benchmarks allow for

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[30] Boston, C. (2002). The concept of formative assessment. Practical Assessment, Research & Evaluation, 8(9). Retrieved September 12, 2006 from https://PAREonline.net/getvn.asp?v=8&n=9.

a close monitoring and guiding of student performance over time (Boston, 2002)[31]. Teachers will utilize the data management system, Data Director, to create exams using multiple item banks as well as teacher-generated items. Additionally, resources such as Bellworks, Measuring Up, textbook test generators, and CST Released Test Questions, will be used to guide the creation of a comprehensive exam. Each benchmark will then be reviewed and revised based on a *Quality Control Checklist* to ensure the validity and reliability of the questions in relation to the standards and skills being assessed. The results from the benchmark assessments are intended to provide CNCA with a preliminary projection of how students will perform on the CST as well as quarterly progress on standards-based proficiency. These assessments will be carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master the standards.

Camino Nuevo Charter Academy will administer state adopted and locally developed exams to monitor student improvement and progress. The chart below summarizes the range of formative and summative assessments CNCA uses to measure student achievement.

Test Name	Grade Level									Frequency	Test Type
	K	1	2	3	4	5	6	7	8		
CELDT (C English Language Development Test)	O	O	O	O	O	O	O	O	O	Annually	State
CST (California Standards Test)			O	O	O	O	O	O	O	Annually	State
PFT (Physical Fitness Test)						O		O		Annually	State
Pre-Las (Language Assessment Scales)	O									Annually	State
CAT (California Achievement Test)		O								Annually	State
English Language Arts	O	O	O	O	O	O	O	O	O	Quarterly	Local
Math	O	O	O	O	O	O	O	O	O	Quarterly	Local
Explore (pre-ACT)									O	Annually	Local

In addition to these standard measures, the evaluation will collect and analyze data linked to performance-based assessments of student work.

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[31] Boston, C. (2002). The concept of formative assessment. Practical Assessment, Research & Evaluation, 8(9).

4. PROFESSIONAL DEVELOPMENT *(2 pages)*
   a. *Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.*

CNCA provides extensive professional development opportunities to our teachers, administrators, and staff.   Five full professional development days are calendared each year, during which the principal guides teachers in learning and applying new approaches to curriculum planning, data analysis, and reflection. Professional development is also embedded into the work week through weekly sessions dedicated to ongoing adult learning. All teachers participate in these two-hour sessions. These professional sessions take several forms: grade level or department groups may collaborate around student work or offer peer feedback on unit plans, an expert may present to the staff, teachers might analyze assessment data and plan lesson studies together, or the staff may read and discuss a professional article related to instruction.

Other topics that will be addressed during onsite professional development program include the development of social capital in urban schools, creating action plans to foster our parents as partners philosophy, effective bilingual pedagogy, lesson plan development, discussions about powerful strategies to increase student achievement, regular data analysis and reflection. Although the focus of CNCA's professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, technology, and daily operations will also be scheduled for all-school staff.

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

Teachers new to CNCA participate in a mandatory new teacher orientation before all teachers return for school-wide professional development. During the orientation, new teachers learn more about the academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school's partnership with parents, professional expectations and safety procedures. Both new and existing come together up to three days before school begins to revisit the school's vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year. Current year initiatives include new curriculum, assessments, and best practices that teachers can utilize throughout the year to strengthen their own teaching as well as the instructional program.

CNCA has designed a school calendar and bell schedule to make professional learning a priority for all staff members. The schedule includes in-service days prior to school starting in August and at the end of each quarter. Also, two hours of weekly professional development time is built into our bell schedule, and teachers in grade-level teams will have common collaborative planning time built into the weekly instructional plan. This level of PD and collaboration is essential to promote an authentic learning community, engaged in regular reflection and growth.

Implementation of ideas and skills learned in professional development are critical to ensuring academic excellence for every student. Professional development activities will be reviewed in two primary ways: end-of event feedback surveys and satisfaction surveys administered in January (mid-year) and June (end-of-year). Results pertaining to professional development will be brought to the Instructional Cadre to review, discuss and integrate into future planning, adjusting the annual professional development calendar if necessary and/or addressing teacher needs within the professional work day.

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[32]". (p.109) CNCA firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative professional environment. On our most recent stakeholder satisfaction survey (6/09) 100% of our teachers strongly agree (57%) or agree (43%) with the following statement: "The professional learning community challenges me to become a more effective, reflective teacher".

    b. Describe how the organization will promote best practice sharing across the network.

The organization will promote best practice sharing across the network on multiple levels. From a leadership standpoint, all principals, assistants principals, and coordinators will participate in a summer retreat focusing on reflection of student achievement from the previous year and establishing critical goals and targets for the upcoming year. Site leadership will also partake in monthly team meetings targeted at developing skills such as coaching, evaluation, instruction, data analysis, individualized support, etc. The monthly meetings are also a space for leaders to share both successes and challenges as they relate to ongoing works at each site. Additionally, teachers will have an opportunity for cross-site collaboration through district-wide initiatives such as the newly adopted math program and writing benchmarks. In January, CNCA will host an organization-wide success conference in which all staff will participate in staff-led workshops sharing current best practices.

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[32] Schmoker, Mike. Results Now. 2006.

FINANCES (5 pages total) – Ana

1. FINANCIAL IMPACT OF ADDITIONAL SCHOOLS/CAMPUSES
If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

The financial impact of this additional school to the CNCA portfolio will be limited on the revenue and cost structure of the school budget. The school budget will be revenues based on the projected enrollment and expenses aligned with the proposed programmatic and implementation plan. The organization will coordinate the start up grant applications which are expected to offset basic start up costs such as teacher professional development, initial textbook purchases, and general operating supplies.

2. FUNDRAISING
Discuss how the organization is equipped to reach any associated fundraising goals related to operating a school(s)/campus(es).

CNCA has been historically very successful at raising funds to support and supplement core programs at the school site. With the addition of a new school, the organization would hire a formal Development Director. At this time, the Executive Director and Board President manage the fundraising and grant writing at this time.

3. AUDITED FINANCIAL STATEMENTS
If applicable, provide the last two years of audited financial statements for the organization.

Please see Attachment 12 for CNCA's FY2009 and FY2010 audited financial statements.

4. PROFIT AND LOSSES/REVENUE SOURCES
Specify overall profits and losses for the organization over the last three years and identify how revenue sources support the general organization. Demonstrate the percentage of revenue used to support the central organization in comparison to the percentage used to support individual schools/campuses in the organization's portfolio.

CNCA audited financial statements report a positive net operating income of:

FY08-09 $513,116 Change in Net Assets
FY09-10 $161,817 Change in net Assets

In addition, CNCA's cash balance continues to remain satisfactory at nearly $2.5M. The 12 month forecast for FY2011 indicates that CNCA has a more than sufficient cushion to withstand the expected payment deferrals, with the cash balance projected to fluctuate between a high of $4,000M (October 2010) and low of $2,700M (February 2011).

The CNCA Home Support Office (HSO) receives a 10% indirect rate from the schools to support the operations of the organizations. HSO services include: Executive Team, Curricular Program Design and Support, Fiscal management, Insurance Liability and Worker's Comp, IT Services, facility management support, Human Resources and other applicable services.

5. INTERNAL FINANCIAL CONTROLS
Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications.

CNCA aims to address all financial affairs with transparency and efficiency. Internal control policies enable the organization to properly safeguard its assets, monitor organizational financial benchmarks, ensure compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, CNCA has additional responsibilities to ensure the public's confidence and the integrity of the school's activities. Accountability of CNCA's fiscal management involves five distinct holders. These accountability holders, described below, are critical to the school's success.

1. The Board of Directors
     a. Treasurer
2. The Executive Director
3. The Chief Operating Officer
4. Business Management Services Provider –ExED

Financial Monitoring includes:

Regular Budget Reporting
ExED prepares a budget forecast for CNCA that compares projected monthly expenditures with actual spending. The monthly financial reporting includes an analysis of variances every month and an explanation of the discrepancy in writing. Present budget information in a simple dashboard format that summarizes financial conditions for school stakeholders on a single page. Data sets include: Budgeted and Forecasted: Cash, Income from Operations, Average Daily Attendance, Income Statement Budget vs. Actual, Balance Sheet comparison of prior month and current month and a State Budget Narrative Update. ExED presents the monthly financials at each CNCA board meeting.

Weekly Cash Position Reports
Analysis of cash on hand every Monday and the book balance at start of business week.

Government Reporting
ExED prepares Interim and Unaudited Reporting, Financial and Compliance reporting including: CDE, Attendance, National School Lunch Program and all other applicable operational reporting.

Annual Audit
The CNCA Board of Directors appoints an audit/finance subcommittee. This committee will nominate the independent auditor and review the scope and results of the annual audit