



Camino Nuevo High School #2 Charter Petition

January 22, 2013

Camino Nuevo High School #2
Charter Petition

Submitted by:
Camino Nuevo High School #2
3435 W. Temple St.
Los Angeles, CA 90004
Telephone (213) 417-3400

Submitted to:
The Los Angeles Unified School District
Charter School Office
333 South Beaudry Avenue, 16th Floor
Los Angeles, CA 90017

Term of Charter
July 1, 2013 to June 30, 2018

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Briefing Page

Name of Organization Applying for Charter: Camino Nuevo Charter Academy

Name of Charter School: Camino Nuevo High School #2

Projected Grades Served: 9-12

Projected Enrollment: 500

Location Address: 3500 W. Temple St., LA CA 90004

Does the Location Meet Board Policy? Yes: The community that Camino Nuevo High School #2 will serve is extremely impoverished. At the closest high school, Miguel Contreras Learning Complex, 91% of the students are eligible for free or reduced meals. Miguel Contreras Learning Complex had an overall score of 646 on the Academic Performance Index in 2012. The 2012 School Accountability Report Card for Miguel Contreras Learning Complex indicates a rank of 1 out of 10 statewide and 3 out of 10 compared to similar schools on the API.

Board of Directors:

Samar Bloomingdale

Former Deputy Director of Pueblo Nuevo Development

Paul Cummins—Vice Chairman of the Board

Co-founder, Crossroads School

Executive Director, New Visions Foundation/New Roads School

Executive Director, Crossroads Community Foundation/P.S. Arts

Mark Dalzell—Chairman of the Board

Portfolio Manager, The Capital Group Companies

Georgia Eisner

Board Member of the Eisner Foundation

Founder, Director, and Editor, SugarFix Films

Shiho Ito-- Secretary

Community activist and yoga teacher

Philip Lance – President

Executive Director, Pueblo Nuevo Development

Alicia Maldonado

President, Mockingbird Communications

Patti Phillips

Senior Vice President, Wells Fargo

Elliot Ponchick
President, William C. Bannerman Foundation

Robert Ronus
Chairman Emeritus, The Capital Group Companies

L. Michael Russell
Attorney at Law

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

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

Beth Michelson
Former Executive Director of Wonder of Reading

Patricia Artigas
Senior Vice President, Capital International Research Incorporated

Description of Mission:

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

Description of Philosophy:

Camino Nuevo High School #2 aims to prepare low-income, disadvantaged, inner-city youth for success through a rigorous, college-preparatory curriculum that will integrate a STEM approach, real-world projects, community values, and personalization methods. Camino Nuevo High School #2 graduates will go on to become productive members of society.

Source/Core of Money: The primary source of funding will be eligible state and federal funds.

Charter Development Team:

- Ana F. Ponce – Chief Executive Officer
- Atyani Howard – Chief Academic Officer
- Sherre Vernon – Assistant Principal, CNHS #1

Has your charter applied to any other jurisdiction for approval? No

Are there any other sister charters? Yes

1. Camino Nuevo Charter Academy (K-8)
2. Camino Nuevo Charter Academy #2 (K-8)
3. Camino Nuevo Charter Academy #3 (K-8)
4. Camino Nuevo Charter Academy #4 (K-8)
5. Camino Nuevo High School #1 (9-12)

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Camino Nuevo High School #2, like CNHS #1, will be distinguished by its combined focus on academic excellence and social justice. CNHS #1 has a strong track record of graduating at least 92% of its senior class each year; and has also set a high bar for the 4-year college acceptance rate of our students. The following table provides data on high school graduation, college acceptance and college attendance from 2008-2012.

CNCA High School #1 Alumni Profile	Class of 2012	Class of 2011	Class of 2010	Class of 2009	Class of 2008
Total # of Graduates	117	92	97	84	100
% Attending:	88%	78%	73%	76%	68%
4-year College/University	63%	51%	40%	32%	23%
Community College	25%	27%	33%	44%	45%

Camino Nuevo High School #2 aims to meet or exceed CNCA’s current student performance outcomes. In order to do so, the instructional program will be a cohesive reflection of a collection of best practices that have been proven and refined from across all CNCA schools and frontline educational research. A brief description of key signature practices critical to student success at Camino Nuevo High School #1 that could be replicated follows:

College Counseling, College Awareness Education and iGraduate Classes

Several barriers to college access for underserved minorities have been identified in the literature.¹ These include: student aspirations and expectations, college knowledge, academic readiness, and financial aid. Camino Nuevo High School #2 will employ a comprehensive college counseling model to help our students overcome the identified barriers to postsecondary education. The College Counselor will advise students on college admissions test preparations, financial aid, scholarships and essay writing. The College Counselor will also meet with the families of each individual student during the tenth grade to devise an individualized post-secondary education and scholarship plan. In addition, the ongoing relationship between student and counselor will focus on making sure that the student is meeting the milestones needed in order to achieve the agreed upon academic and career goals.

The College Counselor will also oversee the implementation of a strategically planned series of teachings, field trips, guest speakers, and student activities that nurture a college-going school culture and individual mindset and technical knowledge and take students through the entire college application process from exploration through financial aid. As part of the iGraduate program, Camino Nuevo High School #2 will take all students on visits to colleges in Southern and Northern California.

In addition, all students at Camino Nuevo High School #2 will take a five semester college readiness course called iGraduate. Students will take one semester of iGraduate in 9th grade, one in 10th, two semesters in 11th

¹ Tym, C., McMillion, C., and Webster, J. *First-Generation College Students: a Literature Review, Research and Analytical Services*, Texas Guaranteed Student Loan Corporation. 2004.

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

Partnering with Parents

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

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

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

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

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

²Noguera, Pedro A. “Transforming Urban Schools Through Investments in Social Capital.” In Motion Magazine. May 20, 1999.

- Parent-Teen Communication classes.

Student Services Case Management

Camino Nuevo High School #2 will practice a comprehensive approach to education. We believe that in order for students from historically underserved communities to achieve academic success, their home environment and their physical and mental health need to be as balanced as possible. However, gaining access to primary health care, optometry services, dental care, and, mental health counseling, can often become an insurmountable obstacle for many families. Many families struggle to advocate for their child's health and well-being. They feel threatened and ineffective in front of a healthcare system full of bureaucracy and restrictions. In these cases, Camino Nuevo High School #2 will support parents to advocate for their children. We will create a support system to guide families through the public health system in order to achieve a physical or mental health diagnosis that can support an appropriate educational plan.

Introduction

Camino Nuevo High School #2 will operate as a high performing charter school serving up to 500 students in the downtown Los Angeles area. The school will serve a student population largely from the surrounding low-income community and the demographics of the school will mirror this surrounding area. Poverty, primary language, and parent education levels can be projected by examining the demographics of the closest neighborhood schools, Belmont Senior High and Miguel Contreras Learning Center.[1] The population of these schools is comparable to CNCA's existing high school campus. CNCA High School #1 has proven successful in serving student populations similar to the anticipated incoming population of Camino Nuevo High School #2 since 2004.

Despite the economic challenges faced by residents of this community, Camino Nuevo High School students are defying the odds by demonstrating exceptional academic excellence. Camino Nuevo High School #1 achieved a score of 802 on the academic performance index in 2012. Furthermore, the students met the UC A-G requirements and more than 75% were accepted into four-year colleges and universities across the country. In addition to the Camino Nuevo High School, Camino Nuevo also operates four high performing K-8 programs throughout the Greater McArthur and Echo Park communities. Based on the remarkable academic growth of our schools since 2000, CNCA has earned distinctions on both a state and national level. The Burlington and Harvard campuses are California Distinguished Schools and received the Title I Academic Achievement Award two years consecutively. Three of our five schools (Burlington, Harvard, and CNHS #1) have received six year WASC accreditation terms. CNCA HS #1 was also granted the U.S. News and World Report Gold Medal Award for being ranked #55 among similar schools in the nation. Moreover, CNCA HS #1 ranks a 10 out of 10 compared to similar schools and a 7 out of 10 statewide.

Camino Nuevo High School #2 students will learn in an academically rigorous, college preparatory environment that will prepare students to compete for admission to four-year colleges similar to that of CNCA HS #1. The ultimate aim of the program will be to produce students that are well educated, engaged citizens who are prepared to fully participate in our increasingly technological society. All students will be held to the highest standards of achievement and supported by a dedicated community of teachers and administrators. Building upon the success of the elementary and middle school programs of its sister schools, Camino Nuevo High School #2 will provide a high quality college preparatory high school option for its students. Camino Nuevo High School #2 will utilize many of the same programmatic components that have made the Elementary and Middle schools a success, including a college-going culture of high expectations, high quality core instruction, a relevant curriculum that employs best practices for English language learners, and innovative programs to foster genuine partnerships with parents at the high school level. New to CNCA HS #2 will be a project-based STEM curriculum that incorporates a focus on systematic wellness education as part of the instructional program.

Furthermore, Camino Nuevo High School #2 will maintain a small school environment with a capacity of 500 students. In comparison to larger schools, small schools have been shown to produce more favorable student attitudes, positive social behavior, better attendance, lower dropout rates, and positive inter-personal relationships that support academic success. We firmly believe that students have a much greater chance of academic and social success in this type of setting. All CNCA schools strive to create a culture of care for each individual student. We believe in teaching the whole child and using differentiated small group instruction to

inspire students to self-define what motivates them to learn. We will maintain an unwavering commitment to providing high-quality educational opportunities to the students of this community and will work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

The CNCA HS #2 campus will be distinguished by a number of exceptional programs, including a college-preparatory instructional program that includes the *Project Lead the Way* STEM curriculum and advanced education in academic Spanish language. The STEM focus will provide students with rigorous and relevant learning experiences that are readily applicable in the modern marketplace while the advanced Spanish language offerings will promote and celebrate the linguistic heritage of many of our students. Teachers will design rigorous common core standards based curriculum that will couple research-based programs with authentic literature. This approach to curriculum design will foster the student's abilities to make connections between their academic learning and the world around them. To this end, all of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the K-12 continuum.

Students will also receive a holistic educational experience through rich wellness education that extends far beyond the limited scope of pregnancy and drug abuse prevention that is often the exclusive focus of wellness education in underserved communities. In an effort to address the inequities of limited access to physical and mental health resources that frequently plague underserved communities, CNCA HS #2 will provide a whole child experience for our high school students. We will integrate a four-year community wellness education program into the STEM curriculum by providing courses on anatomy, access to healthy food, physical fitness, mental health, population density and transportation choices.

In addition to offering a high quality, innovative college-preparatory instructional program, CNCA strongly believe that parents must be genuine partners in the educational process through high school graduation and beyond. CNHS #2 will offer high-quality family services, including a comprehensive parent outreach program and social service referrals for families in need. To ensure the development of authentic and productive relationships with parents, we will also offer a variety of opportunities for them to become involved in the academic lives of their children at the classroom level. Camino Nuevo High School #2 strongly believes that students will find greater levels of academic success when their home and school share similar values about learning and forge a genuine partnership.

Ultimately, CNHS #2 will seek to create an educational environment where educators experience teaching as a craft and students own their learning. We will strive to provide students with the academic and social skills they need to feel inspired and achieve their hearts' desire. We will aim to prepare students from low-income, historically disadvantaged, inner-city communities for success through a rigorous, college-preparatory curriculum that integrates a STEM and wellness focus, community values, and personalization methods. At Camino Nuevo High School #2, we will give our students the tools and support they need to prepare them for current and future successes. Each member of our learning community will be valued and expected to succeed.

Under the oversight of the Los Angeles Unified School District (LAUSD), Camino Nuevo High School #2 will be a public institution open to any interested student, free of charge. The school is governed by the Camino Nuevo Board of Directors and will be led by a highly qualified Principal and leadership team. The Site Based Council will advise the principal with issues specific to Camino Nuevo High School #2. The school's performance will

be measured using traditional standardized state assessments and the Advanced Placement examinations in addition to internally developed standards-based benchmark assessments and mastery rubrics.

The facility will offer the space and technology necessary for hands-on learning and collaboration – for students, teachers, and the community alike. Strong fiscal planning and a highly qualified management team will maintain a fiscally sound school. Not only will the school be able to meet all of its obligations, like all other CNCA schools, Camino Nuevo High School #2 will also build a reserve fund and be financially prepared for most unforeseen circumstances.

Finally, as previous outlined, all Camino Nuevo High School #2 students will take a college preparatory course of study. Our aim will be for all students to be prepared to earn a Bachelor's degree at a competitive four-year college and to be invested in creating wellness in their local and broader communities. This goal is summed up in CNCA's organizational motto, "College Ready, College Bound!" and the CNCA HS #2 motto which will be, "Work Hard. Live Well."

Affirmations and Assurances

Camino Nuevo High School #2 will:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Charter Renewal Process and Timeline

The Charter Schools Division will work with schools to process charter renewal application with compliance with the legal timelines within the Education Code and in as timely a fashion as possible, including the prospect of arranging an adjusted, mutually agreeable timeline. In general, however, Charter School Renewal Procedures shall specify suggested timelines by which a charter school can submit its petition with sufficient time to allow for District review and response to the charter school, and the opportunity to appeal to the Los Angeles County Office of Education and State Board of Education, if applicable, to minimize disruption of the school's operations.

ELEMENT 1. EDUCATIONAL PROGRAM

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

- The address of the Charter School, is 3500 W. Temple St., LA CA 90004.
- The phone number of the Charter School is 213-417-3400
- The contact person for the Charter School is Ana F. Ponce.
- The term of this charter shall be from 2013-2018, for a duration of 5 years.
- The grade configuration is 9-12.
- The number of students in the first year is projects to be 500. This figure is not a maximum cap, but a target for recruitment and enrollment.
- The grade level(s) of the students the first year will be 9-12
- The scheduled opening date of the Charter School is August 19, 2013.
- The admission requirements include: Completing an interest form, if above capacity.
- The operational capacity will be 500.
- The instructional calendar will be August to June.
- The bell schedule for the Charter School will be from 8:00 to 3:15.
- If space is available, traveling students will have the option to attend.

Vision

Camino Nuevo Charter Academy (CNCA) was founded by Pueblo Nuevo Development, which has had a strong presence in the Rampart and MacArthur Park areas for over 17 years. Pueblo Nuevo Development, with the support of the non-profit organizations New Visions Foundation and Excellent Education Development, founded CNCA as an outgrowth of this larger urban revitalization process to make the community a more productive, safe, and healthy place to live.

The underlying philosophy of Camino Nuevo High School #2 is that when underserved students are provided equal access to rigorous, research-based educational programs in which families are an integral component, children gain the tools to achieve academic success throughout their educational careers. During the past four years, our first high school has achieved the goal of enabling students to meet content standards while addressing the needs of our community. Camino Nuevo High School #2 will be poised to continue this work with an additional 500 students from the Greater Mac Arthur Park and Downtown Los Angeles communities.

History of Camino Nuevo Charter Academy

Camino Nuevo Charter Academy ("CNCA") opened in 2000 to serve children in grades K-5 at 697 S. Burlington Avenue and 631 Commonwealth Avenue to address overcrowded schools and busing of neighborhood children. Located in the greater MacArthur Park area, these two sites served one of the most densely populated, underserved communities in Los Angeles. CNCA expanded in 2001 as a response to the parents' call for increased educational choice in this area by adding two middle school campuses serving grades 6-8 at 653 S. Burlington Avenue and 635 S. Harvard Boulevard. In 2004, an early childhood education program, with two classes of 15 students each, was started on the Burlington and Harvard Campuses. It has since

expanded to serve 120 students. That same year, the Commonwealth Avenue site merged with the Harvard site to form a second stand-alone K-8 campus.

To provide continuity in the instructional program and increase the number of academic opportunities for its middle school student body, CNCA opened a high school campus in 2004, graduating its first senior class in 2008. The high school now serves over 450 students in grades 9th – 12th. Beginning in 2010, CNCA participated in two rounds of the Public School Choice process sponsored by the Los Angeles Unified School District. In 2010, CNCA was awarded the Jose A. Castellanos K-5 elementary campus. In 2011, the school's charter was amended to serve students through 8th grade. During the second round of the Public School Choice resolution CNCA was awarded the Sandra Cisneros Learning Academy, a K-8 elementary school in the Echo Park neighborhood of Los Angeles. To date, CNCA serves 2993 students in the Greater McArthur and Echo Park communities of Los Angeles.

Mission Statement

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

Goals of the Program

To accomplish this mission we will create a comprehensive, common core standards based college-preparatory curriculum that integrates a Science, Technology, Engineering and Math (STEM) approach, real-world experiences, wellness education, and extensive parent and community outreach . Camino Nuevo High School #2 has two aims:

- To prepare graduates to attend the four-year college of their choice.
- To become self-motivated, competent, life-long learners.
- To apply knowledge of the biomedical sciences to contribute positively to the physical and mental well being of the residents of underserved communities.

The educational program will equip students with the skills and knowledge required to successfully attend a four-year college and positively contribute to society. Our students will leave CNHS #2 aware of the needs of their community and equipped with the necessary skills and values to engage with those needs directly. Ultimately, this educational experience will provide the necessary background to apply to four-year colleges and major in fields such as medicine.

STUDENT POPULATION

Camino Nuevo High School #2 will be located at 3500 W. Temple St. near downtown Los Angeles. Over 70% of the prospective students live in close proximity to the school and form a microcosm of the surrounding communities. On average 96% of the students qualify for free or reduced meals. The 2012-13 ethnic population for the current CNHS #1 consists of 92% Hispanic, 1% African American, 5% Asian, 0.4 Caucasian, and 1% multiracial or belonging to other ethnic groups.³ Our students and their families face substantial economic challenges and the social disadvantages that accompany poverty and minority status. Thus, we expect the anticipated population of CNHS #2 to reflect a similar demographic breakdown.

³ Data from Powerschool enrollment report, November, 2008.

The majority of our existing CNCA students reside in the Greater MacArthur Park community. Its census tracts have the highest percentage of severe overcrowding in the city, the greatest concentration of single parent households (50-88%, over twice the city average), highest non-fluency in English (40-66% speak English “not well” or “not at all”), and the lowest availability of automobiles (housing units with no vehicle available ranges from 46-90%-- over three times the city average)⁴ in the city of Los Angeles. Foreign born residents represent 61% of the community, compared with 11% in the U.S. Annual income within this district is the lowest in Los Angeles: the median income is \$11,475. The poverty rate in the area is 35%, compared with a citywide rate of 18%. Rentals represent 82% of housing units in the neighborhood versus 34% nationally. Camino Nuevo High School #2 will serve approximately 500 students in grades 9-12 from the surrounding Greater MacArthur Park/downtown area, with similar demographics as those students currently attending the existing CNHS #1. As a tuition-free, non-sectarian public school of choice, we do not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation.

Belmont Senior High is the largest high school in the attendance area for Camino Nuevo High School #2. The 2012 API score for Belmont HS was 647 with a statewide rank of 2 out of 10. The following chart further characterizes the demographics of CNHS #1, our sister school, and Belmont during that year.

CNHS #1 Students and Belmont Senior High⁵

School	Total Enrollment	Free and Reduced meals	% Hispanic	English Language Learners	RFEP Students	Special Education	2011 Cohort Graduation Rate	% of graduates who were CSU/UC eligible
Belmont Senior High	1214	96%	87%	34%	49%	13%	62%	19%
CNHS	476	98%	98%	7%	78%	7%	92%	100%
Source	CDE	CDE	CDE	CDE	CDE	CDE	CDE	CDE

As the chart above shows, neighborhood students are dropping out of school at a high rate. CNHS #1 is changing this dropout trend by graduating 92% of our seniors in 2011, all of whom had met the A-G requirements for admission to UC/CSU. Furthermore, CNHS #1 met 100% of AYP criteria in both 2011 and 83% in 2012. Additional student achievement comparison data is presented in the next section. However, Camino Nuevo High School #2 will continue this work. Its students will take responsibility for their educational choices, seek a school environment with high expectations devoid of tracking, and maintain high levels of motivation to work hard and achieve an excellent education.

ACADEMIC PERFORMANCE: CAMINO NUEVO STUDENTS’ RECORD OF EXCELLENCE

With a collaborative culture anchored in hard work and pride, CNCA’s existing schools have successes in providing high quality educational programs to all of our students. Our innovate educational approach, further enumerated in this petition, not only demonstrates how we are unique, but how we will continue to be successful with the students and families of Camino Nuevo High School #2. In order to contextualize the aims of Camino Nuevo High School #2, three data charts have been provided. The first chart characterizes the academic performance of CNCA’s current high school students with their charter and LAUSD high school counterparts in neighboring schools. The second chart narrows the scope of the school comparisons to the percentage of students scoring proficient or advanced on the ELA and math portions of the 2012 CST for

⁴ Demographic data from LA County Children’s Planning Council, based on US Bureau of Census, 2000

⁵ CBEDS 2010-2011. <http://data1.cde.ca.gov/dataquest/dataquestgroup.asp>

Camino Nuevo High School #1 and Belmont High School. The rationale for narrowing the comparison to CNCA HS#1 and Belmont high school is that Belmont is the school of residence for many current CNCA HS #1 students. Lastly, the third chart compares the performance outcomes on the CAHSEE of CNCA HS #1 and Belmont HS against state averages.

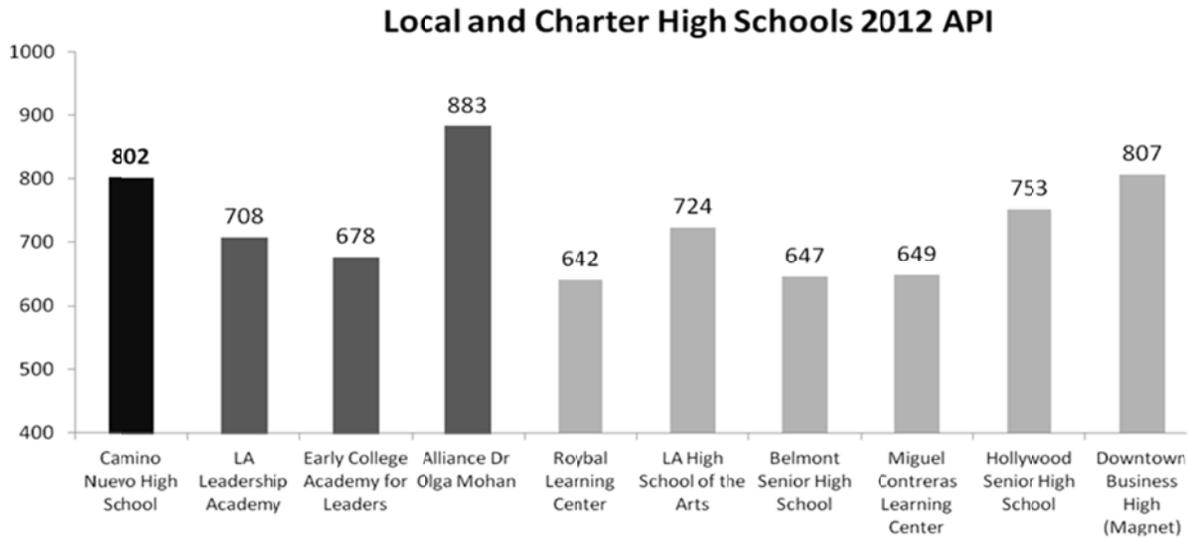


Chart # 1 shows that the 2012 API Score for CNCAHS #1's exceeds all but two local charter or district high schools.

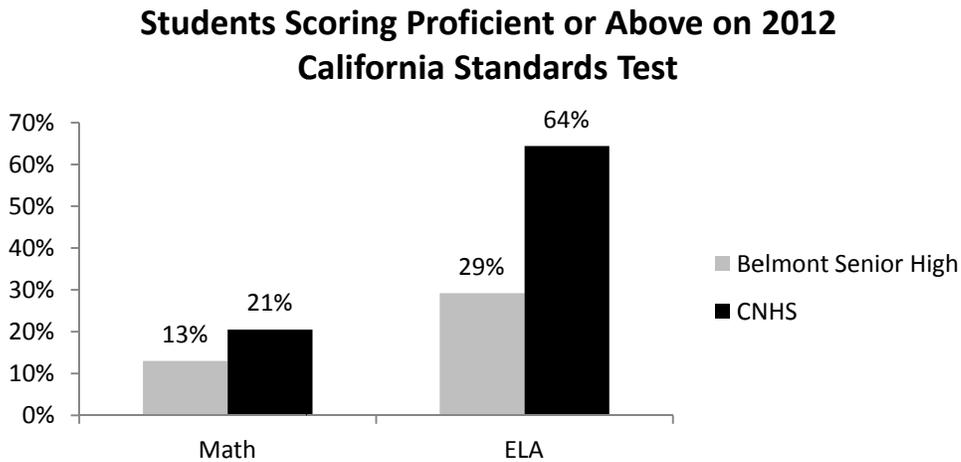


Chart #2 narrows the comparison to Belmont and Camino Nuevo student performance on the 2012 CST for ELA Math.

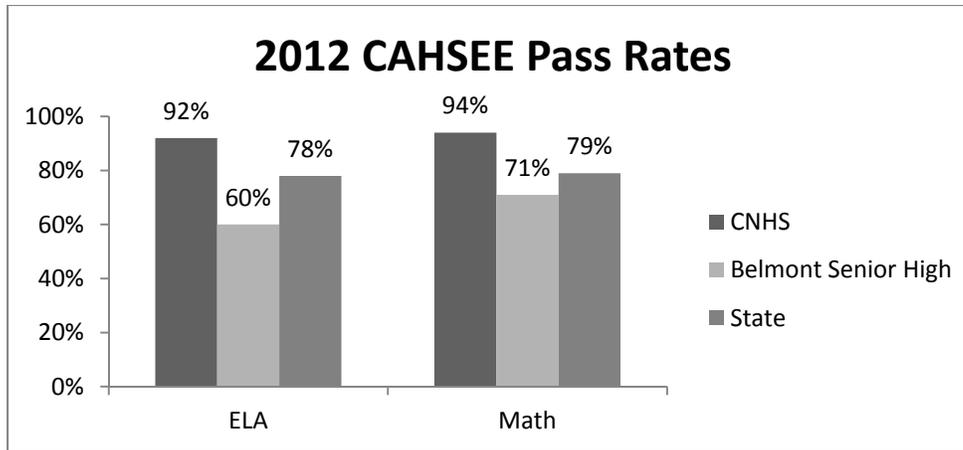


Chart #3 provides California high school exit exams outcomes for ELA and mathematics for CNCA HS#1, Belmont High School and State average.

Data on the achievement of minority racial students, in particular Latino and African American students, indicate that many have performed below achievement levels of other students nationwide⁶ (US Department of Education, 2004). In addition to having higher than average retention rates, Latino students are over represented in low-skill level groups and special education, as well as underrepresented in college-bound initiatives and gifted programs.⁷ Between 1972 and 2001, the dropout rate for African American and White students dropped, while the dropout rate for Latino students remained the same (US Department of Education, 2004). Consistent with these findings, the dropout rate for Latino students in 2001 reached 43%, compared to 13.1 % for African Americans and 6.9% for Whites (US Department of Education, 2001b). In addition, these students face difficult social issues, such as gang violence, drugs, peer pressure, and other obstacles.

The preceding student achievement data provides evidence that CNCA HS #1 has been able to overcome many of the barriers to high achievement that plague historically underserved communities. Camino Nuevo High School #2 will employ similar practices and demonstrate equally high levels of commitment to reducing and eventually eliminating these disparities through a rigorous academic program that builds upon the diverse strengths all students, regardless of their demographics, bring to school. Redefining student achievement as a constant by challenging assumptions about conditions, context, and attitudes that exist within educational norms and stakeholder attitudes helps students overcome barriers to entry that historically have prevented them from attaining higher levels of education. Camino Nuevo High School #2 will maintain a shared commitment to do “Whatever it takes” to ensure that our students successfully navigate the social obstacles that hinder academic achievement by involving families and the community and working relentlessly to create success for all.

⁶ US Department of Education, National Center for Education Statistics. (2004). *The condition of education 2003*. Washington, D.C: US Government Printing Office.

⁷ Rolon, C. (2002). Educating Latino Students. *Educational Leadership*, 60 (4), pp. 40-43.

WHAT IT MEANS TO “BE AN EDUCATED PERSON IN THE 21ST CENTURY”

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

WHAT IT MEANS TO “ADD WELLNESS TO A COMMUNITY”

At Camino Nuevo High School #2, we will create a population of students who will engage in and model healthy behaviors for others in the community. We firmly believe that the revitalization of urban communities should come from community members themselves. We believe that explicit educational programming that addresses the primary physical, mental, and social needs of underserved communities is an effective approach for preparing historically underserved students to become competitive applicants at the nation’s top universities; life-long scholars; and conscientious members of society who will ultimately enter professions such as medicine, kinesiology, or mental health counseling.

HOW LEARNING BEST OCCURS

Camino Nuevo High School #2 believes that learning best occurs in a small, safe, student-centered environment where diversity will be valued and risk-taking will be supported. Such an environment builds students’ self-confidence and self-reliance and encourages them to be literate, critical thinkers. We believe that students should also be expected to be physically and mentally engaged through a hands-on interdisciplinary approach to learning. This approach will allow students to make interdisciplinary connections and engage actively in their learning. Moreover, we will ensure that learning opportunities are purposefully differentiated to meet the needs of all students to support them in becoming competent, motivated, life-long learners who are prepared to engage in the 21st century marketplace.

At CNCA HS #2, a teacher’s role will be to maintain high expectations for all students while acting as a facilitator who ensures that every child will be working towards grade-level mastery. Educators will be encouraged and supported to use innovative teaching methods and collaborate on curriculum and school governance. In addition, we believe that the student’s families and parents are their first teachers and that we must work together to achieve the goals we have set for our students. By integrating the following eight strategies into our educational program, we will support all students towards realizing their full academic and social potential.

1. Vision of Excellence & Community

Camino Nuevo High School #2 will maintain high expectations of all members of our community. We will hold our staff to these high expectations first. We will then work to ensure that we are prepared and ready to partner with parents and students to meet these high expectations. As a school, we will constantly set goals for our achievement outcomes, we will plan strategically to meet these goals, and we will reflect on our outcomes. In order to create a community of excellence, Camino Nuevo High School #2 will adopt an instructional vision that will be used regularly with the entire school community to reflect upon our culture, instructional approach, and results. Below is an example of an instructional vision at an operating CNCA campus:

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.

Our vision of a good high school is a school that maintains high standards along with a commitment to making it possible for students to achieve them.

Camino Nuevo High School #2 will also develop a set of shared commitments that all faculty members subscribe to when they become part of the school community. The commitments will be used to ensure ongoing alignment between our mindsets, behavior, and outcomes for students and our team. The commitments will be regularly reflected upon at the opening or closing of faculty meetings to ensure they remain alive in the minds of the faculty and leadership team. Below is an example of current shared commitments at one of the existing campuses:

- 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 will be accountable to one another for quality instruction; *We will support one another toward being successful and maintaining high expectations.*

We will 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. We will use the Council structure and monthly school-wide community meetings to explicitly discuss each "Way." Each month one student from each classroom will be selected by their peers and teacher because they most exemplify the highlighted Camino Nuevo Way. This student will be publicly honored with a certificate and a few words of recognition during the monthly school community meetings. The "Camino Nuevo Way" is a rigorous set of mindsets and behaviors that will define the culture of our small school community.

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.

To maintain a school-wide commitment to "The Camino Way" we will hold regular school-wide and grade-level community meetings. These sessions will allow the school community to gather as a unified body to discuss school-wide issues, to disseminate information, and to plan for upcoming commitments. In some instances students will plan and facilitate these meetings themselves. Community Dialogues will be crucial in the process of creating a positive school culture. They will focus on how the school community can build awareness and wellness as well as maintain a college-bound culture.

As a means of maintaining this vision with each of our students, Camino Nuevo High School #2 will implement a school-wide Student Positive Behavior Support plan such as, "The Score." The Score is a credit-score model that helps students and staff account for the long term effects of behavior choices.

2. College Preparatory Course Work (A-G Preparation, Universal Intervention and AP Classes)

The academic program at Camino Nuevo High School #2 is designed to prepare students for a 4-year college education in the biomedical sciences. Students will develop technological, literary and mathematical competence to be competitive in these fields. Students will be expected to take and pass A-G classes as a minimum graduation requirement. Students will also be expected to maximize their math and a science education by being enrolled in math and, when possible, science each of their four years. Camino Nuevo High School #2 will offer a challenging curriculum based upon the course requirements for admission to the California State University System and to the University of California.

Teachers and administrators will have the criteria for "evidence of mastery" for each class. In addition, quarterly benchmark assessments will provide students and teachers with formative data on progress towards their mastery of standards. Our commitment to high achievement will instill in students a desire to use their acquired knowledge to pursue higher education, and to prepare them to compete in the careers of their choice. We will provide a rich and challenging academic program that equips students with strong content knowledge as well as essential 21st century skills to compete in the marketplace.

All students will have the same opportunity to achieve maximum learning in all subject areas and will not be placed in "tracks" based upon perceived learning ability. We believe that every student who will enter our campus, regardless of learning challenges or personal background, is capable of completing a rigorous college preparatory program that includes AP classes. Camino Nuevo High School #2 will offer certain universal AP classes at most grade levels and provide targeted support to those students in need to ensure success in those classes. In addition, because of our dedication to creating a bilingual student body, Camino Nuevo High School #2 will prepare its student body to take and pass the AP Spanish Language examination.

Camino Nuevo High School #2 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, Camino Nuevo High School #2 will organize human resources to support student needs. As a part of their yearly curriculum, all students at Camino Nuevo High School #2 will receive a support class crafted to their individual needs. Some examples of these support offerings include, the learning center, reading instruction, math support, social skills instruction, research skills, and executive functioning skills. At Camino Nuevo High School #2, we truly believe that all students – even gifted students – will benefit from small group of instruction specifically targeted to their area of need. In some cases, this instruction may also be an extension of the core course work.

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 Success Team meetings will be held regularly to provide additional support for struggling students. The leadership team 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 as well.

In addition, each year, in grades 9-12, students take at least one semester college readiness course, called "iGraduate." The iGrad curriculum ensures that all Camino Nuevo High School #2 students have an articulated vision of themselves as college students; that they have career goals for after college; and that they have a detailed plan, and the necessary executive skills, for achieving what they have outlined for themselves. Their final semester of iGraduate will walk the students through the college application and financial aid process.

3. Wellness Education (Advisory, STEM, and *Project Lead the Way*)

As previously stated, Camino Nuevo High School #2 will provide a whole child education for our high school students. This education will include an exposure to healthy lifestyles and will go far beyond education about the dangers of drug usage and the importance of reproductive health care that is often the scope of wellness education in underserved communities. We will take a three-pronged approach to wellness education that includes an advisory structure, a STEM instruction focus, and the implementation of Project Lead the Way to equitable education and bridge the "wellness divide" that plagues historically underserved communities. We are confident that this approach will produce students with an acute awareness of environmentally sound practices for themselves and their communities and expose them to career paths in the biomedical sciences and mental health fields.

Current statistics underscore the reality that students from low socioeconomic status families are not receiving equitable access to the tools necessary to live healthy lives. According to the California Endowment, the "high rate of obesity among low-income teens suggests that barriers to healthy behaviors, healthy foods and physical activity not only continue to exist but have grown even larger." Youth from low-income families are more likely to drink sugary soda (approximately 70% versus 55% among affluent teens); to consume more fast food (approximately 48% versus 37%); to eat fewer family meals (11% never eating with a parent versus 5%); to have fewer opportunities to participate in organized sports (approximately 37% are on athletic teams versus 49% of their affluent peers); and to watch more TV (56% versus 46%). They also get very little physical activity – only 1 in 5 low income students gets at least one hour of exercise a week⁸.

Camino Nuevo High School #2 aims to address these inequities that are certainly barriers to achieving one's full academic and social potential through the advisory curriculum, access to mental health services where necessary, and explicit wellness education. Our students will participate in a four year sequence involving education in nutrition and cooking, anatomy, physical fitness, emergency and survival training, and meditation. In addition to providing education on personal health choices, Camino Nuevo High School #2 will offer science curricula, as outlined below, that will encourage students to consider the strain urban life places on the environment. Courses will address the impact of population density, transportation choices, and access to organic food and green space on historically underserved communities and the world at large.

⁸ Driscoll, Gwendolyn (2008). Obesity among state's low-income teens nearly triple that of more affluent peers. *UCLA Newsroom*.

As a part of their coursework at Camino Nuevo High School #2, students will complete three years of a proven, project-based, STEM curriculum. This curriculum is the Biomedical Sciences Program developed by *Project Lead the Way (PLTW)*. An overview of the curriculum from the *PLTW* website follows:

The *PLTW* Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate [state and] national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health... They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology... [S]tudents acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences⁹.

The work students do in their *PLTW* classes will provide an engaging and relevant compliment to the formal education in reading, writing, mathematics and service learning that they will receive. The curriculum will serve as the foundation of the STEM and wellness components of our programming. In addition, wellness education at Camino Nuevo High School #2 will extend into our extracurricular programming. We will focus on providing wellness classes to the students, their families, school staff and the surrounding community. These classes will include group exercise, healthy cooking, and communication courses, including language classes. Courses will be taught by a cross-section of stakeholders as appropriate.

A critical component to our success will be the internship program that will provide opportunities for students to engage in "real world learning". In addition to teaching *Project Lead the Way* curriculum, Camino Nuevo High School #2 has created a service-learning program where students actively learn while providing a service to an organization. Twice a year, Camino Nuevo High School #2's entire student body will complete a day of service with the members of their iConnect (Advisory) classes as a part of their service learning commitment. We will also partner with businesses, non-profit organizations, and government offices to provide internships and practical workplace educational experiences. Students will also be encouraged to participate in community service projects in their local communities and to utilize community-based educational programs, such as classes offered by local colleges. During summer internships, many Camino students will have the opportunity to make connections between what they study and what is needed to solve workplace challenges problems successfully. Our service-learning program will enable our students to make valuable contributions to the community while simultaneously acquiring valuable knowledge and workplace skills necessary for a successful future.

As evidenced by "The Camino Way," we are committed to nurturing a deep understanding of and connection to the community. For this reason, we are committed to building a community of students and faculty from a range of family, cultural, and economic backgrounds. This will be a community of diverse human beings who accept and appreciate each other, who value the challenges of resolving conflict and embracing tolerance, and who take responsibility for their own actions. In addition to ensuring that the students of Camino Nuevo High School #2 are well versed in "The Camino Way," Camino Nuevo High School #2 will promote communication through the use of tested curricula including *Character Counts*, *MAPS 4 College*, and the Ojai Foundation *Council* Framework.

⁹ <http://www.pltw.org/our-programs/high-school-biomedical-sciences-program>

At Camino Nuevo High School #2, we will create opportunities for students to explore these ideas and to develop both as individuals and as members of our school community. Because of this, our entire certificated staff will be trained to facilitate *Council*. As described by the Ojai Foundation, *Council* is a practice of speaking and listening from the heart. Through compassionate, heartfelt expression and empathic listening, *Council* inspires a non-hierarchical form of deep communication that reveals a group's vision and purpose.

Council offers effective means of working with conflicts and for discovering the deeper, often unexpressed needs of individuals and organizations. *Council* provides a comprehensive means for co-visioning and making decisions in a group context. *Council* is about our personal and collective story¹⁰.

Council is a regular part of our staff meetings and our iConnect (Advisory) classes.

In order to further provide personalized mental health counseling for emotional, social, and family issues, Camino Nuevo High School #2 will provide on-site counseling through a partnership with the Los Angeles Child Development Center (LACDC). Some of the topics that will be addressed in group sessions will include self-esteem, communication, healthy relationships, teen dating, violence, and sexual abuse. Students who need individual counseling beyond the school's services will be referred to an outside mental health agencies like Didi Hirsch for services.

4. Parent Involvement

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, Camino Nuevo High School #2 will seek to develop partnerships with parents around all aspects of their children's educational lives. To reach this objective, 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.

As volunteers, learners, advocates, and leaders, parents will be a constant presence at our school. Through volunteer service, parents will help ensure attendance and uniform policies are adhered to, and will provide a supportive environment outside of school for their child to read and complete homework. Our school leadership team will facilitate partnerships with families, and will provide parent education workshops, institutes, assemblies, special events, and other activities throughout the year. For those parents who work during school hours, communication will be maintained through a weekly family newsletter. The newsletter will communicate academically themed messages from the leadership team, important calendar items, resources, and special announcements.

Camino Nuevo High School #2 will foster an environment of social and cultural inclusion for all families. To accomplish this, all administrators will make daily efforts to communicate with parents or guardians. These efforts will include an open-door policy for all leadership team members, monthly assemblies or community meetings with the principal, workshops facilitated by the leadership team, weekly newsletters, and relevant

¹⁰ <http://www.ojaifoundation.org/Council>

classes. Translation will also be provided into the predominant dominant native languages of the parent population. Camino Nuevo High School #2 realizes that many parents must work full time and cannot be at the school during instructional hours. A concerted effort will be made to ensure evening events are scheduled. Therefore, every effort will be made to accommodate the schedules of our families to include them in their child's education.

6. Creating Excellent Educators

The research of Robert Marzano and others has shown that the number one factor in student success is the quality of their teachers. CNCA and Camino Nuevo High School #2 are dedicated to selecting and developing the best possible teachers for our students. Camino Nuevo High School #2 educators will receive professional development in the best practices of their craft.

At Camino Nuevo High School #2 we will create and maintain teacher excellence by providing:

- 10 days of professional development each year.
- Professional development in key areas of instruction including, but not limited to: differentiation, special education needs, cooperative learning, gradual release of responsibility, standards based instruction, effective instruction for English language learners, the Common Core Standards, data-based instruction and mastery grading.
- Professional development on the advisory curriculum and programs of Camino Nuevo High School #2.
- Professional development in conversational skills in the dominant family language of the school, currently Spanish.
- Assigning new teachers experienced mentors on campus to help them acclimate and grow.
- A teacher-leadership structure called the Extended Leadership Team.

Moreover, Camino Nuevo High School #2 will work diligently to foster a positive culture for all stakeholders. School culture will be defined as the unwritten, shared set of norms and values that guide the thinking, behavior, and relationships that typify the customs of an organization (Crane, 2009). We will 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. A positive culture must exist in order to effectively implement the strategy and structures required to transform the academic achievement of historically underserved students. Camino Nuevo High School #2 firmly believes that a positive school culture will shape and focus our collective energy to better serve our students and families.

To that end, we will invest a significant amount of time creating a team atmosphere among faculty and staff. The results of the most recent staff satisfaction survey (June 2012) at one of our K-8 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.

7. Partnering with the Community

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 include community based organizations, non-profit service providers, health service providers and enrichment partners. A designated Camino Nuevo High School #2 staff person will be responsible for cultivating and managing all community partnerships. Camino Nuevo High School #2 will also be supported by a number of community members and

long standing community partners. It is our intent to continue CNCA partnerships with the community groups listed below, and establish new partnerships to meet the comprehensive needs of students and families residing in the community. These partnerships will be based on our place-based approach to community development that we have successfully established at all of our other campuses.

Community members will be invited into the school to enrich classes and to validate skills developed in the classroom. CNCA has partnered with businesses and organizations to provide internships, practical workplace educational experiences, and enrichment opportunities. Students will be required to participate in community service projects in their local communities and will be encouraged to utilize community-based educational programs, such as classes offered by local colleges, and enrichment programs such as instrumental music classes, playwriting, and documentary film production workshops.

Knowing that many of the students attending Camino Nuevo High School #2 will be the first in their family to attend college, and few have experiences with or exposure to this 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 lacking motivation and/or struggling with academics. Below is a list of existing partnerships with CNCA schools. The list is not exhaustive and some partnerships are site-specific. Camino Nuevo High School #2 will have the opportunity to maintain and build upon these partnerships based on its student and programmatic needs.

Mentoring:

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

Health Services:

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

Parent Support Services:

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

Enrichment:

- ***Academy of Business Leadership*** – CNCA students work on projects related to the stock market, finance and entrepreneurship during a seven-week Summer Business Institute.
- ***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.

Camino Nuevo High School #2 will also tap into community resources to develop an after school and athletics program. Students will have the opportunity to participate in sports competitions. One such example is that Camino Nuevo High School #2 hopes to host an active Students Run LA (SRLA) Club, through which students will train to run the Los Angeles Marathon and learn how to work towards achieving extremely challenging goals.

8. Focus on Technology

Technology is a "power tool for learning." Camino Nuevo High School #2 will strive to improve the literacy skills of its student population by providing technological exposure and access, which is found to have a critical link to literacy development. Working towards our mission and vision, students will have equal access to information, to other communities, and to resources through greater access to technology. As part of their advisory curriculum, students will learn keyboarding and office software programs. Contemporary technology, including the use of tablets, will ensure students are meeting Common Core Standard expectations in this area.

Students and educators will use technology for many learning tasks. A well-designed technological infrastructure will help to create a model 21st-century learning environment, encouraging students to learn efficiently in order to prepare to be part of a technologically-based workforce. At Camino Nuevo High School #2 all teachers will be equipped with a laptop computer. Additionally, most classrooms will have a workstation of desktop computers for student use. We will also have mobile carts and a computer lab available for student use. Students will continue learning about technology by using computers to engage in learning activities related to their current units of study as well.

As previously stated, Camino Nuevo High School #2 believes that in order for our students to be prepared for the demands of global society in the 21st Century, we must teach our students a new set of technology-based skills to help them effectively read and learn from digital texts and media. These skills have been detailed by reading experts and technology educators alike, as well as the Partnership for 21st Century Skills, an organization consisting of a blend of partners from the education and business worlds.¹¹ One of the group's key findings was that all students must acquire literacy in information and communications technologies, a finding consistent with the standards outlined in NCLB under 8th grade technology standards. As a secondary school, Camino Nuevo High School #2 will go beyond these standards, ensuring that our students have become adept at, "analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of formats and media."¹²

¹¹ See for example: Biancarosa, G., & Snow, C.E. "Reading Next: a vision for action and research in middle and high school literacy." *Alliance for Excellent Education*. Pgs 12-29.

Coiro, Julie. "Making Sense of Online Text." *Educational Leadership*. Vol 63 No 2: 30.

¹² Popham, W James. "The Age of Compliance." *Educational Leadership* VOL. 63 No. 2: 84-85.

FRAMEWORK FOR INSTRUCTIONAL DESIGN

At Camino Nuevo High School #2, we believe that the teacher is the most critical key lever for student success and that no set curriculum meets the needs of all students in the classroom. Therefore, we will 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 Camino Nuevo High School #2 leadership team will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. We will be able to ensure the quality of instruction for every student by guaranteeing what gets taught through teacher-created Common Core aligned standards based pacing plans and how it gets taught through consistent professional development around pedagogy that meets the needs of our learners.

The nine block courses vary by grade level, but each Camino Nuevo High School #2 student can expect to have a schedule approximating the following:

1. iConnect
2. English
3. Mathematics
4. History/Social Science
5. Core Science
6. *Project Lead The Way*
7. Wellness
8. Foreign Language
9. iGraduate/Graphic Design/Economics/Art
10. Academic Support (Reading, ELD, RSP, Intervention or Extension)

A typical day at CNHS will begin with 30 day advisory class (iConnect) and be followed by two of the classes listed above. Next, the student would have a lunch break, and then attend two more of their scheduled classes. The day would end with after school programming. Minimum days would include breakfast, advisory, two classes and lunch. Visitors to the school can expect to see students engaged in meaningful learning on a variety of topics, both of academic and social importance. They could also expect to interact with students who speak to them in respectful language, and discuss with faculty, their school and community.

The instructional framework of Camino Nuevo High School #2 is designed to take students through a specific coursework that will prepare them to enroll in competitive universities across the nation and to be leaders in the health and wellness career fields. As a result, the students will bring greater wellness to themselves, their families and the greater community. For example, in addition to taking Wellness Classes, students at Camino Nuevo High School #2 will have the opportunity to lead group exercise and nutrition classes as part of the afterschool program. These classes will be open to the students and staff of Camino Nuevo High School #2 as well as to their parents and other community members.

Standards-Based Pacing Plans

Camino Nuevo High School #2 will create a guaranteed and viable curriculum by initiating a formalized process to create Common Core aligned standards-based pacing plans. The process will build upon the *Understanding By Design*, (Wiggins and McTighe, 2005) backwards planning approach:

- Pacing plan formats from existing CNCA schools will be analyzed to determine best practices.
- California Common Core Standards will be grouped into units around big ideas and essential understandings.
- 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 creating a guaranteed and viable curriculum at Camino Nuevo High School #2. 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. With the standards-based pacing plans as our guide for a “guaranteed and viable” curriculum, we will implement high quality frameworks for instruction to facilitate learning.

Instructional Materials

Course materials will be selected by site leadership and teacher leaders, using the course descriptions included in this charter, the Common Core state standards, and the guidelines of governing programs such as Advanced Placement or Project Lead The Way, where applicable.

School-wide Structures and Instructional Strategies

The following structures will make up the framework of the instructional design at Camino Nuevo High School #2. These common cross-curricular structures will be utilized across grade-levels to ensure consistency and academic excellence.

- *Thinking Maps*: Tools to promote meta-cognition.
- Reading Strategies: Based on the work outlined in *Mosaic of Thought* by Keene and Zimmerman.
- Reading block classes for all students in grades 9-12: A consistent time to promote a love of reading and improve reading skills through strategy instruction and access to authentic, leveled texts from a variety of genres.
- Kagan Cooperative Learning Strategies: Role-based group learning activities that promote effective student talk and high levels of accountability.
- Gradual Release of Responsibility: “I Do, We Do, You Do”.
- Mastery Grading: Grades that reflect a student’s knowledge of content, not their behavior.
- Strategic Afternoon Programming: Data-based programming to address all students’ individual needs.

ACADEMIC PROGRAM

Camino Nuevo High School #2 will hold all students to high standards and promote a single intellectual mission. The school’s commitment to interdisciplinary instruction through a STEM focus, themes of social justice through wellness education, and public presentations of learning, will create a rich and dynamic context for its standards-based curriculum. It will also ensure Camino Nuevo High School #2 graduates will have the ability to tackle the myriad of university challenges with confidence and skill. Students will often work in groups ranging in academic year and ability. Camino Nuevo High School #2’s small size and commitment to personalization will allow for teachers to exercise great individual flexibility and skill to better serve our students.

CNHS#2 assures that the school will implement the Common Core State Standards.

ASSESSMENT AND GRADING

Assessment at Camino Nuevo High School #2 will hold the dual purpose of informing teachers about students' ongoing progress toward content mastery and determining students' final grades in a given class. To formatively assess students, teachers will use a wide range of research-based strategies. Examples of these strategies include: thumb checks, choral response, teacher observations, white board responses, teacher observations quizzes, vocabulary tests, written response to texts, exit slips, reading/writing journals, reading/writing conferences, performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessment portfolios, lab and investigation write-ups, essays and unit tests. Whenever possible, teachers will use standards-based rubrics that articulate criteria for content mastery as well.

Camino Nuevo High School #2 will also use common writing assessments with common core aligned standards-based criteria to be completed three times per year by every student in the grade to assure a guaranteed writing curriculum in every classroom. Reading level assessments will also be administered on an annual basis using the *Teacher's College Reading and Writing Project* (TCRWP) assessment used across the existing CNCA schools, K-12. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions will assist teachers in understanding students' progress and where interventions will be necessary. All students will also be assessed quarterly through standardized grade level benchmark assessments on the Common Core aligned standards-based pacing plans to ensure essential standards will be taught to mastery. Teachers will use benchmark assessment results, reading levels, and ELD levels, where applicable, to adjust pacing plans to re-teach standards and provide intervention to those students in need.

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

To this end, all teachers at Camino Nuevo High School #2 will use the same grading scale (shown below).

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

*Students will have the ability to apply for an extension for a course based on extenuating circumstances. If granted, students will be issued a grade of "Incomplete" for up to one semester.

COURSE REQUIREMENTS

All students at Camino Nuevo High School #2 will be required to complete the following High School Graduation requirements. The courses offered in our educational program, and those required for graduation, will be based upon the best practices in education, feedback from parents and employers in the community, and feedback from students. These courses meet the current "A-G" course requirements for admission to the University of California (UC). The Camino Nuevo High School #2 graduation requirements will match those of CNHS #1: successful completion of the UC A-G requirements and successful completion of both sections of the CAHSEE.

In preparation for meeting the graduation requirement, students will be enrolled in 35 units of history/social studies (A); 40 units of ELA (B); 30-40 units of mathematics (C); 30-40 units of science (D); 30-40 units of foreign language (E); 10 Units of Visual Arts (F). Because this plan enrolls students in several college preparatory electives, this requirement (G) will be automatically completed by a third or fourth year of most courses. In addition to their A-G classes, all students at Camino Nuevo High School #2 receive *PLTW* courses, wellness courses, advisory courses, and courses that provide targeted academic support.

ACADEMIC COURSE DESCRIPTIONS

The next section provides a description of academic courses with examples of instructional strategies and student applications of learning embedded into the curriculum. Camino Nuevo High School #2 reserves the right to modify the instruction program and strategies where necessary to serve the needs of the school community, while continuing to mandate a UC approved A-G course of study.

Course Sequence Rationale

Coursework in each of the departments outlined below has been backwards planned with the intended outcome of preparing students to succeed in Advanced Placement coursework. CNHS #2 has chosen to frame its courses around Advanced Placement for a variety of reasons. By selecting AP readiness as a goal, CNHS #2 is tapping in to a national, guaranteed and viable curriculum that can be assessed by a normed national exam. Moreover, CNHS #2, believes that committing to empower each of its students to be AP students will be transformative in the students' educational opportunities.

Rice University¹³, having synthesized the recent peer-reviewed research regarding student preparedness and college readiness, shares the following data:

- Students who take AP courses in high school are more likely to graduate from college within four years and have higher grade point averages in college than similar students who did not take AP courses (University of Texas).
- Students who successfully participated in one or more AP exams and courses significantly outperformed their non-AP peers. These comparisons were made among peers with similar levels of academic ability and family economic status (Hargrove and Dodd, 2007).
- Students who took one or more AP courses and exams had higher college GPAs, earned more credit hours and were more likely to graduate in 4 years or less (Hargrove and Dodd, 2007).

¹³ http://collegeready.rice.edu/AP_and_CR_Main.aspx

- AP students who took the course and scored 2 out of a possible 5 points on an AP exam will still tend to do better in college than a student who did not take AP courses or who skipped the AP exam (Hargrove and Dodd, 2007).
- AP exam scores of 3 or better are strongly predictive of a higher rate of college graduation. In particular, Hispanics scoring a 3 or higher on the AP exam as opposed to the non-AP student were 27% more likely to graduate from college, and low-income students were 32% more likely (Dougherty, Mellor and Jian, 2005).
- Students who scored 3 or higher on four popular AP Exams earned higher first-year GPAs, were more likely to continue on to a second year of college, and were more likely to attend selective institutions, on average, than students with comparable SAT® scores and high school GPAs who did not take AP (College Board, 2009).
- Students who scored a 1 or 2 on an AP Exam showed higher retention rates into their second year of college than non-AP students, and they were more likely to attend selective institutions (College Board, 2009).

Because AP coursework is so rigorous, CNHS #2 is committed to providing Academic Intervention to support its students in accessing the curriculum. CNHS #2 is also prepared to provide non-AP coursework for a given course, particularly in the lower grade levels, should it become evident that such an action is necessary. For this reason, the AP courses below are listed with both AP and non-AP course titles, where appropriate. CNHS #2 is also committed to training its teachers to provide equitable instruction to English Language Learners – even and especially – in AP coursework.

English Language Arts

The English Language Arts curriculum of Camino Nuevo High School #2 will be founded on the believe that all students will be capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. Using the state standards as a base, the first priority of the English Language Arts program will be the development of academic language. All Camino Nuevo High School #2 English classes include: in-class reading, timed writing and explicit vocabulary instruction. They will be vertically aligned to AP Literature and Language courses.

English 9: Urban Studies

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

English 10: World Literature

As 10th graders, Camino Nuevo High School #2 students will continue the pursuit of the mastery of English grammar, vocabulary, and expository writing that will be begun in the 9th grade. They interact with the state standards through the lens of World Literature. They will be exposed to texts that add to their understanding of agency and of community and global wellness. This curriculum emphasizes texts from non-Western parts of the world, and from underrepresented populations in Western civilization.

English 11: CSU Writing

Our 11th graders will take an English course created by the California State University system. This will be a two semester expository reading and writing course that includes explicit instruction in key skills identified by researchers. This course will be intended to ensure that all students will be ready to take AP level English coursework their senior year. This course will be rounded out by our English teachers to ensure any standards outlined in the Common Core, but not addressed by the CSU curriculum will be included in their pacing plans.

English 12: AP English Language or AP English Literature¹⁴

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

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

Both courses will require students to write with attention to developing and organizing ideas in clear, coherent, and persuasive language; engage in a study of, and employ, the elements of style in their writing; and maintain a tenacious attention to precision and accuracy. Rather than tracking students into these courses, Camino Nuevo High School #2 will be dedicated to preparing all of our students for this level of writing by providing co-requisite or additional academic support for those students who need it.

Mathematics

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

At Camino Nuevo High School #2, students will not be placed in mathematics courses by grade level, rather they will be placed in the course they will be best prepared for and offered academic support classes and summer school when needed. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards will begin their coursework with Algebra 2. All students will be expected to graduate having completed a math course at the level of Pre-calculus, Statistics or Calculus and have met the UC geometry requirement. Problem solving and reasoning will be stressed throughout the goals at each grade and in every course. The development of problem-solving skills will be a major goal of the mathematics program. Mathematical modeling

¹⁴ Note that here, and throughout, descriptions of AP courses are adapted from the course descriptions offered on the College Board website.

will be an important technique used to build understanding of abstract ideas. Teachers will expose students to physical representations that help develop understanding of abstract concepts. Students will develop mathematical competence and power by engaging in solving meaningful problems.

Algebra I

This will be a beginning course in Algebra. Students will be instructed in algebraic operations, rational and irrational numbers and expressions, monomials and polynomials, variables, linear functions, graphing, and quadratic equations. Students in Algebra 1 practice solving multi-step word problems involving linear equations and inequalities as well as finding the equations of lines using the slope and y-intercepts. Students will be encouraged to estimate and check their own work. Graphing calculators will be also used. Emphasis in supplemental course work will be on graphing equations and finding solutions to numerical equations using letters to stand for unknown numbers. Students learn problem-solving strategies, such as visualizing, sketching, organizing information to make a mathematical restatement, and checking reasonableness of an answer in the context of the problem, with a special focus on problems involving rate, work, and percent mixture.

Geometry

This course will cover traditional Geometry topics such as points, lines, planes, angles, properties of parallel lines, transverse lines, triangles, quadrilaterals, polygons, circles, area, and volume congruence and similarity. The course helps students to employ inductive and deductive reasoning to formulate logical arguments and justify conclusions using a library of definitions, axioms, theorems, and postulates. Through writing geometric proofs, students learn to construct formal, logical arguments, identify errors in logic in chains of reasoning, test general assertions and learn to prove assertions false with counter-examples. In Geometry, students will solve problems involving perimeter, circumference, area, volume, lateral area, and surface. They learn to use a compass and protractor to make and measure angles and use coordinate geometry to prove theorems. Students will learn to use angle and side relationships in problems with right triangles; will learn the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections. Geometry will be offered in the summer at Camino Nuevo High School #2. Students will have the option of completing that course at Camino Nuevo High School #2 as a summer elective, via distance learning, or at a local community college.

Algebra II

Prerequisite: Algebra I or its equivalent

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

Statistics

Prerequisite: Algebra II or its equivalent

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

College Mathematics

Prerequisite: Full year of Algebra II.

This will be a rigorous, college preparatory math course that covers topics from a variety of fields. In an aim to make students mathematically literate citizens with a sense of informed agency, this course takes students through application. This goal will be accomplished by analyzing the stock market, businesses, banking, credit, and taxation as well as carbon dioxide concentrations on the earth and in the oceans, global warming and deforestation. They also look at the application of trigonometry and the concept of limits to real-life situations. The lenses of financial literacy and environmental husbandry will be particularly appropriate for Camino Nuevo High School #2 students as seniors will be expected to take Economics. Mathematic topics used in these explorations include: representing data and math modeling, polynomial functions, rational functions, geometry, advanced trigonometry, exponential functions, logarithmic functions, statistical analysis, matrices, limits.

Pre-Calculus

Prerequisite: Full year of Algebra II.

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

Calculus/A.P. Calculus

Prerequisite: Pre-calculus

This course will be taught with the same level of depth and rigor as entry-level college and university calculus courses in one variable calculus. The course teaches students how to prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions; how to use graphing calculators to verify and estimate limits; and how to prove and use special limits. Students in Calculus will be able to define and graph the continuity of functions; apply the intermediate extreme value theorems; and both derive derivative formulas

and use derivatives to solve a variety of problems from physics, chemistry, and economics involving rate of change of a function. The course will explore the chain rule, its proof, and applications to derivatives; parametrically defined functions; Rolle's theorem, Newton's method for approximating the zeros of a function, and "L'Hopital's Rule." Calculus students learn to use differentiation to solve optimization and rate problems and to sketch graphs of functions by hand and to identify maxima, minima, inflection points, and intervals in which the function will be increasing and decreasing. Students use definite integrals to model problems in physics, such as area, velocity, acceleration, area of a surface of revolution, and work. The course covers using the fundamental theorem of calculus to interpret integrals as antiderivatives and the properties and computation of inverse trigonometric functions. Calculus includes instruction in how to use various tests to determine whether a series converges; how to form new series from known ones; how to calculate Taylor polynomials; and how to apply different techniques to solve elementary differential equations in the context of a wide variety of real world situations, including growth-and-decay problems. Graphing calculators will be used throughout the course.

History

Camino Nuevo High School #2 embraces the History-Social Science courses will be designed to develop the following literacies:

Historical Literacy: developing research skills and a sense of historical empathy; *Ethical Literacy*: recognizing the sanctity of life and dignity of individual, understanding the ways in which different societies have tried to resolve ethical issues; *Cultural Literacy*: understanding the rich, complex nature of human cultures; *Geographic Literacy*: developing an awareness of place; *Economic Literacy*: understanding the basic economic problems confronting all societies; *Socio Political Literacy*: understanding the close relationship between social and political systems. At Camino Nuevo High School #2, these literacies will be employed to give students a deeper understanding of their own context and agency.

Grade 10: World History/AP World History

As 10th grade students, Camino Nuevo High School #2 will take AP World History. This course focuses on the ancient and contemporary History of Europe, Asia, Latin America, and Africa. Through their studies, students develop in-depth theories on government, democracy, revolution, technology, distribution of wealth, and change. Students study Enlightenment philosophers and then write a personal philosophy paper expressing their own beliefs. They compare the French, Mexican, and American revolutions, synthesizing the outcomes to determine if each revolution can be considered "successful" and if it can be justified. The students then focus on the Industrial Revolution's transformation of society and the era of Imperialism. The course also guides students to see the extension of the worldwide interactions that began in the industrial era to the current integration of markets we call Globalization today. Students will culminate this unit by individually writing a feature article about the effect of European Imperialism and collaboratively creating a news website with articles on topics in the area of Globalization. After Imperialism, the course turns to the study of the Russian Revolution and Totalitarianism, including the causes and consequences of World Wars I and II. Students will research a dictator and then write a paper comparing World Wars I and II to "Just War Theory." The last quarter of tenth grade Humanities focuses on the Holocaust and international developments in the post World War II world, including non-violent protest movements. Students will research a current issue of justice and prepare for a debate and a dialogue between representatives from opposing sides of the issue, culminating in a mock trial. Through this final unit, students will reflect on their obligation to others, human rights, and the creation of lasting peace. This course prepares students to take the AP World History examination.

Grade 11: US History/AP US History

Prerequisite: World History

As 11th grade students, Camino Nuevo High School #2 students will take AP US History. This course will be a general survey of United States History from colonization to the present. Major social, political, economic, and cultural issues will be examined. The course will be designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Throughout this course, students critically analyze such events as the colonization, civil rights, democracy, rule by law. They will learn about key introduce students to the trends in history, such as the worldwide diffusion of popular culture and expanding suffrage and consider changes in the global landscape brought about by industrialization, war, and the emergence of the U.S. as a major industrial power. Students will also look at the United State's international relations in the twentieth century, and the battle over immigration that continues to this day. They will explore principles of religious liberty and other key economic, political, immigration, and environmental issues. Throughout the course, the themes of meritocracy, universal rights, the concept of the American Dream, immigration, non-violent protests, and the role of individual identity in shaping point of view. Course texts include many primary source documents, such as policy statements, speeches, and laws. Students use anecdotal scripting and annotated bibliographies to organize information and learn to draw comparisons between specific historical incidents and broader themes and abstract ideas. At least one major research paper will be required. This course prepares students to take the Advanced Placement exam.

Grade 12 – AP US Government

As 12th grade students, Camino Nuevo High School #2 students will take a year of AP US Government. This course examines the United States system of government, the purpose, structure and functions of federal, state and local levels of government and the economic principles upon which the system will be built. This course provides an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political landscape. In particular, students will be expected to master the following six topics: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the congress, the presidency, the bureaucracy, and the federal courts; public policy; civil rights and civil liberties. Students will be prepared to take the AP US Government examination.

Grade 12 – Economics

In their second semester of 12th grade, all students will take a one semester economics. They will study the foundations of economics by examining the relationship between scarcity and need; opportunity cost, marginal benefit, and marginal cost; and monetary and non-monetary incentives and how changes in incentives can cause changes in behavior. Students will assess a Los Angeles neighborhood through an economist's lens, considering housing, education, and health indicators and making recommendations for key economic improvements. This course covers the power of greed, scarcity and its impact on perception in the world, and the importance of careful analysis in decision making. Through this course, Camino Nuevo High School #2 will provide students with economic reasoning skills that they will use for the rest of their lives. In addition, the course will be meant to give students an idea of the power they have in the economy and the consequences of their choices.

Core Science

As a STEM school, Camino Nuevo High School #2 has a dual science program which marries traditional coursework with successfully tried project based learning curriculum offered through Project Lead The Way. Both program components instruct students in the biological and chemical understandings essential to a career in the biomedical and wellness disciplines.

Grade 9 – Biology/AP Biology

Students at Camino Nuevo High School #2 will take their first AP course as 9th graders. This course will be designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The key concepts will be evolution, cellular processes, genetics and the interaction of biological systems. This course prepares students to take the AP Biology examination.

Grade 10 – Environmental Science/AP Environmental Science

Prerequisite: Biology

As 10th graders, students at Camino Nuevo High School #2 will take their second AP science course. The goal of this course will be to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: science will be a process; energy conversions underlie all ecological processes; the Earth itself will be one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; human survival depends on developing practices that will achieve sustainable systems. This course prepares students to take the AP Environmental Science examination.

Grade 11 – Chemistry 1

Prerequisite: Algebra 2

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

Grade 12: AP Chemistry

Prerequisite: Chemistry

For their fourth science course at Camino Nuevo High School #2, students will take AP Chemistry. This course will be designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics in this course include: structure of matter and nuclear chemistry; states of matter; reactions, stoichiometry and kinetics; descriptive chemistry; organic chemistry; chemical calculations and advanced lab work. This course prepares students to take the AP Chemistry examination.

Project Lead The Way (Biomedical Science Electives)

Camino Nuevo High School #2 will also pilot a *Project Lead The Way (PLTW)* Biomedical Sciences STEM curriculum and our wellness program. Students will take PLTW courses each year as a supplement to their science curricula. *PLTW* courses are nationwide, and many have been approved for A-G credit as science, CTE or elective coursework.

Foreign Language

Camino Nuevo High School #2 believes that it will be important for all students to be literate in Spanish. Although many of the students attending Camino Nuevo High School #2 speak Spanish, few read it or understand its grammar. Because biliteracy will be a tremendous asset to students, we offer Spanish to help each student become truly fluent in academic Spanish. Students will be, therefore, expected to take a full four years of Spanish coursework.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects will be designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and video tapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

Spanish 1

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

Spanish 2

Prerequisite: Spanish 1

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

Spanish 3

Prerequisite: Spanish 2

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

AP Spanish Language

Prerequisite: Spanish 3

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

AP Spanish Literature

Prerequisite: AP Spanish Language

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

Visual Arts

Camino Nuevo High School #2 will offer two semesters of Graphic Design. Graphic Design meets the Visual Arts requirement for the high school. Students will also be informally exposed to other art forms through CNCA's experiential learning curriculum which is currently being developed. The curriculum will provide

students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning.

9th and 10th Grade: Graphic Design A & B

Graphic Design provides an overview of design through two-dimensional and three-dimensional real-world applications. The course meets the UC requirements for a visual arts course. Students will explore the history of graphic design, and develop skills in artistic perception, creative expression, aesthetic valuing, critiquing, and career and real world application of design strategies while solving visual art problems. Students will develop an awareness of historical trends in design and digital media as well as the vocabulary to communicate about graphic ideas.

Students will work critically to analyze their own experiences in relation to interpretations of design. They will keep sketchbooks to record graphic design in the real world and personal sketches and plans. Through group and individual projects students will develop perception and application of the elements of art and principles of contemporary design. The students will use a variety of software and technologies, such as Photoshop, Google Sketch, Powerpoint, and Flash to create and present their work, culminating in a digital portfolio featuring work from throughout the school year. The portfolio will include projects such as: digital photographic self-portrait collages; advertising campaigns; sports team logos; CD cases; environmentally friendly buildings; and animated characters.

MEETING THE CONTEXTUAL NEEDS OF OUR STUDENTS

College Counseling, College Awareness Education and iGraduate Classes

Latinos in California have lower rates of college matriculation directly from high school, lower probabilities of graduating from college, and longer paths to degree attainment. For example, only one-third of 18 year-old Latinos will go to college in California: 26% will enroll at a community college, 5% will attend a Cal State University, and 2% will attend a college within the University of California system. Only 15% of Latino students will reach a 4-year university, and of those, only 63% will earn a Baccalaureate Degree.¹⁵

Unfortunately, low levels of education not only hinder economic opportunities but may actually influence the likelihood of future generations to pursue a higher education. For example, in 2001 the U.S. Department of Education found that college enrollment rates were inversely proportional to the education level of one's parents: the rate of students whose parents had a bachelor's degree or higher who enrolled in college more than doubled that of students whose parents had less than a high school education.¹⁶ Several barriers to college access have been identified in the literature.¹⁷ These include: student aspirations and expectations, college knowledge, academic readiness, and financial aid.

Camino Nuevo High School #2 will have a comprehensive college counseling model to help our students overcome the identified barriers to postsecondary education. The College Counselor will advise students on college admissions test preparations, financial aid, scholarships and essay writing. The College Counselor will meet with each student and family during the tenth grade to devise an individualized post-secondary education and scholarship plan. In addition, the ongoing relationship between student and counselor will focus on making sure that the student is meeting the milestones needed in order to achieve the agreed upon academic and career goals.

The College Counselor will also oversee the implementation of a strategically planned series of teachings, field trips, guest speakers, and student activities that nurture a college-going school culture and individual mindset. This approach to building students and parent capacity will ensure they have the technical knowledge necessary to complete the entire college application process from exploration through financial aid. As part of the iGraduate program, Camino Nuevo High School #2 will take all students on visits to colleges in Southern and Northern California as well.

In addition, all students at Camino Nuevo High School #2 will take a five semester college readiness course called iGraduate. Students will take one semester of iGraduate in 9th grade, one in 10th, two semesters in 11th grade, and a final semester their senior year. In the 9th grade, students will gain executive functioning skills including typing and researching in order to create a personal college profile and wish list. In 10th grade, students will begin to formulate a vision of themselves as college graduates, and the impact college education will have on their families and neighborhoods. As 11th graders, students will finalize their college application portfolio. Their portfolio will include completed sample applications to private, Cal State and UC schools as well

¹⁵ Brady, H.E., Hout, M., Stiles, J., Gleeson, S., Hui, I. *Return on Investment: Educational Choices and Demographic Change in California's Future*. 2005.

¹⁶ US Department of Education. *Special Analysis 2001: Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment*. Washington, D.C.: National Center for Education Statistics. 2001.

¹⁷ Tym, C., McMillion, C., and Webster, J. *First-Generation College Students: a Literature Review*, Research and Analytical Services, Texas Guaranteed Student Loan Corporation. 2004.

as financial aid documentation, a personal statement, scholarship applications and letters of recommendation. The final semester of iGraduate will be spent on the actual college applications process.

Partnering with Parents

CNCA parents are vital components of the academic success of the students regardless of their own education level, economic status, or dominant language. We firmly believe that “when parents are respected as partners in the education of their children, and when they are provided with organizational support which enables them to channel their interest to the benefit of the school, the entire culture of the organization can be transformed. Parents have knowledge of children's lives outside of school, which teachers typically do not have, and that knowledge can prove helpful in developing effective pedagogical strategies”¹⁸ Their participation, involvement and support will be crucial to the accomplishment of their children’s academic goals. Consequently, we will develop a strong Parent Program that constantly strives to develop creative and innovative strategies to encourage and/or support families to advocate for their child’s academic success and extend the learning process at home.

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

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

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

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

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

¹⁸Noguera, Pedro A. “Transforming Urban Schools Through Investments in Social Capital.” In Motion Magazine. May 20, 1999.

Camino Nuevo High School #2 will also maintain an open-door classroom policy. Throughout the school year, parents will have access to classroom visits and may observe firsthand how their child performs in class. Furthermore, they will be encouraged to stay in constant communication with their child's teacher far beyond the traditional parent-teacher conferences. Camino Nuevo High School #2 will whole-heartedly welcome families into the school community and will encourage family members to be part of the learning process by volunteering their time on and off site.

Parents play a vital role at CNCA schools, and are provided with the opportunity to give ongoing, informal feedback to School Administrators via an end of the year survey. This feedback will help administrators identify areas of improvement for Camino Nuevo High School #2.

Student Services Case Management

Camino Nuevo High School #2 will practice a comprehensive approach to education. We believe that in order for students from historically underserved communities to achieve academic success, their home environment and their physical and mental health need to be as balanced as possible. However, gaining access to primary health care, optometry services, dental care, and, mental health counseling, can often become an insurmountable obstacle for many families. Many families struggle to advocate for their child's health and well-being. They feel threatened and ineffective in front of a healthcare system full of bureaucracy and restrictions. In these cases, Camino Nuevo High School #2 will support parents to advocate for their children. We will create a support system to guide families through the public health system in order to achieve a physical or mental health diagnosis that can support an appropriate educational plan.

MEETING THE ACADEMIC NEEDS OF DIVERSE STUDENTS

Given the many challenges that will undoubtedly face Camino Nuevo High School #2's student population, and given our belief that all human beings have the potential for growth and self-actualization, all Camino Nuevo High School #2 students will be required to receive targeted support classes. The Camino Nuevo High School #2 intervention program is intended to address the particular needs of our various subgroups of students, including those who demonstrate significant academic deficits that would be most effectively addressed outside of the context of the regular classroom environment. We believe that a student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation, and will therefore provide support in each of these areas as necessary. The goal of the intervention program will be to educate students to realize their full potential and to provide them with the skills and agency needed for success at a four-year university.

Universal Intervention (Academic Support)

Camino Nuevo High School #2 will provide 1-3 intervention periods for each student on an annual basis. These periods will be co-taught by multiple teachers allowing for targeted instruction in a variety of areas. Camino Nuevo High School #2 anticipates intervention in the following forms:

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

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

Differentiation in the Core Classes

At Camino Nuevo High School #2, 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.

MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS

According to the U.S. Census Bureau one in five public school students live in homes where English is not the primary language (Freeman & Freeman, 2007, p.5)¹⁹. In 2006-2007, 25% of all California public school students (1,568,661 students) were classified as English Learners²⁰. In the past two decades the number of English Learners in public schools has increased and the need to serve English Language learners (ELL's) is one that permeates across the country, in California and in the city of Los Angeles. Camino Nuevo High School #2 will be in the heart of Los Angeles, California, and therefore the student population will be predominately Latino (Hispanic) with students coming from homes where Spanish is the primary or dominant language. CNCA understands that it is the moral and legal responsibility of a school to provide ELL's with access to equal education.

In 1972 the Supreme Court of the United States put forth that "...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."²¹ Providing equity and access has always been a challenge within the context of public schooling, but has come to the fore since the passage of No Child Left Behind (NCLB) which positioned its' beam on underperforming subgroups (specifically special education students and English Learners). Camino Nuevo High School #2 is committed to providing equity for English Learners through access to academic English.

English Learner Instruction

CNHS #2 is required to timely identify potential English Learner students and provide them with Effective language acquisition program that affords meaningful access to the school's academic core curriculum. CNHS #2's instructional plans for English learners will be based on sound educational theory; adequately supported with trained teachers and appropriate materials and resources; and periodically evaluated to ensure that the program is successful and modified when it is not.

Serving English Learners through our Instructional Program

At Camino Nuevo High School #2, we will embrace the instructional vision that expects all students to gain the "ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and scientific problem solving..." In 2009 the CNCA cross-site leadership team developed the following Commitment Statement for English Language Learners that currently applies across all of our existing schools:

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

It is our goal that our English Language Learners develop oral, written, and reading language proficiency in order to have access to high-quality educational opportunities. According to California Educational Code, all school districts are required to continue to provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district's average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum (CCR, Title 5, section 11302). Services must continue until ELL's meet objective

¹⁹ Freeman, Y. & Freeman, D. English Language Learners: The Essential Guide. Scholastic, 2007

²⁰ www.cde.ca.gov

²¹ *Lau v. Nichols* (Supreme Court decision) as cited in Biegel, S. Education and the Law. Thomson/West, 2006

reclassification criteria (EC 313). This means that EL students must be provided with ELD and SDAIE, as needed, until they are Re-designated as Fluent English Proficient (RFEP).

Camino Nuevo High School #2 teachers and leaders will view the need to serve English Learners as an opportunity and never a liability. The Camino Nuevo High School #2 learning community will promote a climate of inclusion. Given that we live in a political and cultural climate, many EL students in California attend school within a context that does not welcome them. "When communities, states, and even the country do not welcome immigrants, this influences how students feel about themselves and their schooling" (Freeman & Freeman, 2007, p.30). Camino Nuevo High School #2 will value students' home languages and cultural backgrounds. We will ensure that all communication goes home in both Spanish and English and provide translation at all school events and conferences. Additionally, Camino Nuevo High School #2 will present workshops to empower parents and share strategies to support their child's language development

Targeted Instruction for English Language Learners

In order to achieve our instructional vision and meet state requirements, we will focus teacher professional development and collaborative work around instructional strategies that work for English Language Learners. Our research-based strategies are highlighted below:

1. Student Engagement

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

2. High Quality, Student-to-Student Interaction

A critical element of language development will be providing time and space for students to use language in writing, reading, listening, and speaking. As a school we will commit to providing opportunities throughout each lesson for students to discuss ideas and process information. Teachers will spend time explicitly teaching "partner talk": what it looks like, sounds like and feels like.

3. Non-Linguistic Representation

Non-linguistic representations help English Language Learners associate meaning with academic language through sensory and mental images. They include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. "The purpose of non-linguistic representation is to enhance students' abilities to use mental images to represent and elaborate on knowledge²²."

4. Informal Assessment and Immediate Feedback

English Language Learners "require immediate feedback that will be timely and realistic in order for students to know how they are doing in the classroom ...When you provide students with feedback, you are giving students information about how well they are doing relative to a particular learning goal so that they can improve their performance²³" Informal assessment and feedback will support learners in actively engaging in the lesson self-assessing their understanding, as well as, informs instruction so that the teacher can adjust "on the spot" as

²²Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language Learners. ASCD, 1996.

²³ Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language Learners. ASCD, 1996.

necessary. As a school, we will adopt practices that informally assess students and provide feedback on their understanding. Some of these practices will be:

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

5. Systematic ELD Instruction and Programming

In addition to integrating SDAIE and ELL strategies throughout the curriculum, Camino Nuevo High School #2 is devoted to providing ELD instruction for emergent language learners. Students will be grouped and taught at their assessed ELD proficiency level during a specific instructional time. In addition, all ELD teachers will ensure the following:

- ELD lessons have a clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose
- Language patterns and vocabulary
- Structured language practice at least 50% of the time
- Engaging topics and instructional practices

Implementing the systematic, focused and targeted approach to meeting the needs of English Language Learners at Camino Nuevo High School #2 is an important indicator of our commitment to effectively serving ELL's. Camino Nuevo High School #2 will be highly committed to serving all of the students and families that make up our small school community. We will place a high importance of meeting the needs of our English language learners, in addition to effective language support for all students, and continually strive to employ innovative, best practices in order to do so. Aligned with our mission and instructional vision, it is our goal that English Language Learners achieve a strong command of academic English in order to have access to high quality educational opportunities.

Paths to Reclassification, Reclassification Criteria²⁴ and Reclassification (RFEP) Cycle:

Camino Nuevo High School #2 realizes the importance of monitoring and supporting students' English language development over time and ensuring that students are prepared to re-designate as students who are fluent in English (Reclassified Fluent English Proficient or RFEP). For this reason, our school will have a systematic process for tracking ELL's and their progress towards meeting the criteria for re-designation (RFEP). The California State Board of Education has established guidelines, based on *EC 313(d)*, for school districts to use in reclassifying students from EL to fluent English proficient. Camino Nuevo High School #2's Reclassification criteria will reflect the same criteria set forth by the state. Camino Nuevo High School #2

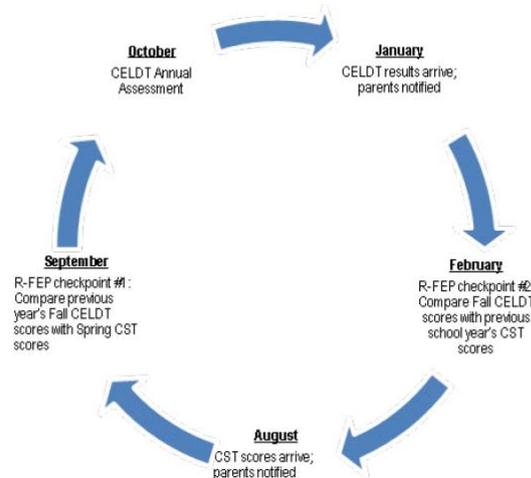
²⁴ The Guidelines for Reclassification of English Learners, approved by the State Board of Education (September 2002 and updated September 2006), is based on Education Code Section 313(d)

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

Parent and Teacher Notification

When a student meets the RFEP criteria, the student, parent and current teacher will be notified in writing. At Camino Nuevo High School #2 we realize that just because a student has met the state-mandated criteria for re-designation, this may not mean that student no longer needs support with academic English. Teachers and administrators will look closely at RFEP student progress in class and on standardized testing measures. According to requirements outlined under the No Child Left Behind Act (NCLB), schools must monitor students for three years after re-designation (NCLB, Section 3121 [a] [4]).

Reclassification Cycle



Affirmation of EL Instruction and Assessment Obligations

On an annual basis, CNHS #2 shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to: how ELs' needs will be identified; what services will be offered; how, where and by whom the services will be provided; how the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments). CNHS #2 shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process. CNHS #2 shall administer the CELDT annually. CNHS #2 shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

MEETING THE NEEDS OF GIFTED LEARNERS

Camino Nuevo High School #2 is adamantly opposes tracking, and will therefore not single out students for gifted only classes. Instead, high achieving students will be provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. Teachers will consistently analyze

student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They will use this information to create learning activities that target the needs of all students and scaffold appropriately. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination. Other examples include:

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

In fact, the core academic program of Camino Nuevo High School #2 is based on Advanced Placement and STEM coursework, balanced with targeted intervention – a combination we believe will lead to more and more of our students self-identifying as scholars.

SPECIAL EDUCATION

Special Education Program

All charter schools must adhere to all terms and conditions of the *Chandra Smith Modified Consent Decree* (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, CNHS #2 will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and CNHS #2 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

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

MEETING THE NEEDS OF SPECIAL EDUCATION STUDENTS

Special Education students will participate in a full inclusion model called Dynamic Blended Inclusion. This model is a data-based, proactive approach to identifying and addressing the dynamic learning strengths and needs of all students through strategic collaboration and targeted differentiation in as inclusive of a manner as possible. Data from regular progress monitoring is used to constantly adapt to the changing needs of students with AND without identified special needs. Support occurs in a maximized co-teaching model and/or an extended, intensive Learning Center. Intervention is no longer considered strictly “supplemental” or “separate” from daily high-quality, differentiated instruction in the general education setting. All students have maximized access to the general education curriculum and setting, with varying levels of support as needed, while historically marginalized subgroups have increased access to core curriculum. When students do require increased levels of support from a Resource Specialist they will also have the ability to attend Learning Center classes as one of their scheduled intervention courses. In this class, they will receive training in academic and study skills such as note-taking, focusing, using graphic organizers, and asking questions in class, as well as support with their core class assignments in accordance with their IEPs. As previously referenced, within the Dynamic Blended Inclusion model, the RSP teacher will also co-plan and co-teach with core teachers to assist students within their general education classes.

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

Student Success Teams and Response to Intervention

The framework for how we 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 will be referred to a member of the Coordinated Support Team, who will be responsible for following up with all Tier I stakeholders.

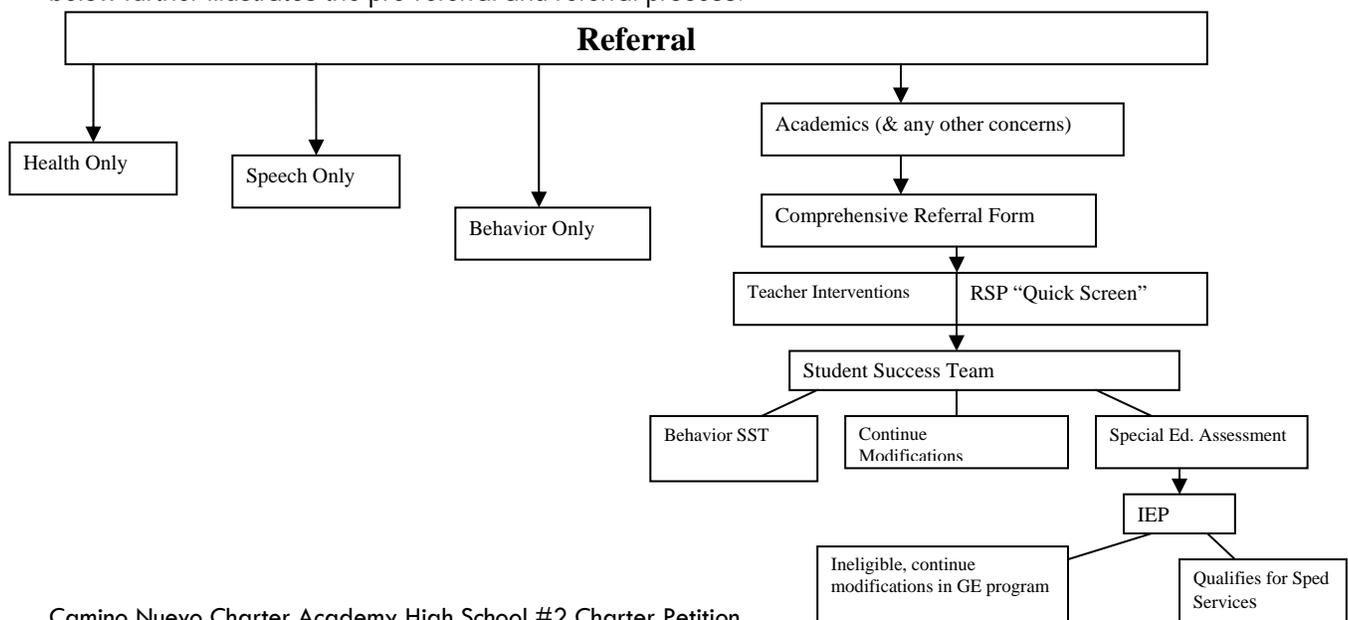
Teachers will carefully monitor student progress, gather information on the student and determines whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, (Tier 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. Any student recommended for academic intervention is assessed and depending on his/her needs (Spanish Language, English Language, Math, etc.) The student may be asked to attend after school tutoring (3:30-5:00pm) to address his/her academic needs.

The 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. 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 will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability.

If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist or for a Section 504 evaluation. 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. The Student Success Team (SST) will ensure that Camino Nuevo High School #2 explores all factors that may be influencing a child's low academic achievement. We have found that in many cases, the root of the problem can be found in a doctor's office. Physical and mental health issues have been found to significantly contribute to a student's low academic achievement. Medical diagnoses such as: ADD/ADHD, astigmatism, myopia, hearing infections, depression, and anxiety are sometimes found when digging deeply into the health and family history of a child, particularly in high-poverty communities.

We will guide our families to gain access to community resources. This assistance will be continuous and create a genuine support system for the families. Camino Nuevo High School #2 will provide families with a friendly and pleasant environment to deal with difficult issues affecting a child's performance. The Student Success Team works with parents/guardians and individual students in identifying their learning needs and developing a plan for academic and social success. This team develops a pre-referral intervention plan, which is based on a review of prior interventions, accommodations, and further interventions for addressing the student's learning difficulties. Once a student is identified to be in need of assistance, the team will develop an action plan which may include teacher implementation of a personalized program to help increase the achievement of the student as well as other intervention strategies for the school and home. The flow chart below further illustrates the pre-referral and referral process.



SPECIAL EDUCATION RESPONSIBILITIES

Camino Nuevo High School #2 anticipates the execution of a Memorandum of Understanding ("MOU") by and between the Los Angeles Unified School District ("LAUSD") and Camino Nuevo High School #2 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education. Alternatively, Camino Nuevo High School #2 will provide approved legal verification of membership in another state-approved. This verification shall be provided to LAUSD at least 60 days prior to the first day of the academic year following the approval or renewal of this petition.

Charter School Petition Statement Regarding MCD Requirements

The *Chandra Smith* Modified Consent Decree (MCD) is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Camino Nuevo High School #2 further agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. Additionally, Camino Nuevo High School #2 agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671).

GRADUATION AND HONORS DIPLOMA REQUIREMENTS

Camino Nuevo High School #2's graduation requirements meet the national and state standards as well as the A-G requirements of admission into the University of California and California State University and graduation requirements of LAUSD²⁵ (including successful results on the CAHSEE). The following chart outlines this comparison.

	SUBJECT	Camino Nuevo High School #2	UC/CSU	LAUSD
A-G REQUIREMENTS	SOCIAL STUDIES (A requirement)	3 Years	2 Years	3 Years
	ENGLISH (B requirement)	4 Years	4 Years	4 Years
	MATH (C requirement)	3 Years (4 Years Recommended)	3 Years	2 Years
	SCIENCE (D requirement)	2 Years (4 Years Recommended)	2 Years Lab Sci.	2 Years
	FOREIGN LANGUAGE (E requirement)	2 Years (4 Years Recommended)	2 Years	2 Years
	VISUAL/PERFORMING ARTS (F requirement)	1 Year	1 Year	1 Year
	COLLEGE PREPARATORY ELECTIVE (G requirement)	1 Year (4 Years Recommended)		1 Year

In order to earn an Honors Diploma from CNHS #2, students will be required to meet the following criteria:

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

PARENT NOTIFICATION OF TRANSFERABLE COURSES

Camino Nuevo High School #2 serves high school students in grades 9-12 and meets UC/CSU course entrance requirements. Therefore, all parents and guardians of students at Camino Nuevo High School #2 are informed of the transferability of its courses to colleges/universities or other public schools prior to the enrollment of their child. This is accomplished through the student/parent handbook and the enrollment contract signed by each student and parent.

ACCREDITATION

Camino Nuevo High School #2 will seek full Western Association of Schools and Colleges (WASC) accreditation to not only demonstrate the quality of the school but also to take the opportunity to conduct a

²⁵ LAUSD requires a service learning and computer literacy project in addition to what is outlined above. While CLAHS #12 does not list these as explicit graduation requirements, the skills are taught in our iGraduate classes and woven into our school programming.

thorough self-assessment and ensure a high quality academic program. From the first day of school, Camino Nuevo High School #2 staff will work to provide the necessary data and quality-oriented results required for WASC accreditation.

SELECTING, DEVELOPING AND RETAINING EXCELLENT EDUCATORS

Staff Recruitment and Selection Process

Camino Nuevo High School #2 seeks a group of professionals committed to our mission—that all students will become literate, critical thinkers with sensitivity to the world around them and the desire to be agents of social justice. In addition, the teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek tenacious and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff who personalize their services with absolute customer service. Camino Nuevo High School #2 selects its own staff. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation.

Each core subject teacher will have the necessary California teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of non-core classes will have qualifications consistent with the requirements of state legislation. Requirements related to the *No Child Left Behind Act* are detailed under the heading of Title I at the end of this document.

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

Teacher Recruitment and Selection Process

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

Teacher Recruitment

CNHS will recruit through announcing openings and encouraging candidates at various locations, such as:

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

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

Teacher Selection Process

1. The selection process will include the following steps:
 - a. research and establish job qualifications
 - b. announce opening(s)
 - c. recruit applicant(s)
 - d. request resume, references, and credentials
 - e. interview candidate(s)
 - f. candidates present demo lesson to a class
 - g. verify previous employment
 - h. check references
 - i. select top candidate
2. Medical clearance - proof of TB testing
3. Fingerprinting - applicant will submit prints through LiveScan which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
4. Check for employment eligibility and require child-abuse sign-off

Professional Development

Camino Nuevo High School #2 will be 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.²⁶ Camino Nuevo High School #2 will foster a collaborative school environment in which teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. Teachers new to the school are paired with an experienced teacher to facilitate the transition into the existing school culture. Camino Nuevo High School #2 strives to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

Camino Nuevo High School #2 will provide extensive professional development opportunities to our teachers, administrators, and staff. Although the focus of Camino Nuevo High School #2's professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations are also scheduled for all-school staff.

Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. "Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools" (DuFour and Eaker, 2004²⁷). We will combine three essential components to define the culture of Camino Nuevo High School #2 and ensure a powerful adult learning community is established, focused on academic excellence:

1. Agree to a set of shared commitments that guide teachers and leaders in carrying out the CNCA mission and Camino Nuevo High School #2 instructional vision (to be established by the Camino Nuevo High School #2 leadership team)
2. Implement five key practices that create the structure of the adult learning community.
3. Launch 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. They will remain alive in the minds of faculty and leadership team members through regular reflection during the opening and closing of faculty meetings. The professional learning community will be defined by five key structures:

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

Lastly, in our effort to yield the greatest student achievement gains in the shortest amount of time, the faculty and administration will commit to ensuring a guaranteed and viable curriculum exists for all students.

1. **Critical Friends Groups (CFG):** The Annenberg Institute for School Reform at Brown University first developed the Critical Friends model for collegial dialogue. It is currently in use by an estimated 35,000 teachers, principals, and college professors in over 1,500 schools. The Critical Friends process focuses on using structured discussion protocols to develop collegial relationships, encourage reflective practice, and rethink leadership roles. CNCA has employed CFG's as core structure in our professional development

²⁶ Schmoker, Mike. Results Now. 2006.

²⁷ DuFour, R. and Eaker, R. (2004). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.

program since 2003. The structure will be entirely teacher-driven and teacher-led. Administrators will also participate in CFG's. Our faculty members will engage in one to two CFG's per month.

2. **Classroom Walk-Throughs (CWT):** The UCLA School Management Program developed this process to provide teachers and leaders with the opportunity to observe and have conversations about what is happening in classrooms, so teachers can make change in the classroom and increase student achievement. Camino Nuevo High School #2 will conduct CWT each year to collect data to analyze school-wide instructional trends around critical questions developed in collaboration by teachers and administrators. The resulting data and analysis will be used to develop commitments that will be used to adjust our instructional program and practices to achieve stronger results.
3. **Coaching Model:** The coaching model will be the third structure that defines our professional learning community. At Camino Nuevo High School #2 our administrators will be required to be true instructional leaders. One of the means by which they fulfill that expectation will be through the coaching model. Unfortunately, the current reality for teachers in many school settings is an experience of isolation where they close their doors and "do their own thing." At Camino Nuevo High School #2 we strive to harness the collective power of collaboration by opening up our doors *and* our dialogue to build professional relationships that help all students meet the standards. We believe that professional growth will be dependent upon creating a "feedback rich" culture that creates and sustains high performance²⁸.³⁰ Establishing coaching structures with regular opportunities to be observed and receive feedback at Camino Nuevo High School #2 will be more than an opportunity; it will be a necessity.

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

- Is the content being taught standards-based and rigorous?
- What are the students showing us they are learning?
- What instructional decisions are teachers making and Why?

The learning loop cycle below outlines the essential elements of the model and frames our coaching conversations with teachers.

²⁸ 30 Crane, Tom. *The Heart of Coaching*. 2009.



4. **Focused Professional Development:** Camino Nuevo High School #2 will provide extensive professional development opportunities to our teachers, administrators, and staff. Ten full professional development days will be calendared each year, during which the principal guides teachers in learning and applying new approaches to curriculum planning and in working in teams to develop standards-based pacing plans and benchmark assessments. Professional development is also embedded into the work week through weekly early-release Wednesday sessions dedicated to ongoing adult learning. All teachers participate in these two and a half hour sessions. These professional dialogues take several forms: grade level or department groups may collaborate around student work or offer peer feedback on unit plans, an expert may present to the staff, teachers might analyze assessment data and plan lesson studies together, or the staff may read and discuss a professional article related to instruction. As a whole, these days will set the stage for mutual growth and collaboration.

Other activities facilitated during our onsite professional development program may include the development of social capital in urban schools, creating action plans to foster our parents as partners philosophy, effective bilingual pedagogy, lesson plan development, discussions about powerful strategies to increase student achievement, regular data analysis and reflection. Although the focus of Camino Nuevo High School #2's professional development plan will be standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations will also be scheduled for all-school staff. See Appendix for sample of Summer Institute agendas, agendas for Professional Development Days, and sample annual Professional Development Plan from 2010-2011.

5. **Teacher Leadership:** Camino Nuevo High School #2 will establish an Extended Leadership Team (ELT), comprised of teachers and leaders, to support the development of a guaranteed and viable curriculum. The Instructional Cadre will ensure that standards maps and annual pacing plans are established and aligned to the Common Core for each grade level using a scaffolded process that builds upon the *Understanding By Design*²⁹, backwards planning approach:
- Analysis pacing plan formats to arrive at an annual Camino Nuevo High School #2 pacing plan template.
 - Group standards into units around big ideas and essential understandings.

²⁹ 31 Wiggins, Grant and McTighe, Jay. *The Understanding by Design Handbook*. 2005.

- Write measurable objectives to teach each standard.
- Document classroom resources that should be used during instruction.
- Document methods to assess individual objectives and each unit.

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

Camino Nuevo High School #2 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, Camino Nuevo High School #2 will provide all leaders with optional workshops focused on topics like: teacher evaluation, documenting personnel performance, data driven dialogue, and stakeholder communication.

Teacher Orientation and Induction

Teachers new to CNCA participate in a mandatory new teacher orientation before all teachers return for school-wide professional development. During the orientation, new teachers learn more about the academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school's partnership with parents, professional expectations and safety procedures. Both new and existing come together up to three days before school begins to revisit the school's vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year. Current year initiatives include new curriculum, assessments, and best practices that teachers can utilize throughout the year to strengthen their own teaching as well as the instructional program. Teachers who are in their first and second year of BTSA are supported.³⁰

IMPLEMENTATION PLAN

From the first year of operation, CNHS#2 will be in compliance with all District, state and federal regulations with regard to student instruction and the hiring and selecting of educators. Advisory, intervention, Special Education and English Language Development classes will also be in session from the start. The academic courses outlined above will be submitted to Doorways for A-G approval that same year. Project Lead The Way courses will be introduced 1 or 2 each year until fully implemented. Advanced Placement course descriptions will be submitted the first year, for approval in the second.

³⁰ The study, which compared the student achievement, attitudes, and classroom practices of 287 former BTSA participants then in their third year of teaching, found that those with a high level of engagement in CFASST had higher student test scores and more rigorous instruction than those with a lower level of engagement in CFASST. The study's authors concluded that "the support of an experienced teacher, the curriculum of CFASST events, and the formative assessment aspects of BTSA/CFASST combine to improve beginning teachers' practices. These improved practices, in turn, lead to improved student learning, equivalent to half a year's growth or more." Marnie Thompson, Pamela Paek, Laura Goe, and Eva Ponte. Study of the Impact of the California Formative Assessment and Support System for Teachers: Research Summary. ETS: July 2004.

ELEMENT 2. MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by Camino Nuevo High School #2. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program. Ed. Code 47605 (b)(5)(B)

CNHS #2 will implement periodic assessment at least three times per year, meeting or exceeding District standards. All assessments will be standards aligned, valid, reliable and cover the content of the affiliated courses. Data from these assessments will be collected, analyzed and shared among CNCA stakeholders on a quarterly basis. Professional Development for the use and understanding of formative assessment data will be provided to staff on an ongoing basis. Data will be available for use during performance dialogues with teachers and instructional directors. CNHS#2 will build on CNCA's established and successful benchmark model to ensure student participation, teacher buy-in and test alignment. Comparison data with CNHS#1 will allow for meaningful evidence of successful implementation of this assessment system. CNHS #2 is responsible for all costs associated with our benchmarks and their implementation, and will work toward meeting the student outcome goals. CNCA will be accountable for student progress as it relates to student achievement for CNHS#2.

PHILOSOPHY BEHIND OUR STUDENT OUTCOME AND SCHOOL OUTCOME GOALS

The purpose of assessment is to support and guide the learning process; it is a tool to recognize accomplishment, identify needs and document content mastery. Assessment at Camino Nuevo High School #2 will be a means of measuring each student's progress according to clearly identified content standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feelings of failure. It is a source of motivation for students and a guide for helping them achieve expertise and document growth.

Assessment is also a critical tool for teachers and administrators to evaluate trends, review curriculum, and revise instruction for whole group and or sub-groups. Formative assessment allows teachers to assess what students have learned and to then adjust their pacing plans and lessons to ensure mastery for all students. Content standards serve as the basis of our formative assessment system. Students are shown exemplary performances for given tasks. The goal is to encourage students to do their personal best and to help them track their own improvement throughout the year.

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

Performance at Camino Nuevo High School #2 will be assessed on different levels:

- Traditional examination methods, such as state or district proficiency tests, statewide standards and assessments, and standards-based benchmark assessments.

- Relative to previous performance through individual or group projects, presentations of learning (POLs), digital portfolios, written reports, computer learning packages, or videotaped oral presentations.
- Relative to locally developed standards using exemplars.

BENCHMARKS AND ASSESSMENTS USED AT CAMINO NUEVO HIGH SCHOOL #2

The chart below shows a list of student outcomes and common assessment tools that will be used across Camino Nuevo High School #2 to measure each outcome on a quarterly basis. Each quarter, after analyzing the results of the benchmark assessment, teachers will revise the outline.

Subject or Area	Desired Outcome(s)	Uniform Measurable Tools
English Language Arts	Students will demonstrate proficiency of state standards on assessment mirroring the CST	Quarterly standards-based multiple choice benchmark assessment ³¹
Mathematics		
Science		
History/Social Science		
Spanish		
Visual Art	Students gain knowledge and appreciation of the history of visual art as well as techniques to create their own visual art.	Portfolios and presentations
Physical Education/Health	Students understand the importance of maintaining healthy lifestyles and the way in which choices impact physical and emotional health.	California Fitness Gram results (Gr 9) Successful completion of wellness coursework.
Technology	Students use technology as a tool that facilitates learning and creativity	Successful Completion of Graphic Design class.
College Awareness	Students can explain the A-G requirements and describe several different colleges and majors they are interested in	<ul style="list-style-type: none"> • iGraduate Coursework • Completed college tours • 11th Grade College Portfolio • Completed college applications
College Readiness	Students will have met the course, exam, and application requirements for acceptance to four year universities and colleges.	<ul style="list-style-type: none"> • A-G requirements • AP Coursework • ACT Exam • Personal statement
English Language Development	Students demonstrate understanding and appropriate use of the English language in academic and social settings. ELL's reclassify to RFEP status.	<ul style="list-style-type: none"> • CELDT and other criteria for RFEP: grades, CST scores, teacher recommendation • Publisher-designed tests

³¹ The score needed to pass matches the percent correct needed for proficiency on CST in same subject. ³¹ The benchmark score for proficiency will be modified each year to be aligned with CST performance bands. For example, in 2008, a student taking the 11th grade ELA CST needed between 68 and 80% correct to score proficient. Accordingly, for the quarterly benchmarks in 11th grade ELA, students must score at least 68% to pass.

CNCA reserves the right to modify these benchmarks based on the evolving needs of the students and baseline assessments.

OVERALL SCHOOL OUTCOME GOALS FOR THE FIRST TERM

The following are realistic levels of overall school performance regarding student achievement. These are the standards that Camino Nuevo High School #2 will demonstrate it can achieve by the fifth year of its first term of operation, with assessment to be conducted on a mutually agreed upon schedule. Interim progress reports will be issued annually.

Academic Growth

Camino Nuevo Charter Academy's Board of Directors has established performance metrics found in an organization-wide dashboard. In addition, each site develops annual performance goals aligned to the organization's dashboard goals. Once baseline data is established for Camino Nuevo High School #2, school leaders will identify and monitor annual performance goals. Camino Nuevo High School #2 will be held accountable for meeting API and AYP targets established by the state, according to NCLB.

Benchmarks to be Met

The achievement of Camino Nuevo High School #2 will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

1. Comparison Schools

In gauging the success of Camino Nuevo High School #2 during its first term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them. The analysis of the school's academic performance will include a comparison of the academic achievement of Camino Nuevo High School #2's students to the academic achievement of two sets of comparison District schools:

1. The residence schools Camino Nuevo High School #2 students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

"Resident Schools" will be selected by using Camino Nuevo High School #2 students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at Camino Nuevo High School #2 will be chosen as comparison "resident schools." Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

2. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its first period. The growth of Camino Nuevo High School #2 will be measured annually against the growth of the comparison schools. At the time of renewal, if Camino Nuevo High School #2 has met all of the following benchmarks either in the previous year or in two of the previous three years, Camino Nuevo High School #2 will be considered an academic success:

1. Camino Nuevo High School #2's "value added" for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. Camino Nuevo High School #2's "value added" for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)

3. Other Measures

If Camino Nuevo High School #2 fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. Camino Nuevo High School #2's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students re-designated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

4. Annual Self-Study

Applying the measures in II and III above, Camino Nuevo High School #2 will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on "value added" benchmark. The Charter Division will review the progress report and provide comments to Camino Nuevo High School #2 within 60 days.

5. Board Discretion

At the time of renewal, Camino Nuevo High School #2's Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

6. VI: Specific, Measurable Goals:

By the end of our first term, we aim to accomplish the following school and student outcome goals:

- API of 800
- AYP 100%
- Preparation for Post-Secondary Education:
 - 100 % of seniors will graduate
 - 100% of graduates will meet A-G requirements
 - 90% of graduating seniors will be accepted to a four-year college or university
- 95% of tenth graders will pass the CAHSEE on the first attempt
- Student Exposure to Technology:
 - 100% of seniors will successfully complete Graphic Design and iGraduate classes.

- Student exposure to work-based learning experiences:
 - 100% of students will complete an internship or job shadow
- Parent and community involvement:
 - 75% of parents will demonstrate college knowledge foundation

To evaluate the unique educational experience, and to be in compliance of NCLB, for students at Camino Nuevo High School #2, we will utilize standard State and District accountability measures including:

Student-level data indicators

- STAR/Smarter Balanced scores in reading, mathematics, language, science and social studies
- California High School Exit Exam scores
- Grade Point Average (GPA)
- California English Language Development Test (CELDT) results

School-level accountability indicators

- Academic Performance Index (API)
- AYP
- AB 1137 indicators
- Dropout and graduation rates
- Attendance rate
- A-G course enrollment and pass rate³²
- CAHSEE pass rate

³² Letter grades of "C-" and above

ELEMENT 3. METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

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

Camino Nuevo High School #2 agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School. This section also outlines how the Board of Education and the charter school can monitor the progress toward meeting student outcomes, per Ed. Code 47607(a) (1) and 47607 (b).

The proposed evaluation of the impact of Camino Nuevo High School #2 in its first term is designed to assess the short-and long-term impact of the charter in a number of areas:

1. Student achievement and school performance outcomes.
2. Classroom instruction and student learning.
3. Preparation for post-secondary education and student exposure to technology and work-based learning experiences.
4. Parent and community involvement including collaboration with the community and higher education.

STUDENT ACHIEVEMENT AND SCHOOL PERFORMANCE OUTCOMES

The curriculum of Camino Nuevo High School #2 is based on delivering a standards-based and technology-infused curriculum, using a pedagogy that emphasizes and prepares students for post-secondary education. The school also aims to provide a more personalized learning experience for students through extended blocks of instruction. Camino Nuevo High School #2 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, and to be in compliance of NCLB, for students at Camino Nuevo High School #2, we will utilize standard State and District accountability measures including:

Student-level data indicators

- STAR/Smarter Balanced scores in reading, mathematics, language, science and social studies
- California High School Exit Exam scores
- Grade Point Average (GPA)
- California English Language Development Test (CELDT) results

School-level accountability indicators

- Academic Performance Index (API)
- AYP
- AB 1137 indicators
- Dropout and graduation rates
- Attendance rate
- A-G course enrollment and pass rate³³
- CAHSEE pass rate

³³ Letter grades of "C-" and above

To further measure the effectiveness of CNHS #2's instructional program, the school will conduct end of year surveys for several of its stakeholder groups including students, teachers and parents. Results from these surveys will be used as a tool to guide the refinement of the instructional program. Camino Nuevo High School #2 will partner with CNHS #1 to administer state adopted, locally developed, and college readiness exams to monitor student improvement and progress. The charts that follow summarize the range of formative and summative assessments Camino Nuevo High School #2 uses to measure the outcomes identified in Element 2. The following testing schedule will ensure that pupil assessments are conducted, and the assessment results will ensure that all statewide standards are met.

Schedule of State Testing to Measure Student Outcomes

State Adopted Test	Grade Level				Frequency
	9	10	11	12	
CELDT (California English Language Development Test) -for English Language Learners only	●	●	●	●	Annually
CST (California Standards Test)	●	●	●		Annually
Smarter Balanced Assessment			●		As Mandated by State
CAHSEE (California High School Exit Exam) -for 11 th & 12 th graders only who did not pass in 10 th grade		●	●	●	As Mandated by State
PFT (Physical Fitness Test)	●				Annually

Schedule of Camino Nuevo High School #2 Testing to Measure Student Growth

Camino Nuevo High School #2 Assessments	Grade Level				Frequency
Benchmark Assessments	9	10	11	12	
English Language Arts	●	●	●	●	Quarterly
Math	●	●	●	●	Quarterly
Science	●	●	●	●	Quarterly
History		●	●	●	Quarterly
Visual and Performing Arts	●	●			Quarterly
Wellness	●	●	●	●	Quarterly
Foreign Language	●	●	●	●	Quarterly

Schedule of College Entrance Testing to Measure College Readiness

College Readiness Exams	Grade Level				Frequency
	9	10	11	12	
EXPLORE	●				Annually
PLAN		●	●		Annually
ACT			●	●	Annually
EAP (Early Assessment Program)			●		Annually
AP Exam (Advanced Placement)	●	●	●	●	Annually

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

Progress Reporting

Report cards will be issued to students and families two times a year at the end of each semester, and Progress Reports will be issued half way through each semester. Camino Nuevo High School #2 will use the Power School Report Card and Progress Report. Parents and students will both be able to access Power School to check their child's assignments and progress. Parents will also have the ability to use this to help their children complete their homework and send e-mail messages to teachers.

Grading Policy

In order to ensure that students are able to meet the statewide performance standards and demonstrate evidence of improved learning, Camino Nuevo High School #2 will use a mastery based grading system where grades are given based on students' proficiency on core standards for each class. Students will have regular examinations, performances, presentations, projects, papers and other assignments that are graded using a conventional letter-grade system. Letter grades range will from an A to an F and are given for all courses. Grade point averages will be based only on Camino Nuevo High School #2 courses. Courses taken at other institutions will appear on student transcripts with letter grades earned and the name of the sponsoring institution. To this end, all teachers at Camino Nuevo High School #2 will use the following grading scale:

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

CLASSROOM INSTRUCTION AND STUDENT LEARNING

In addition to examining student and school performance, Camino Nuevo High School #2 will carefully assess classroom instruction and student learning at the school. To evaluate these aspects of charter implementation, Camino Nuevo High School #2 will implement evaluation instruments including:

- Computer Surveys (school, staff, and student) that assess climate and culture, stakeholder perceptions and satisfaction, the instructional program, teacher professional development, and parent engagement will be administered twice annually to provide feedback on program implementation.
- Classroom observations and walkthroughs will be conducted on a monthly basis using the UCLA School Management Program protocol to provide teacher leaders and administrators with a structure to gather real-time data on the effectiveness of the instructional program to inform school-wide growth.
- Interview guides and focus group protocols will be administered on an annual basis to gather feedback on the school's development as well.

As stated above, all Camino Nuevo High School #2 staff will be surveyed twice a year to provide feedback about the school's implementation of the charter and progress toward school-wide goals. The surveys will be used to assess staff perceptions of curriculum and instruction, assessment practices, professional development, teacher articulation and support, student intervention and support, school governance, school

leadership, parent/community involvement, etc. Students will complete a similar survey designed to incorporate student perspectives on the quality and character of the high school experience at Camino Nuevo High School #2.

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

- curricular innovation, creativity and effectiveness
- extent of standards integration
- extent of differentiated (e.g., ELL, Special Ed) and personalized instruction
- opportunities for professional development and articulation
- access to instructional materials
- use of assessment results to guide instruction
- classroom learning environment and extent of project-based learning
- benefits of student participation in the tutorial

In addition, focus groups will be conducted with school administrators, counselors and other school staff to examine:

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

Formative and Summative Assessment

Other assessment tools will include quarterly benchmark assessments, school-wide writing rubrics, and informal assessments (such as double-entry journals and class discussions). These are discussed in detail in Element 1.

Benchmark Assessments

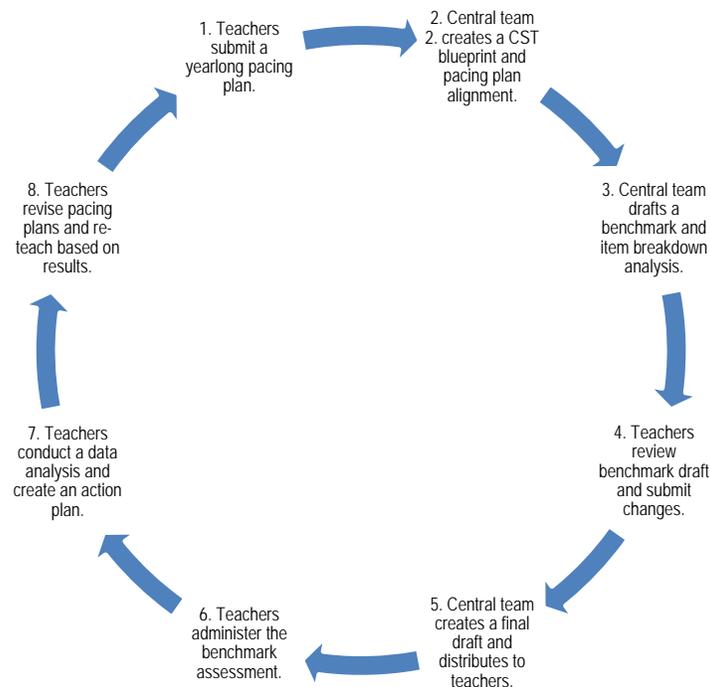
As a part of Camino Nuevo's commitment to increasing student achievement, we will implement a quarterly benchmark assessment system to formatively assess student progress, aligned to state standards, throughout the school year. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002)³⁴. 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 Camino Nuevo High School #2 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.

³⁴ Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research & Evaluation*, 8(9). Retrieved September 12, 2006 from .

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

Step eight, revision, is also a critical step in the process because as teachers assess for learning, not of learning, they are able to better monitor and address the specific, individual needs of their students on a daily basis. As Chappuis et al. point out in *Assessment for Learning*, "...we can realize unprecedented gains in student achievement if we take advantage of day-to-day classroom assessment as the powerful tool for learning that it can be."³⁵ Benchmark results also provide data for the planning of professional development for individual teachers, departments, and the whole faculty.

Camino Nuevo High School #2 Benchmark Development Process



Informal Assessment

Perhaps the most important element of the assessment program is the day-to-day, informal feedback that instructors and advisors give students. No student should ever be surprised by the grade given at the end of the term, as faculty provide frequent guidance and to counsel students regularly about their performance. In addition, teachers will communicate regularly with parents. Students and parents will both be able to check their up-to-date grades by logging into the school's system.

³⁵ Chappuis, S. Stiggins, R.J., Arter, J., & Chappuis, J. (2004) *Assessment for learning: An action guide for school leaders*. Portland, OR: Educational Testing Services.

PREPARATION FOR POST-SECONDARY EDUCATION AND STUDENT EXPOSURE TO TECHNOLOGY AND WORK-BASED LEARNING EXPERIENCES

More than simply gaining acceptance into college, we will aim for all of our students to succeed in completing their undergraduate degrees. It is our goal to achieve 90% acceptance and entrance into a four year college or university. To this end, CNHS#2 will ensure that all of our high school students meet UC/CSU A-G requirements and take multiple semesters of a college advisory class (iGraduate). CNCA has also created a position, the College Alumni Ambassador, to support the efforts of alumni to graduate from college that will be in place at CNCA HS#2. The College Alumni Ambassador works to develop a tracking system which focuses our efforts to increase college graduation rate, including identifying academic support services available on college campuses; increasing independence with the college experience; and maintaining frequent and supportive communication with alumni.

Exposure to Technology

Camino Nuevo High School #2 will take significant steps to close the “digital divide.” Through the use of technology, Camino Nuevo High School #2 students will access, sort, analyze, and draw conclusions about data and other pieces of academic information. Technology will provide tools for Camino Nuevo High School #2 students to do research, develop portfolios, and create projects. The ubiquitous nature of technology at the school supports student engagement and learning.

Work-Based Learning Experiences

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

Camino Nuevo High School #2 also hopes to expand our students’ awareness with regard to the available career paths within the wellness community. Many low income high school graduates who choose to enroll in a certificate school job in the medical field end up attending programs for medical or dental assisting. A Medical Assistant program at the American Career Instituted costs an average of \$17,067.50 and has an on time completion rate of 55%³⁶. Programs such as this advertise widely in locations that our student demographic frequents – on the sides of busses and at bus stops and on television. While not as widely advertized, the larger Los Angeles area is host to a variety of smaller schools that prepare teachers in fields such as yoga, group exercise and massage therapy at a much more affordable rate. For example, Yoga At the Village, a Registered Yoga School, offers a Yoga Teacher Training program with an over 80% completion rate, for \$2200³⁷. Camino Nuevo High School #2 aims to partner with small businesses such as these, and with community based organizations and agencies to provide internship opportunities that might lead to post-high school job readiness – and to an interest in a four year degree in a related field.

We believe that by exposing students to these types of training programs, we will broaden their understanding of what types of careers are available in the wellness field. These job shadow and internship opportunities will focus in a variety of health-centered fields: massage therapy, acupuncture, fitness and group exercise, conflict mediation, yoga and martial arts instruction, proper nutrition, and emergency response, exposing urban

³⁶ <http://americancareercollege.edu/programs/medical-assistant.html>

³⁷ http://www.yogaatthevillage.com/Teach/teacher_training.htm

students to wellness fields that they may not otherwise have access to. Moreover, by our fifth year of operation Camino Nuevo High School #2 aims to deepen such community partnerships in order to offer co-curricular certificate training programs on our campus. Such opportunities will prepare the students to earn a living while enrolled in university programs.

PARENT/GUARDIAN INVOLVEMENT

Increasing parent awareness and involving parents in their child's education are important aspects of Camino Nuevo High School #2' educational mission. The Principal and other school leaders will know each parent, or guardian of each student. There will be a very intentional and significant effort to engage parents in the school similar to the efforts across all CNCA schools. From the first day on, there will be regular discussions with parents about their students attending college and what it will take to become a successful student at Camino Nuevo High School #2. Most Camino Nuevo High School #2 students will be the first in their family to attend college, so there will be a strong emphasis on providing parents information about what it means to go to college, demystifying the process and providing technical support. Parents will also have the ability to track homework for their students through a computer at home, work, or a library. There are several ways we will measure parent/guardian involvement, which include:

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

METHODS TO MEASURE STUDENT OUTCOMES

Assessment Tools

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

- State-mandated standardized tests: Camino Nuevo High School #2 will meet all statewide standards and conduct the pupil assessments required pursuant to California Education Codes and statewide standards authorized and applicable to students in non-charter public schools. If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.
- Student progress reports - Student progress reports will be distribute four times a year and include results of teacher assessment, digital portfolio/projects, benchmark assessments, and state assessments.

All of the methods to measure student outcomes – stakeholder surveys, benchmark assessments, dashboard goals, state testing, and classroom instruction – are intended to better monitor progress and ensure that students are provided with a comprehensive and effective educational program at Camino Nuevo High School #2.

ELEMENT 4. GOVERNANCE STRUCTURE

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

Public Operating Principles

Camino Nuevo High School #2 will be an independent charter and affirms that it will be operated by a nonprofit public benefit corporation. Articles of Incorporation and Bylaws, in addition to the resumes and questionnaires of board members, can be found in the appendices to this document.

CNHS #2 and/or its non-profit corporation will be a separate legal entity and will be solely responsible for its debts and obligations.

Camino Nuevo High School #2 will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, religion, disability, or sexual orientation.

Camino Nuevo High School #2 will comply with the Brown Act.

Members of CNHS #2's executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with applicable federal and state laws, nonprofit integrity standards and policies and regulations regarding ethics and conflicts of interest.

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

Board of Directors

Camino Nuevo High School #2 is an outgrowth of the Camino Nuevo Charter Academy. Camino Nuevo High School #2 operates in accordance with the Articles of Incorporation and bylaws established by the Camino Nuevo Charter Academy governing board to the extent the bylaws and Articles of Incorporation are consistent with the Brown Act in dealing with operations of Camino Nuevo High School #2. The affairs of Camino Nuevo High School #2 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 Camino Nuevo High School #2. 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.

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. The LAUSD representative will facilitate communications and mutual understanding between Camino Nuevo High School #2 and LAUSD.

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

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

Camino Nuevo High School #2 and the Camino Nuevo Charter Academy will comply with the requirements of the Brown Act with regards to all issues related to the governance and operations of Camino Nuevo High School #2, including, but not limited to meetings regarding policies, education, and fiscal issues.

Process For Selecting Board Members

The voting Board members will serve three-year renewable terms. Board members will be nominated by the board designated nominating committee and will be elected by a simple majority of current board members.

CNCA Board Directors

Mark H. Dalzell, Chairman

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

Philip Lance, President

Philip Lance is a nationally recognized leader in the field of community development. In addition to his responsibilities on the board, Mr. Lance serves as the president and executive director of Pueblo Nuevo Development, a non-profit community development corporation dedicated to serving the residents of the MacArthur Park neighborhood. Mr. Lance began his career as a minister in the Episcopal Church. He has a B.A. from Wheaton College and a Master of Divinity degree from the General Theological Seminary. Mr. Lance has extensive experience and training in community organizing, fundraising and nonprofit management.

Paul Cummins, Co-founder and Vice-Chairman

Dr. Paul Cummins is also the co-founder of Crossroads School in Santa Monica, a comprehensive K-12 program on several sites. Mr. Cummins is the executive director and a founder of New Visions Foundation/New Roads School and the executive director and a founder of Crossroads Community Foundation/P.S. Arts, a program that brings arts programs to low income elementary schools. His first book, "Dachau Song," has been translated into Chinese and German and his most recent book, "For Mortal Stakes: Solutions for Schools and Society," was published in 1998. Mr. Cummins earned a Ph.D. from the University of Southern California, a M.A. from Harvard University, and a B.A. from Stanford University.

Elliot Ponchick, Treasurer

Dr. Elliot Ponchick is the president of the William C. Bannerman Foundation. He is responsible for the Foundation's grant making in education, the environment and for strategic social programs. In the past Mr.

Ponchick has worked as an economic consultant with clients that included federal and state agencies, Fortune 500 companies, and small businesses. As a corporate economist he formulated national and international economic models and made forecasts of worldwide supply and demand performance. As an economics professor he has taught courses in Economics at three southern California universities. He has an M.A. and Ph.D. in Economics from the University of Southern California. Mr. Ponchick serves on the board of several nonprofit organizations including the Los Angeles World Affairs Council, one of the nation's leading public forums for global issues. He and his wife enjoy international travel. They have two teenage children.

Shiho Ito, Secretary

Shiho Ito has served as secretary and founding board member of Camino Nuevo Charter Academy since 1999. From 1993-1999 she served as an officer and founding board member for Pueblo Nuevo Development, the nonprofit community development corporation which initiated the grassroots effort that launched the CNCA charter schools. Ms. Ito's work with at-risk youth through various community organizations includes minority recruitment for the Yale Alumni Schools committee, mentoring and tutoring through the CATCH program at Community Magnet School, chairing the Language and Diversity Advisory Committee and Bilingual Task Force at Larchmont Charter School, teaching after-school yoga classes on the K-5 level, and serving on the California Council of Parent Participation Nursery Schools. Ms. Ito was born in Japan and has lived in the Hollywood area since immigrating to the U.S. She worked in film and commercial production and acquisitions for the Japanese market before her two children were born. Ms. Ito has a B.A. from Yale University where she majored in both English and East Asian Studies.

Samar Bloomingdale

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

Georgia Eisner

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

Cindy Lee Smet

Cindy Lee Smet had a professional career in finance prior to having her family. She now has three sons and is an active volunteer at their public elementary school in Hermosa Beach. She sits on the board of the Hermosa Beach Education Foundation and is also a founding trustee of the Vistamar School, an independent high school

opening in the South Bay area of Los Angeles in September 2005. Before her children entered school, Ms. Smet was a volunteer and an occasional substitute teacher at the Venice Skills Center, an adult ed school in the Oakwood neighborhood. She has also taught ESL at the South Bay Adult School. Prior to becoming a mother, Cindy worked in banking and finance. With a BA in Economics from the University of Virginia she started her professional life as a commercial lender for a large bank in Georgia. She earned her MBA at UCLA and worked in securities sales in Citicorp's investment bank. She also worked for three years in corporate finance at PaineWebber.

Alicia Maldonado

Alicia Maldonado is President of Mockingbird Communications and brings over three decades of experience and expertise in strategic planning and communications, media relations, community outreach, organizational development and collaboration with coalitions on social reform issues. She also has a passion and commitment to advancing education reform through small learning communities, charter schools, effective parental engagement, and other reform measures to improve the quality of education students receive. Prior to starting her own company, Ms. Maldonado served as deputy managing director for the public affairs advocacy firm GCG Rose & Kindel in Los Angeles. Before that, she worked as senior director of communications and public policy for the Mexican American Legal Defense and Educational Fund (MALDEF). Ms. Maldonado is a member of the Los Angeles Area Chamber of Commerce Education and Workforce Development Committee and also sits on the board of the Los Angeles Trade Technical College Foundation. She received her master's degree from the University of California's Annenberg School for Communications.

Patti Phillips

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

L. Michael Russell

L. Michael Russell is a principal and chief legal officer of AquaNano, LLC, a start-up company employing newly developed nanotechnology to purify and filter water. He was formerly the deputy general counsel of the Los Angeles Unified School District. Prior to his employment with the LAUSD, Mr. Russell was the executive vice president, secretary and general counsel of International Rectifier Corporation. He also previously served as the general counsel of the Consumer & Industrial Segment of Teledyne, Inc. and as Teledyne's chief international lawyer. Mr. Russell currently serves on the Board of Governors of the University of Southern California Institute for Corporate Counsel, is co-chair of the Board of Trustees of St. James' Episcopal School, and is a member of the Executive Committee of the Corporate Law Department Section of the Los Angeles County Bar Association and of the Legal Advisory Committee of the Legal Defense Fund of the California Charter School Association. He is also a vice chancellor of the Episcopal Diocese of Los Angeles. Mr. Russell, who is a native of Los Angeles, received his undergraduate degree from Stanford University and his law degree from the Yale Law School.

William E. B. Siart

Bill Siart is the chairman of the board of Excellent Education Development (ExED), a nonprofit corporation which he founded in 1997 that develops and manages charter public schools. He is vice chairman and a trustee of the J. Paul Getty Trust. He is a member of the board of directors of the California Community Foundation, and serves as a trustee and chairman of the finance committee of the University of Southern California. He is also on the board of the Catholic Education Foundation. He is the chairman and director of Western Asset Funds, Inc. Mr. Siart is the former chairman and chief executive officer of First Interstate Bancorp, a \$60 billion banking company with offices in 13 western states and more than 40,000 employees. A native of Los Angeles, he earned a B.S. degree in economics from Santa Clara University, and an MBA in finance from the University of California at Berkeley. Mr. Siart is active in K-12 education reform in Los Angeles and nationally.

Beth Michelson

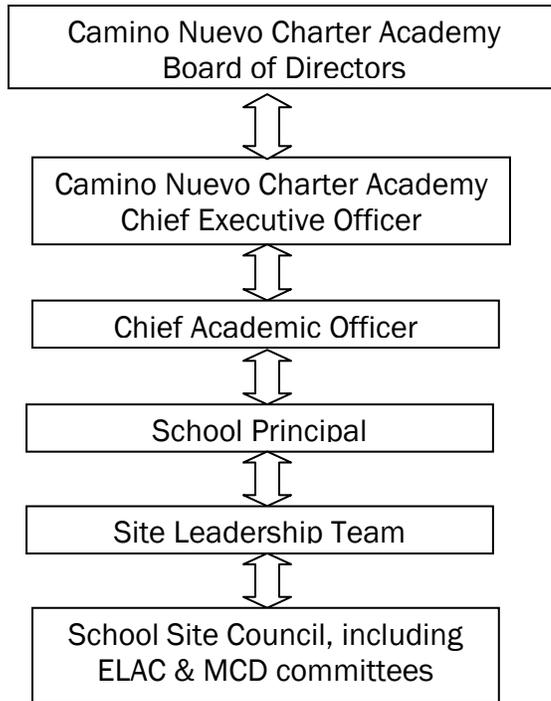
Beth Michelson was the Executive Director of The Wonder of Reading, a not-for-profit literacy organization, from 2001-2008. During her tenure, the organization renovated 125 public elementary school libraries and worked with each school to implement a comprehensive program providing \$10,000 of library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

Patricia Artiaga

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

Members of the Camino Nuevo Charter Academy executive board, and any administrators, managers or employees, and any other committees of Camino Nuevo High School #2 shall comply with applicable federal and state laws, nonprofit integrity standards and Charter School's policies and regulations regarding ethics and conflicts of interest, to ensure that no action taken by an individual or board member results in actual or apparent conflicts of interest."

CNCA Governance Structure



Parents as Partners

Camino Nuevo High School #2 will enlist a “Parents as Partners” by offering various avenues for parents to become involved in school decision-making. Parents will participate in a series of workshops where they learn how to navigate the school system to become better advocates for their students. At the completion of the workshop series, parents will craft suggestions for the principal, and then meet with the principal to discuss their recommendations.

Camino Nuevo currently employs a full-time Parent and Student Services Coordinator, who facilitates weekly Parents as Partners meetings across our schools. Parents who participate in the program are strongly encouraged to attend Saturday school sessions to share information with the larger parent community. Parents as Partners members will be actively involved in the Site Based Council and larger school community.

Site-Based Council

Camino Nuevo High School #2 will have an on-site advisory governance board, the Site-based Council, consisting of the principal, parent representatives for each grade level. The parents of English language learners, undocumented students and special education students will also be represented on the council. Parents will be elected by grade level, teachers elected by grade level/discipline, classified staff representation, the student body president, and local community members will all participate on the council. The Site-based Council will provide suggestions and recommendations to the site leadership and/or to the Board on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Camino Nuevo High School #2.

Business and Operations Management

Camino Nuevo High School #2 will outsource its business services to a 501(c) 3 tax-exempt, California Nonprofit Public-Benefit Corporation who provides business and operations management services. This enables school site staff to focus on instructional and curricular issues. The business services provided to Camino Nuevo High School #2 will include: budgeting; fiscal planning; vendor management; accounts payable, and attendance tracking systems; completion and submission of compliance reports; monitor adherence to applicable laws; and serve as a liaison with the District. The contracted organization will employ generally accepted accounting principles.

Grievance Procedure for Parents and Students

Camino Nuevo High School #2 will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Camino Nuevo High School #2 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Camino Nuevo High School #2 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. Camino Nuevo High School #2 will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Camino Nuevo High School #2 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Responding to Inquiries

Camino Nuevo High School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. CNHS #2 and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the term of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons set forth in the Charter

Schools Act, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of such notices by CNHS #2.

LAUSD Charter Policy

CNHS #2 will comply with the Board approved District policy related and applicable to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Process for Amendments to Charter

Charter Amendment requests will be provided to the district as applicable.

ELEMENT 5. EMPLOYEE QUALIFICATIONS

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

Camino Nuevo High School #2 believes that all persons are entitled to equal employment opportunity. CNHS #2 shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, as required by California or federal law. Moreover, CNHS #2 will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. CNHS #2 affirms that the school will maintain copies of all teacher credentials and that they will be readily available for inspection and procedure for monitoring credentials. The school will also comply with NCLB requirements for teachers and paraprofessionals.

PERSONNEL

Camino Nuevo High School #2 will maintain a professional staff that share in the educational philosophy of the school and are committed to the education of all children. Regardless of their role in the school, every person hired by Camino Nuevo High School #2 will actively help to promote the mission, instructional program and the organizational core values.

HIRING/SELECTION PROCESS

Camino Nuevo High School #2 will review the qualifications of candidates wishing to apply for employment at the school. The key positions include the principal, teachers, office personnel, maintenance, certificated and non-certificated staff. Individuals that wish to apply for a position will be required to submit a resume and a Camino Nuevo High School #2 employment application. Staff at Camino Nuevo High School #2 will review all submissions and determine which candidates are best suited for open positions at the school based on their qualifications. Camino Nuevo High School #2 staff will conduct interviews with the candidates and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written notice from Camino Nuevo High School #2.

Camino Nuevo High School #2 will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

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

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

EMPLOYEE QUALIFICATIONS FOR KEY POSITION AND MINIMAL JOB DESCRIPTIONS

Site Principal

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

All principal candidates will go through an extensive 4 part interview process. During the 1st round of interviews candidates will primarily be screened on whether or not they will be a good fit in the organization. They will be asked 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. During the 2nd round of interviews we will focus on instructional leadership. During this round candidates will be asked a series of questions about their track record, data analysis and accountability, collaboration and culture. The 3rd round interview will consist of a data analysis. Each candidate will be given a list of dashboard goals 3 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 at the interview. The 4th and 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.

At minimum the Site Principal must:

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

The Site Principal will:

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

School Site Staff

CNCA site leadership team selects its own staff. Individuals that apply for a position at CNCA will be required to submit a resume and complete a CNCA employment application. All resumes are carefully screened and reviewed by the site principal to determine which candidates are best suited for open positions at the school based on their qualifications. Candidates that are selected will go through an extensive interview process which may include panel interviews, lesson/unit design, demonstration lessons, and data analysis action plans. Once a candidate has been selected, a written offer of employment from CNCA will be sent to the candidate outlining the terms of employment.

All personnel must commit to the mission and vision of the CNCA School. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The comprehensive job descriptions will be based on the job duties and work basis as outlined in individual employee contracts or in the collective bargaining agreement for certificated teaching staff. 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 will have qualifications consistent with the requirements of state legislation. CNCA certificated teachers are represented by the CNTA.

Teachers

Camino Nuevo High School #2 will seek instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. Camino Nuevo High School #2, however, reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

A. Teacher qualification to teach core, college preparatory classes

Core curriculum areas, as defined by the State of California Academic Standards Commission, means "the areas of reading, writing, mathematics, history-social science, and science". Each college preparatory course in these core curriculum areas will be taught by a teacher meeting the qualifications as specified in the Education Code Section 47605(l), e.g., a Commission on Teacher Credentialing certificate, permit or equivalent document. These documents shall be maintained on file at the personnel office and shall be subject to periodic inspection by the chartering authority. If the college preparatory course is offered by a college, and taken by a Camino Nuevo High School #2 student for concurrent high school credit, the college will determine the qualifications for the teacher.

B. Teacher qualification for other classes

Non-core teachers are not required to hold credentials but must demonstrate subject expertise and the ability to communicate and work well with students.

C. No Child Left Behind And Teacher Credentialing

Camino Nuevo High School #2 will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

Teacher Recruitment and Selection Process

As mentioned in Element 1, CNHS #2 is looking for teachers who have or are able to:

- Work collaboratively in teams, grade-levels, and at times in whole-staff configurations.
- Aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards.
- Work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible.
- Create powerfully engaging, project-based curriculum designed to move students towards meeting the specific skills and content outlined by the California State Standards and defined by clear, specific, written criteria, such as student/teacher generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed.
- Keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students.
- Create a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time.
- Employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
- Create and maintain a nurturing and engaging classroom environment.
- Support the school's mission, vision and policies and to promote and enforce the same.
- Take responsibility 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

CNHS will recruit through announcing openings and encouraging candidates at various locations, such as:

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

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

Teacher Selection Process

5. The selection process will include the following steps:
 - a. research and establish job qualifications
 - b. announce opening(s)
 - c. recruit applicant(s)

- d. request resume, references, and credentials
 - e. interview candidate(s)
 - f. candidates present demo lesson to a class
 - g. verify previous employment
 - h. check references
 - i. select top candidate
6. Medical clearance - proof of TB testing
 7. Fingerprinting - applicant will submit prints through LiveScan which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
 8. Check for employment eligibility and require child-abuse sign-off

Classified Personnel

Office Personnel will be selected by the Principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. At minimum office personnel must:

Have some experience with office technical procedures or willingness to learn

- Have experience working with students and parents of diverse backgrounds

Office Personnel will but not be limited to:

- Developing and implementing clerical and administrative procedures for smooth daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.
- Ordering and purchasing office and classroom supplies and vendor management.

Evaluation

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

Teachers: Teacher Performance will be evaluated by the principal or designee on an ongoing basis during the contracted year on criteria including but not limited to the California Standards for the Teaching Profession and the CNCA teacher job description, as negotiated on the CNCA Camino Nuevo Teachers Association (CNTA) Collective Bargaining Agreement (CBA). It is the goal of this process for every teacher to demonstrate proficiency (defined as “meets expectations” on the attached checklist) in all standards. A mid-year evaluation 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” on the attached checklist) 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. This type of support may include a guidance plan, coaching, release time, classroom observations or other resources as identified in the plan for growth.

Administrators: Administrators will be evaluated using our leadership evaluation. This tool was designed to provide supervisors and school leaders with an evidence-oriented evaluation process that positively impacts student achievement through data, candor, reflection and follow-up. Each leader will be evaluated by their Primary Evaluator (supervisor) twice per year.

The goal of the leadership evaluation tool is to:

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

If a deficiency is noted at any time during the year, the employee will be notified in a timely manner and provided guidance or offered support to correct the deficiency. This type of support may include job coaching, periodic check-ins, trainings, clarification of policies and or procedures, guidance plans and other resources that may help improve performance.

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

Other Feedback

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

Requirements for Employment in Compliance with Law

Camino Nuevo High School #2 will comply with all requirements for employment set forth in applicable provisions of the law. Camino Nuevo Charter Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

FERPA

Camino Nuevo High School #2, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Credentials and Credential Monitoring

Camino Nuevo High School #2 will keep a record of the teacher's current credentials on file and are available upon request in the Personnel office. The director of Human Resources will monitor current credentialing of all certified teaching personnel.

Compensation

CNCA offers a competitive salary and benefit package that is comparable to other school districts.

ELEMENT 6. HEALTH AND SAFETY

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

Facilities and Emergency Plan

CNHS #2 will be located at 3500 W. Temple St., Los Angeles, California, 90004. CNHS #2 Affirms that the school's facilities will comply with state building codes, federal Americans with Disabilities Act access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily available accessible records documenting such compliance. The site will be secured with an appropriate Certificate of Occupancy Assurance that a comprehensive school safety plan will be developed and kept on file for review, and that the school will be trained annually on the safety procedures outlined in the plan.

Health, Safety and Emergency Plan

Camino Nuevo High School #2 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Camino Nuevo High School #2 will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Camino Nuevo High School #2 will be responsible for all maintenance, operations services, and utilities. Camino Nuevo High School #2 shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763. Camino Nuevo High School #2 shall provide a certificate of occupancy by the appropriate authorizing agency to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities.

The health and safety of Camino Nuevo High School #2 staff and pupils will be a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. Camino Nuevo High School #2 will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA. Camino Nuevo High School #2 will operate as a drug, alcohol, and tobacco free workplace.

Health & Safety: Camino Nuevo High School #12 will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information in the appendices of this document.

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

- Each employee of Camino Nuevo High School #2 will furnish the school with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)
- A school safety plan will be developed and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

- Policies relating to the administration of prescription drugs and other medicines.
- Camino Nuevo High School #2 will adhere to all policies and regulations related to provision of auxiliary services, including food services, transportation, custodial services and hazardous materials.
- Camino Nuevo High School #2 will follow the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- Each employee of Camino Nuevo High School #2 will furnish the school with Tuberculosis clearance.
- All enrolling students will provide records documenting immunization against appropriate diseases.

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

Immunizations and Health Screenings

Camino Nuevo High School #2 will enforce policies as related to student immunization requirements and records for enrollment. Camino Nuevo High School #2 will provide screening of pupils' vision and hearing and the screening of pupils for scoliosis on a regular basis.

Reporting Child Abuse and Alleged Improprieties

Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees will be made aware of these requirements.

Insurance Requirements

No coverage shall be provided to the charter school by the District under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Camino Nuevo High School #2's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. In the event the District provides services to the Charter School, The District agrees to comply with insurance requirements to the same extent as any other vendor, contractor, partner, or sponsor of the Charter School.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds.*

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The District agrees, to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the Charter School and its officers, directors, trustees, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the District, its Board of Education and their members, officers, directors, employees or volunteers, unless the negligence of the Charter School, its officers, directors, trustees, agents, representatives, employees and volunteers cause the liability. Moreover, the District agrees to indemnify and hold harmless the Charter School for any contractual liability resulting from third party contracts with District's vendors, contractors, partners or sponsors.

Asbestos Management

Camino Nuevo High School #2 shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

FERPA

Camino Nuevo High School #2, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require all employees of the CNHS #2, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. CNHS #2 will maintain on file and available for inspection evidence that the CNHS #2 has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. CNHS #2 shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

ELEMENT 7. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Camino Nuevo High School #2 will make diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. Recruitment includes publicizing our instructional program through fliers, mailings, banners, bus bench ads, school website, hosting Open House events, providing tours of the school, and speaking to interested parents. Major outreach efforts will target a two mile radius of the school. Recruitment efforts will target the local community.

Outreach Plan

- Fall Semester (ongoing) – Implement strategic marketing efforts such as fliers, mailings, community meetings, bus bench adds, distribute school information at various community agencies, notify school community of waiting list interest forms and post waiting list interest form on website.
- December – Display lottery information banner in prominent location at the school site.
- January/February – Hold open house and informational meetings on at least two separate nights to inform parents of the academic and extracurricular activities at Camino Nuevo High School #2.

Camino Nuevo High School #2 will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

The School will provide outreach materials to prospective parents and students in English, Spanish and Korean. The School will maintain a web site that allows parents and students to learn about the school. The School will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

Court-ordered Integration

CNHS #2 shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction

Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

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

The District and Camino Nuevo High School #2 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). The Camino Nuevo High School #2 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Camino Nuevo High School #2 shall have the right to continue attending CNHS #2 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Camino Nuevo High School #2 shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

CNHS #2 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. CNHS#2 will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at CNHS#2 under the NCLB-PSC program increases in subsequent years, CNHS#2 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Camino Nuevo High School #2 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Camino Nuevo High School #2 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Camino Nuevo High School #2 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Camino Nuevo High School #2 also understands that as part of its oversight of the charter school, the District may conduct program review of federal and state compliance issues.

ELEMENT 8. ADMISSIONS REQUIREMENTS

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

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

Camino Nuevo High School #2 has no specific admissions requirements. Camino Nuevo High School #2 will not discriminate against any student on the basis of race or ethnicity, color, sex, gender, sexual orientation, national origin, religion, or disability, or any other characteristic that is contained in the definition of hate crimes as set forth in Section 422.55 of the Penal Code. Camino Nuevo High School #2 is non-sectarian in its programs, curriculum, and operations. Camino Nuevo High School #2 does not charge tuition. Camino Nuevo High School #2 adheres to all state and federal laws regarding the minimum age of students. Camino Nuevo High School #2 will not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22. Camino Nuevo High School #2 does not require any child to attend the charter school.

McKinney-Vento Homeless Assistance Act

CNHS #2 will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

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

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

Public Random Drawing

CNHS #2 shall admit all students who wish to attend. If the number of pupils who wish to attend exceeds the school's capacity, attendance shall be determined according to public random drawing. Preference shall be extended first to students who reside within LAUSD. Preference shall then be extended to students from Camino Nuevo High School for the 2013 – 2014 academic school year only. Preference shall then be to siblings of currently enrolled students of CNHS #2 and children of CNCA employees not to exceed 10% of the school population.

Notification of Wait Listed Students

All students and families on the wait list for Camino Nuevo High School #2 will be notified of the lottery date on the waitlist interest form. The lottery is held at the school site. Students do not need to be in attendance to have their name drawn. All families will be notified of their lottery number by phone or mail. All names in the lottery will be issued a lottery number.

Selected Wait List Students

All available seats will be offered to students drawn from the wait list and are given two weeks to accept admissions to the school by bringing all appropriate enrollment materials. The Principal and front office staff of Camino Nuevo High School #2 will maintain a copy of the lottery protocol. This protocol, and documentation of the fair execution of the lottery process will be available upon request.

Lottery timeline

Fall Semester (ongoing) – Implement strategic marketing efforts such as fliers, mailings, community meetings, bus bench ads, distribute school information at various community agencies, notify school community of waiting list interest forms and post waiting list form on website. A student's IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment.

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

January/February – Hold open house and informational meetings on at least two separate nights to inform parents of the academic and extracurricular activities at Camino Nuevo High School #2. Inform families of the exact date of the lottery drawing. See dates on the next page.

- 3rd Friday in February – Public lottery
- April – 9th grade enrollment
- June – Enrollment for all other available seats
- All Year – Open waiting list enrollment for students

ELEMENT 9. ANNUAL FINANCIAL AUDIT

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Ed Code 47605 (b)(5)(I).

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Camino Nuevo High School #2 and CNCA to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. CNCA's Board of Directors will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor's work will not have a direct, personal financial stake in matters audited. The CNCA will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the CNCA Board of Directors.

CNCA's Chief Executive Officer, in collaboration with the organizations business services provider, will be responsible for contracting and overseeing the independent financial audit.

Pursuant to AB 1137, Camino Nuevo High School #2 will provide any necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE), and the respective state agencies.

The audit committee will review any audit findings and report recommendations on resolution to the Board of Directors. The Board will report to the charter-granting agency regarding how audit findings have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – November following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month
- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports

Camino Nuevo High School #2 shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding all inquiries. Furthermore, Camino Nuevo High School #2 will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In

addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the time lines specified by LAUSD each year.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of CNHS#2 not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if CNHS#2 is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, it is recommended that CNHS#2 maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that CNHS#2 owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from CNHS#2, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that CNHS#2 otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. CNHS#2 further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to CNHS#2. Should this revenue stream be insufficient in any fiscal year to cover any such costs, CNHS#2 agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- CNHS #2 is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of CNHS #2 and requires that it, among other things, monitors the fiscal condition of CNHS #2.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the CNHS #2 to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit CNHS #2's books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the CNHS #2's financial information,
- CNHS #2's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The CNHS #2's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

CNHS #2 will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10. SUSPENSIONS AND EXPULSIONS

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

Camino Nuevo High School #2 shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Camino Nuevo High School #2 shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Camino Nuevo High School #2 shall be responsible for the appropriate interim placement of students during and pending the completion of Camino Nuevo High School #2's student expulsion process.

Camino Nuevo High School #2 will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Camino Nuevo High School #2 will also ensure staff is knowledgeable about and complies with applicable sections of the District's Discipline Foundation Policy. If the student receives or is eligible for special education, Camino Nuevo High School #2 shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Camino Nuevo High School #2 shall document the alternatives to suspension and expulsion Camino Nuevo High School #2 utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Camino Nuevo High School #2, Camino Nuevo High School #2 shall forward student records upon request of the receiving school district in a timely fashion. Camino Nuevo High School #2 shall also submit an expulsion packet to Camino Nuevo High School #2s Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that Camino Nuevo High School #2's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, Camino Nuevo High School #2 must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the

Camino Nuevo High School #2 must provide evidence that it convened a Link Determination meeting to address two questions:

- A. Was the misconduct caused by, or directly and substantially related to the students disability:
- B. Was the misconduct a direct result of Camino Nuevo High School #2's failure to implement 504 Plan?

Discipline Policy and Implementation of the Applicable Sections of the District's *Discipline Foundation Policy*

Student discipline at Camino Nuevo High School #2 will be based on positive support and involve multiple parties including school staff, teachers, parents, and students. Camino Nuevo High School #2 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 admission to Camino Nuevo High School #2. By enrolling in the school, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students' rights and responsibilities and the school's suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. 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.

Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, both verbal and written
- Loss of Privileges
- Notices to parents by telephone or letter
- Parent conference

Any student who engages in repeated violations of 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 Camino Nuevo High School #2 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.

CNHS #2 will have a Schoolwide student support plan that uses a Response to Intervention model, and systematic positive praise and reinforcement of desired behaviors, and aims to strategically reduce the number of out of school suspensions. CNHS #2 is also committed to involving parents, students and staff in refining the design of and implementing this discipline policy. Review of the Student Parent handbook will be conducted each year to ensure that this is occurring.

Grounds for Suspension or Expulsion

A student may be suspended and/or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Discretionary Suspension

- Committed an obscene act or engaged in profanity or vulgarity
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Non-Discretionary Suspension and/or Expulsion

A student shall be immediately suspended and/or recommended for expulsion by Camino Nuevo High School #2 for any of the following reasons while engaging in any school activity as enumerated in grounds for suspension or expulsion above as specified in the Education Code Section 48900:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.

- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12)

48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12)

48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12)

48900.7 Made terrorist threats against school officials, school property or both.

Discretionary Expulsion

Students will be expelled from Camino Nuevo High School #2 for any of the following reasons as specified in the Education Code Section 48915:Mandatory

- Causing serious physical injury to another person.
- Possession, selling or otherwise furnishing of any firearm, knife, explosive, or other dangerous object.
- Brandishing a knife at another person.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Unlawful selling or possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.

Process for Suspension and/or Expulsion

A. Informal Conference

Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

B. Notice to Parents/Guardians

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

C. Length of Suspension

The length of suspension for students may not exceed a period of 5 consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled with the parent/guardian to discuss the progress (movement toward meeting any outcomes identified in the suspension notice) of the suspension upon the completion of the

5th day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

D. Recommendations for Expulsion

Students will be recommended for expulsion if the school Principal finds that at least one of the following findings may be substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- c) Disciplinary investigations will include information gathering such as but not limited to interviews, documents and other material evidence related to the investigation.
- d) It is a federal mandate that a school expel, for a period of not less than one year(except on a case by case basis) any student who is determine to have brought a firearm to school. Evidence will be gathered in adherence to applicable California Education Code and may include , but not be limited to witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance to State law will be considered.

E. Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The Board of Directors will designate an administrative hearing panel. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing.

This notice will include:

- a) The date and place of the hearing.
- b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- c) A copy of Camino Nuevo High School #2 disciplinary rules that relate to the alleged violation.
- d) Student and parent rights related to expulsion hearings.

Written notice to expel a student will be sent by the school Principal to the parent/guardian of any student who is expelled. This notice will include the following:

- a) The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- b) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Camino Nuevo High School #2.
- c) The reinstatement eligibility review date
- d) Copy of the rehabilitation plan
- e) The type of educational placement options during the period of expulsion
- f) Appeal procedures

A Fact and Findings document will be prepared to summarize the evidence presented at the hearing, to substantiate the expulsion decision.

Appeal of Suspension or Expulsion

The suspension of a student will be at the discretion of the Principal of Camino Nuevo High School #2 or the Principal's designee. Expulsion of a student will be recommended by the Principal and must be approved by the Board of Directors or designee appointed by the Board of Directors. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the Principal, and upon consideration the Principal's decision is final. An expulsion may be appealed within five working days of the suspension date. . The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) of the suspension at which time the student's parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Camino Nuevo High School #2 Board of Directors. The decision of the panel of representatives of the Board of Directors will be final.

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

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

Outcome Data

Camino Nuevo High School #2 shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Camino Nuevo High School #2 shall be given a rehabilitation plan upon expulsion as developed by Camino Nuevo High School #2's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Camino Nuevo High School #2 for readmission.

Readmission

The Camino Nuevo High School #2's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Camino Nuevo High School #2's governing board shall readmit the pupil, unless Camino Nuevo High School #2's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

The Camino Nuevo High School #2's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan and aligned with the readmission process.

Special Education Students

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Camino Nuevo High School #2 will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Camino Nuevo High School #2 an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Camino Nuevo High School #2's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of Camino Nuevo High School #2's failure to implement 504?

Gun Free Schools Act

The Camino Nuevo High School #2 shall comply with the federal Gun Free Schools Act.

ELEMENT 11. EMPLOYEE BENEFITS

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

Staff at Camino Nuevo High School #2 will have access to appropriate retirement plans as outlined below. CNHS #2 accepts and understands obligations to comply with Ed. Code 47611 and 41365.

Retirement Rights and Systems

All full time certificated employees who are eligible will participate in STRS and classified employees will participate in PERS or another retirement plan. Employees will contribute the required percentage and Camino Nuevo High School #2 will contribute the employer's required portion. All withholdings from employees and the charter school will be forwarded to the STRS/PERS Fund and/or private retirement program as required. Contributions to federal social security will be made on behalf of all employees who are not STRS eligible. Camino Nuevo High School #2 submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS/PERS. The CNCA Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Staff Responsible for Ensuring Coverage

The CNCA Director of Human Resources and the CEO are responsible for ensuring that appropriate arrangements for coverage are made.

Employee Benefits

In addition to retirement benefits, employees of Camino Nuevo High School #2 will be eligible for Worker's Compensation Insurance, Unemployment insurance, State Disability Insurance and Medicare as applicable with Camino Nuevo High School #2 and the employee contributing appropriate amounts. Health and wellness benefits include health, dental, vision and life insurance. The CNCA Board of Directors will determine these benefits.

Working Conditions

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

Compensation

Camino Nuevo High School #2 negotiates teacher salaries with Camino Nuevo Teachers Association (CNTA). Camino Nuevo High School #2 negotiates salaries with non-teaching employees based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee. CNCA compensation strives to be as competitive as possible with the market in the specified field.

Camino Nuevo Teachers Association (CNTA)

The certificated teaching staff has elected representation by the Camino Nuevo Teachers' Association /CTA/NEA. All other employees are individually contracted. Due Process for represented employees is outlined in the collective bargaining agreement.

Process for Resolving Complaints or Grievances and Due Process

Employees who have a complaint or wish to challenge disciplinary action taken by Camino Nuevo must use the following procedures:

The grievance procedure for CNTA bargaining unit employees is in the CNTA Agreement on pages 5 and 6. All other Employees who have a complaint or wish to challenge disciplinary action taken by Camino Nuevo must use the following procedures:

(1) An Employee having a grievance shall present the grievance in writing to his or her Principal within 10 calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 calendar days of receipt, by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

(2) If the employee is not satisfied with the response at Step 1, he/she shall notify the CEO that a grievance has been denied or unresolved by the site principal within five (5) work days of the Principals denial. The CEO will convene a meeting with the grievant within seven (7) work days of receipt. Any resolution shall be put in writing. If not resolved, the CEO shall provide a written response within seven (7) work days of the meeting.

(3) The Employee shall notify the CNCA Board of Directors, within 10 calendar days of the CEO's denial that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses and in the HR Office.

The CNCA board or its designated subcommittee shall meet within 35 days of receipt of the Notification of Grievance Form. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Board. Failure to appear before the Board will be taken as a waiver of all rights under the grievance procedure. Alternatively, the Board may direct this matter to be heard and settled by an external arbitrator selected by the Board. If the Board chooses to hear and settle the matter without arbitration, the Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final.

A written decision made by the Board or Arbitrator will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical.

Staff Recruitment and Selection Process

Camino Nuevo High School #2 seeks a group of professionals committed to our mission—that all students will become literate, critical thinkers with sensitivity to the world around them and the desire to be agents of social justice. In addition, the teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek tenacious and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff who personalize their services with absolute customer service. Camino Nuevo High School #2 selects its own staff. The selection procedure shall not discriminate on the basis of ethnicity, national

origin, religion, gender, age, disability, or sexual orientation. A more detailed discussion of this process can be found in Elements 1 and 5.

Evaluation

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

Teachers: Teacher Performance will be evaluated by the principal or designee on an ongoing basis during the contracted year on criteria including but not limited to the California Standards for the Teaching Profession and the CNCA teacher job description, as negotiated on the CNCA Camino Nuevo Teachers Association (CNTA) Collective Bargaining Agreement (CBA). It is the goal of this process for every teacher to demonstrate proficiency (defined as “meets expectations” on the attached checklist) in all standards. A mid-year evaluation 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” on the attached checklist) 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. This type of support may include a guidance plan, coaching, release time, classroom observations or other resources as identified in the plan for growth.

Administrators: Administrators will be evaluated using our 360 degree leadership evaluation. This tool was designed to provide supervisors and school leaders with an evidence-oriented evaluation process that positively impacts student achievement through data, candor, reflection and follow-up. Each leader will be evaluated by their Primary Evaluator (supervisor) and at least two secondary evaluators twice per year.

The goal of the 360 degree leadership evaluation tool is to:

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

If a deficiency is noted at any time during the year, the employee will be notified in a timely manner and provided guidance or offered support to correct the deficiency. This type of support may include job coaching, periodic check-ins, trainings, clarification of policies and or procedures, guidance plans and other resources that may help improve performance.

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

Credentials and Credential Monitoring

Camino Nuevo High School #2 will keep a record of the teacher's current credentials on file and are available upon request in the Personnel office. The director of Human Resources will monitor current credentialing of all certified teaching personnel.

ELEMENT 12. ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Ed. Code 47605 (b)(5)(L)

Pupils who choose not to attend Camino Nuevo High School #2 may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

The governing board of a school district shall not require any student enrolled in the school district to attend a charter school.

Each pupil enrolled in CNHS #2 has no right to admission in a non-Charter district school as a consequence of charter school enrollment except to the extent that such a right is extended by the district.

School Address
3500 W. Temple St.
Los Angeles, CA 90004

School Phone
213-417-3400

Contact Person
Ana F. Ponce

The number of classrooms rooms at the charter school is: 22
The grade configuration is: 9th – 12th
The number of students: 500
The opening date: 2013
The operational capacity: 500
The instructional calendar: 190 instructional days
The bell schedule for the charter school will be: see Element 1
If space is available, traveling students will have the option to attend.

ELEMENT 13. RIGHTS OF DISTRICT EMPLOYEES

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Ed. Code 47605

Leave and return rights for union-represented employees who accept employment with CNHS #2 will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition. All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Camino Nuevo Teachers Association (CNTA)

The certificated teaching staff has elected representation by the Camino Nuevo Teachers' Association /CTA/NEA. All other employees are individually contracted. Due Process for represented employees is outlined in the collective bargaining agreement and briefly described below.

Employee Due Process

Employees who have a complaint or wish to challenge disciplinary action taken by Camino Nuevo must use the following procedures:

-The grievance procedure for CNTA bargaining unit employees is in the CNTA Agreement on pages 5 and 6. All other Employees who have a complaint or wish to challenge disciplinary action taken by Camino Nuevo must use the following procedures:

(1) An Employee having a grievance shall present the grievance in writing to his or her Principal within 10 calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 calendar days of receipt, by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

(2) If the employee is not satisfied with the response at Step 1, he/she shall notify the CEO that a grievance has been denied or unresolved by the site principal within five (5) work days of the Principals denial. The CEO will convene a meeting with the grievant within seven (7) work days of receipt. Any resolution shall be put in writing. If not resolved, the CEO shall provide a written response within seven (7) work days of the meeting.

(3) The Employee shall notify the CNCA Board of Directors, within 10 calendar days of the CEO's denial that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses and in the HR Office.

The CNCA board or its designated subcommittee shall meet within 35 days of receipt of the Notification of Grievance Form. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Board. Failure to appear before the Board will be taken as a waiver of all rights

under the grievance procedure. Alternatively, the Board may direct this matter to be heard and settled by an external arbitrator selected by the Board. If the Board chooses to hear and settle the matter without arbitration, the Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final.

A written decision made by the Board or Arbitrator will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical.

ELEMENT 14. MANDATORY DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Ed. Code 47605 (b)(5)(N)

The staff and governing board members of Camino Nuevo High School #2 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Camino Nuevo High School #2, except any controversy or claim that is in any way related to revocation of this Charter, ("Dispute") pursuant to the terms of this Element 14.

Any Dispute between the District and Camino Nuevo High School #2 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

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

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

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from

the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

CNCA is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16. CHARTER SCHOOL CLOSURE

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

Revocation

The District may revoke the Charter if Camino Nuevo High School #2 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Camino Nuevo High School #2 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Camino Nuevo High School #2 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Camino Nuevo High School #2 failed to meet or pursue any of the pupil outcomes identified in the charter.
- Camino Nuevo High School #2 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Camino Nuevo High School #2 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Camino Nuevo High School #2 in writing of the specific violation, and give the Camino Nuevo High School #2 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close Camino Nuevo High School #2 either by the Camino Nuevo High School #2 governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" as posted on the California Department of Education website. References to "Charter School" applies to the charter school's nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Camino Nuevo High School #2 will be issued by Camino Nuevo High School #2 within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Camino Nuevo High School #2 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Camino Nuevo High School #2 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Camino Nuevo High School #2 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Camino Nuevo High School #2 shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

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

Camino Nuevo High School #2 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

The financial closeout audit of the Charter School will be paid for by the Camino Nuevo High School #2. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Camino Nuevo High School #2 will be the responsibility of the Camino Nuevo High School #2 and not LAUSD. Camino Nuevo High School #2 understands and acknowledges that Camino Nuevo High School #2 will cover the outstanding debts or liabilities of Camino Nuevo High School #2. Any unused monies at the time of the audit will be returned to the appropriate funding source. Camino Nuevo High School #2 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Camino Nuevo High School #2 participates, and other categorical funds will be returned to the source of funds.

Camino Nuevo High School #2 shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Camino Nuevo High School #2 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Camino Nuevo High School #2 Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School's] right to operate as a Charter School or cause Camino Nuevo High School #2 to cease operation. Camino Nuevo High School #2 and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

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

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its

educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.