



Camino Nuevo Charter High No. 2
Charter Renewal Petition for a Five-Year Term
(July 01, 2026 - June 30, 2031)

Submitted to The Los Angeles Unified School District
August 21, 2025

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Assurances, Affirmations, and Declarations

Camino Nuevo Charter High No. 2 (also referred to herein as “CNHS No 2.” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

Section 1.1a General Information

GENERAL INFORMATION	
The contact person for Charter School is:	Lawrence Boone, Principal
The contact address for Charter School is:	3500 W. Temple Street, Los Angeles CA, 90004
The contact phone number for Charter School is:	(213)-736-5566
The current address of the Charter School is:	3500 W. Temple Street, Los Angeles CA, 90004
This location is in LAUSD Board District:	2
This location is in LAUSD Region:	East
The grade configuration of Charter School is:	9-12
The number of students will be:	500
The grade level(s) are:	9-12
The total enrollment capacity will be:	500
The type of instructional calendar will be:	Traditional
The regular bell schedule will be:	8:30am - 3:45pm
The term of this Charter for Middle and High performing schools:	July 1, 2026 to June 30, 2031

Section 1.1b Community Need for the Charter School

Camino Nuevo Charter Academy (“CNCA” or “Camino Nuevo”) operates five high-performing, public schools that provide students in historically marginalized areas of Los Angeles a free, quality, college preparatory education. CNCA prepares students from Transitional Kindergarten (“TK”) through high school for success in school, in college and career, and in life.

Founded in 2000, Camino Nuevo was formed amid a broader community-based initiative to address the severe needs of residents in MacArthur Park and surrounding communities. Camino Nuevo provides students in high-need, under-resourced areas of Los Angeles a free college preparatory education. The CNCA network consists of five schools spanning the TK – 12th grade pipeline: four K-8 schools and one high school, annually serving 3,100 students and families, as well as a network of over 600 alumni. Our mission 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. Together, we deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. We anchor ourselves in our core values of belonging, community, equity, excellence, innovation, and joy.

We know that education can provide a pathway out of poverty for our students and community. And yet, in the communities we serve, only 24% of adults over 25 have a bachelor's degree or higher and 37% do not have a high school diploma (American Community Survey [ACS], 2023 5 Year Estimates). It is our firm commitment to our students that we will prepare them to break through these disparities by providing a quality, college preparatory education built specifically for some of the city's highest-needed students, while also wrapping them in support across their education.

Given our student demographics, we recognize that our students face additional challenges, including poverty, trauma, language barriers, and resource gaps. Our signature service model offers a holistic approach to education that infuses our core K-12 instructional program with a continuum of supplemental programs and services – spanning TK through college – so that we can provide both the academic and nonacademic supports our students need.

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

Given the community we serve, we place a strong emphasis on our service to English Learners (“EL”) and our approach to reclassification. We triangulate English Language Proficiency Assessments for California (“ELPAC”) data, i-Ready reading data, and student progress in their Core English Language Arts (“ELA”) courses to guide placement and instruction of students into leveled English Language Development (“ELD”) classes. This has allowed our ELD teachers to focus on our students’ zone of proximal development regarding their language acquisition.

The number of students enrolling in CNHS No. 2 who have recently immigrated to the U.S. has steadily increased over the last several years. Currently, there are over 30 students enrolled at CNHS No. 2 who have arrived for the first time to the U.S. and to California Public Schools since August, 2021. Of these students, 97% speak Spanish as their primary language and 3% speak Tagalog or Filipino.

To that end, CNHS No. 2 has developed a Newcomer Program that aims to provide the highest-quality educational experience for students who are recently arrived immigrants to the United States. The Newcomer Program has the ultimate goal of ensuring that newcomer students are given opportunities to acclimate to the American education system and culture, while receiving all of the necessary academic and social-emotional supports to be successful. The newcomer

indicators reported on the California School Dashboard (the “Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard data and metrics as compared to state average for all students and for subgroups, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. The California Department of Education (“CDE”) evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with the law and the CDE’s performance category designations, Camino Nuevo Charter School No. 2 fits into the Middle Performing category. We present evidence and data below to demonstrate that CNHS No. 2 has met the renewal criteria for charter renewal for a 5-year term.

The *LAUSD Policy and Procedures for Charter Schools*, June 20, 2023 (LAUSD Charter Policy), pursuant to amendments to the Charter Schools Act by A.B. 1505, “The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Education Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Education Code, Sections 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Are the charter school’s enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Education Code, Section 47607(e).)

We address each of these criteria in turn. Criterion 1 and 2 are covered in Element 1. Details of Criterion 3 can be found in four areas: Elements 8 (Admission, Recruitment, Lottery practices), Element 10 (Suspension and Expulsion procedures), Element 4 (Governance) and Element 9 (Annual Financial Audits).

CNHS No. 2 MEETS CRITERION 1 FOR RENEWAL WITH A SOUND EDUCATIONAL PROGRAM, A COMPREHENSIVE CHARTER PETITION, ALL AFFIRMATIONS DESCRIBED IN EDUCATION CODE 47605(e), AND IS LIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THIS PETITION

As detailed in the LAUSD Renewal Policy, Criterion 1 requires an analysis of the following – we have added subsection letters for clarity:

- A. Whether the petition includes a sound educational program;
- B. Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- C. Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and

D. Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Regarding subparts (B) and (C) above, we respectfully submit that CNHS No. 2 herein presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which consist of the District’s Federal, State and District Required Language, meet the requirements of Education Code section 47605(e).

As for the soundness of CNHS No. 2’s educational program and the capacity of our team to implement the program detailed throughout these pages – subparts (A) and (D) above, respectively -- LAUSD’s Charter Policy notes that these “are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the Charter School’s record in four key areas of charter school performance:

- “1) Governance
- “2) Student Achievement and Educational Performance
- “3) Organizational Management, Programs and Operations
- “4) Fiscal Operations.”

First, we note that the LAUSD Board already has previously approved of CNHS No. 2 presenting a sound educational program and appropriate capacity to implement it, through authorization of our initial charter petition in 2013 and our renewals.

While we have updated several components throughout this charter as required by LAUSD policies, our educational program remains fundamentally consistent with our original charter petition. The four criteria directly align with the LAUSD Charter Schools Division’s Annual Oversight Visit review system. In CNHS No. 2’s most recent Annual Oversight Report from LAUSD’s Charter Schools Division, dated February 21, 2025 (Charter Schools Division (“CSD”) 2025 Oversight Report), CNHS No. 2 received the following scores:

2024-2025

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	3, Proficient	3, Proficient	3, Proficient

In the CSD 2025 Oversight Report, CSD staff noted several “Areas of Demonstrated Strength and/or Progress.” They are outlined as follows:

Governance

- **G3 - RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM:** The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)

- **G4 - RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS:** The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff

Student Achievement and Educational Performance

- **A1 - ALL STUDENTS ENGLISH LANGUAGE ARTS INDICATOR (GRADES 3-8 & 11):** The California School Dashboard All Students ELA Indicator color is Green; or a Status (Distance From Standards (“DFS”)) that is the same or higher than the state average
 - The schoolwide Dashboard ELA Indicator performance color is Yellow, as compared to the state’s color of Orange. The Charter School’s 2024 schoolwide ELA DFS (29.5 DFS) is higher than the state average (-13.2 DFS)
- **A2 - STUDENT GROUP ENGLISH LANGUAGE ARTS INDICATOR (GRADES 3-8 & 11):** All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS)
 - The 2024 average DFS in ELA for the Charter School’s Latino student group (29.2 DFS) is higher than the state average (-39.3 DFS)
 - The 2024 average DFS in ELA for the Charter School’s Socioeconomically Disadvantaged student group (29.5 DFS) is higher than the state average (-40.9 DFS)
- **A6 - ALL STUDENTS COLLEGE/CAREER (“CCI”) INDICATOR (GRADES 9-12):** The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average
 - The schoolwide Dashboard College/Career Indicator performance color is Green, as compared to the state’s color of Yellow. The Charter School’s 2024 percentage of students prepared for college or a career (58.9%) is higher than the state average (45.3%)
- **A7 - STUDENT GROUP COLLEGE/CAREER INDICATOR (GRADES 9-12):** All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent)
 - The 2024 percentage of the Charter School’s Latino student group prepared for college or a career (59.6%) is higher than the state average (37.4%)
 - The 2024 percentage of the Charter School’s Socioeconomically Disadvantaged student group prepared for college or a career (59.5%) is higher than the state average (37.4%)
- **A9 - ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12):** The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average
 - The schoolwide Dashboard Graduation Rate Indicator performance color is Green, as compared to the state’s color of Yellow. The Charter School’s 2024 Graduation Rate (90.4%) is higher than the state average (86.7%)
- **A10 - ALL STUDENTS SUSPENSION RATE INDICATOR (GRADES K-12):** The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average
 - The schoolwide Dashboard Suspension Rate Indicator color is Orange, as compared to the state’s color of Green. However, the Charter School’s 2024 percentage of students suspended at least one day (2.3%) is lower than the state average (3.2%)

Organizational Management, Programs, and Operations

- **O1 - IMPLEMENTATION OF THE EDUCATIONAL PROGRAM:** The Charter School has fully implemented the educational program, including key features, outlined in the Charter School’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report
- **O2 - MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS:** The Charter School has a system to implement and monitor the components of the charter’s instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis
- **O5 - STAKEHOLDER ENGAGEMENT AND INVOLVEMENT:** The Charter School provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements a School Site Council (“SSC”), English Learner Advisory Committee (“ELAC”) in accordance with all legal requirements

Fiscal

FINANCIAL HIGHLIGHTS					
Camino Nuevo High 2	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$3,398,388	\$3,865,139	\$3,886,807	\$4,081,983	\$4,181,857
Net Income / (Loss)	\$923,522	\$10,124	\$21,668	\$195,176	\$99,874
Transfers In / Out	\$0	\$456,627 ¹	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$989,848	\$2,857,891	\$3,861,142	\$3,807,501	\$3,590,868
Unrestricted Net Assets	\$3,398,388	\$3,830,358	\$3,859,278	\$4,064,723	\$4,181,857
Norm Enrollment Reported by the School	474	507	466	501	508
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school’s ADA)</i>	49.28%	42.13%	38.99%	40.00%	38.56%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	14.36%	31.43%	39.01%	37.47%	33.11%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	506.92%	274.78%	178.97%	203.86%	317.04%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	13.82%	27.41%	74.18%	72.56%	70.74%

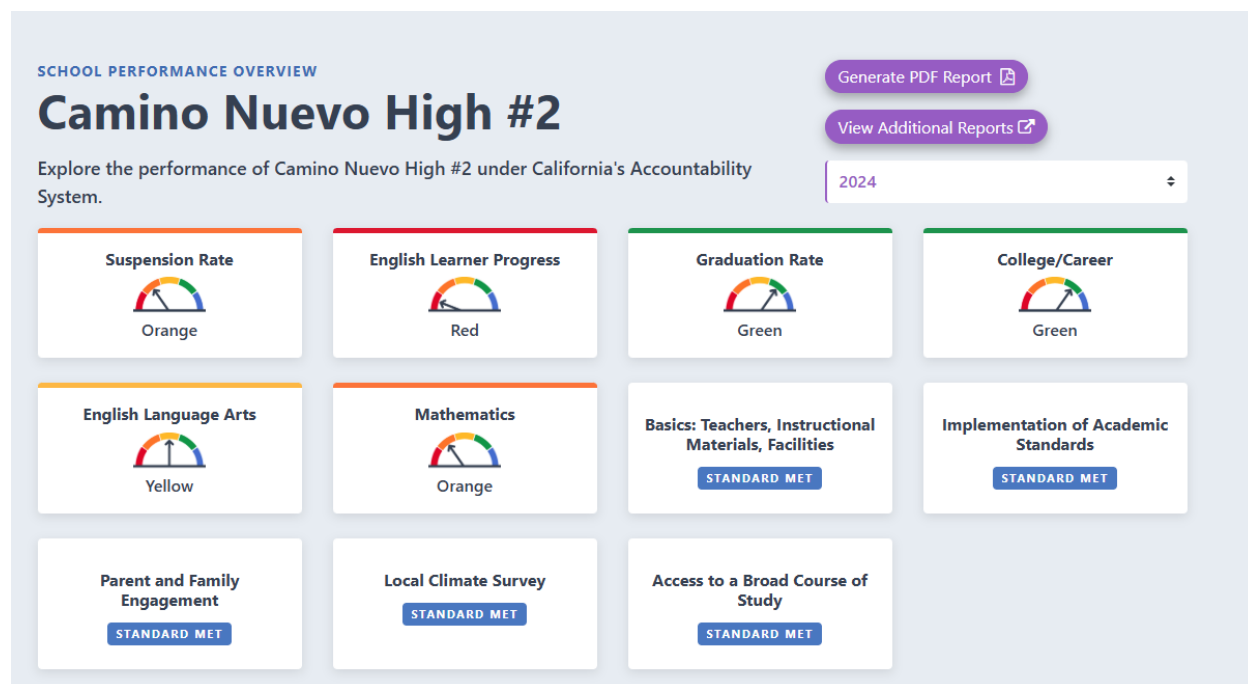
CNHS No. 2 did not have any benchmarks assigned in its last charter renewal in 2017.

CNHS No. 2 has met all of the elements of Criterion 1.

Section 1.2a Academic Performance Data

CNHS No. 2 MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND STUDENT GROUP PERFORMANCE ON THE DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT EACH YEAR OF THE CHARTER TERM AND STRONG POST-SECONDARY OUTCOMES

We are pleased that the legal definition and the CDE determined that CNHS No. 2 is a “Middle Performing School” for purposes of charter renewal, based on the 2024 California Dashboard indicators¹:



CNHS No. 2 achieved the following:

- Green, the second highest tier, for Graduation Rates, College and Career Indicators
- Yellow for English Language Arts
- Orange for Mathematics and Suspension Rates

The Dashboard for 2024 indicates that CNHS No. 2 meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

We share the table below to provide a comparison between Camino Nuevo High School No. 2 and the state according to the CA Dashboard level and color coding system over the last three years.

¹ <https://www.caschooldashboard.org/reports/19647330127910/2024>

CA State Dashboard Level and Colors from 2021-22 - 2023-24									
	2021-22			2022-23			2023-24		
	CNHS	State	CNHS v State	CNHS	State	CNHS v State	CNHS	State	CNHS v State
ELA	Medium	Low	Higher	Blue	Orange	Higher	Yellow	Orange	Higher
Math	Low	Low	Same	Yellow	Orange	Higher	Orange	Orange	Same
ELPI	Very Low	Medium	Lower	Green	Yellow	Higher	Red	Orange	Lower
Grad Rate	Medium	Medium	Same	Yellow	Orange	Higher	Green	Yellow	Higher
College/ Career	N/A*	N/A	N/A	Medium	Medium	Same	Green	Yellow	Higher
Suspension Rate[^]	Medium	Medium	Same	Blue	Orange	Higher	Orange	Green	Lower

* "N/A" is noted in tables when the data source does not provide that data

[^] Suspension Rates are noted in Dashboard colors; as a result, we note whether CNHS No. 2's color (not rate) is higher or better than that of the state.

ELA

Over the past three years, from 2022 to 2024, students at Camino Nuevo High School No. 2 demonstrated tremendous growth and consistently outperformed the state in English Language Arts ("ELA") across all nine numerically significant student groups.

- In 2023, all students, Hispanic/Latino ("H/L") and socioeconomically disadvantaged ("SED") students exceeded state performance with particularly strong outcomes. This positive trend continued in 2024, with the Charter School maintaining higher Distance From Standard ("DFS") scores than the state across all groups.
- Notably, in 2023 - 24, Students with Disabilities ("SWD") and English Learners ("EL" or "ELs") showed steady year-over-year improvement and outperformed the state. Those subgroups were not statistically significant in 2022 - 2024, so they are not included in the ELA and Math tables below.

California Assessment of Student Performance and Progress (“CAASPP”) ELA DFS Scores Comparing CNHS No. 2 and the State (2022-24)									
	2022			2023			2024		
	CNHS	State	Charter to State	CNHS	State	High/Low	CNHS	State	High/Low
All Students	+16.6	-12.2	Higher	+48.3	-13.6	Higher	+29.5	-13.2	Higher
H/L	+21.7	-38.6	Higher	+48.1	-40.2	Higher	+29.2	-39.3	Higher
SED	+16	-41.4	Higher	+48.3	-42.6	Higher	+29.5	-40.9	Higher

Math

From 2022 to 2024, CNHS No. 2’s Mathematics scores remained lower than the state average for seven of nine statistically significant student groups.

- In 2022, all groups underperformed compared to the state. Latino students performed fairly closely to their statewide peers.
- In 2023, performance improved radically, with Latino and SD students outperforming their statewide peers by 13.9 and 12.8 points, respectively. That same year, Latino students surged ahead - gaining 32.7 points over the prior year. Similarly, SD students grew 16 points year over year in 2023.
- In 2024, the Charter School trailed the state, though SWD surpassed the state’s DFS score by 18.2 points.
- Underlying this trajectory is a growth in DFS scores for SWD of 134.3 points from 2022 to 2024. This progress for Students with Disabilities mirrors what this subgroup achieved in ELA, reflecting a concerted effort in instructional strategies implemented across the board to achieve these gains.

MATH CAASPP Scores										
	2022			2023			2024			
	CNHS	State	Charter to State	CNHS	State	High/ Low	CNHS	State	High/ Low	Overall Charter Change
All Students	-107	-51.7	Lower	-68	-49.1	Lower	-80.7	-47.6	Lower	+26.3
H/L	-99.6	-83.4	Lower	-66.9	-80.8	Higher	-81.9	-79.2	Lower	+17.7
SED	-107.1	-84	Lower	-68	-80.8	Higher	-80.7	-78.2	Lower	+26.4

The below tables share our Distance from Standard scores and levels/colors in comparison to the CA State Dashboard metrics, as well as to the Resident Schools’ Median. Our resident school analysis included all high schools where at least 10 of our students were zoned to attend.

2022 Math CAASPP DFS and Level as compared to the State and Resident School Median ("RSM") 2022							
Subgroup	CNHS	CNHS Level	State	State Level	RSM	School v State DFS	School v RSM
All Students	-107	Low	-51.7	Low	-163.55	Lower	Higher
H/L	-99.6	Low	-83.4	Low	-163.95	Lower	Higher
SED	-107.1	Low	-84	Low	-164.9	Lower	Higher

Math CAASPP DFS and Color as compared to the State and RSM 2023							
Subgroup	CNHS	CNHS Level	State	State Level	RSM	School v State DFS	School v RSM
All Students	-68	Yellow	-49.1	Orange	-156.95	Lower	Higher
H/L	-66.9	Yellow	-80.8	Orange	-157.95	Higher	Higher
SED	-68	Yellow	-80.8	Yellow	-152.35	Higher	Higher

Math CAASPP DFS and Color as compared to the State and RSM 2024							
Subgroup	CNHS	CNHS Level	State	State Level	RSM	School v State DFS	School v RSM
All Students	-80.7	Orange	-47.6	Orange	-137.7	Lower	Higher
H/L	-81.9	Orange	-79.2	Orange	-134.5	Lower	Higher
SED	-80.7	Orange	-78.2	Orange	-139.45	Lower	Higher

English Learners

From 2022 to 2024, English Learners at CNHS No. 2 made steady gains in ELA, improving from 103.7 points below standard in 2022 to 47.8 points below in 2024. In the 2024–25 school year, 20.7% of students (86 total) are classified as English Learners, including 35 Newcomers and 41 Long-Term English Learners (“LTELs”). Over half of the Charter School’s students (330) are Reclassified Fluent English Proficient (“RFEP”), reflecting long-term success.

We attribute these sustained academic improvements for English Learners to targeted professional development (“PD”), ELD curriculum training, and regular coaching from our Director of Biliteracy and English Learners. These efforts have contributed to the subgroup’s progress, which is explored in more detail below in Section 1.2d - Strengthening Supports for English Learners.

From 2022 to 2024, English Learner subgroups at the CNHS No. 2 showed notable gains in ELA performance. The state creates three categories of English Learners: Current ELs, Recently Reclassified ELs (those who have reclassified within the last 4 years), and English-Only students. From 2022 to 2024, Current ELs improved their DFS from -140.5 to -117.5, while Recently reclassified ELs made significant progress from -51.7 to -9.6. Though 2023 data was suppressed for all subgroups due to the small number of ELs, the 2024 results reflect a clear upward trend in achievement.

ELA CAASPP - English Learners						
	2022		2023		2024	
Student Group	Student Count	CNHS DFS	Student Count	CNHS DFS	Student Count	CNHS DFS
Current EL	17	-140.5	9	*	11	-117.5
Recently Reclassified English Learners (within prior 4 years)	12	-51.7	6	*	20	-9.6
English Only	12	+58.4	10	*	10	*

* Data suppressed (fewer than 11 students)

English Learner Progress Indicator

From 2022 to 2024, CNHS No. 2 demonstrated ongoing efforts to support English Learners, as reflected in our performance on the English Learner Progress Indicator (“ELPI”). In 2022, the Charter School reported an EL Progress Rate of 34.9%, compared to the state’s 50.3%. The rate increased to 47.5% in 2023—earning a Green rating and coming close to the state’s 48.7%. In 2024, the ELPI rate was 33.3%, while the state’s rate was 45.7%. Among LTELs, the Charter School’s 2024 progress rate reached 45.2%, nearly matching the state’s 45.8%.

ELPI Data Comparing CNHS No. 2 to the State (2022-2025)					
Student Group and year	Charter Level	EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
EL 2022	Very Low	34.9%	Medium	50.3%	Lower
EL 2023	Green	47.5%	Yellow	48.7%	Higher
EL 2024	Red	33.3%	Orange	45.7%	Lower
LTEL 2024	Orange	45.2%	Orange	45.8%	Same
EL 2025	Green	53.2%	TBD	TBD	TBD
LTEL 2025	Green	54%	TBD	TBD	TBD

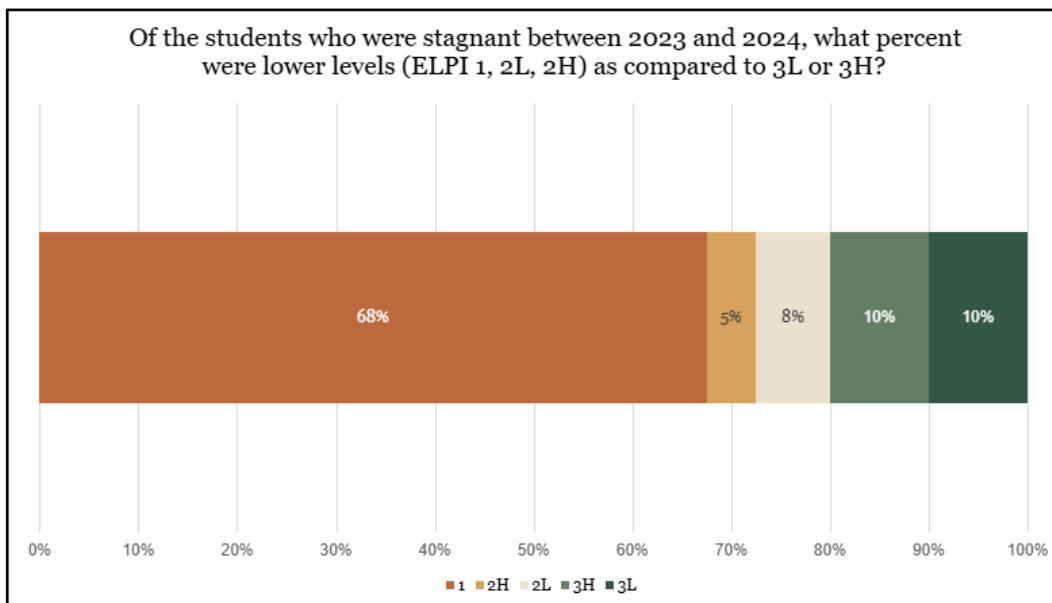
Student English Language Acquisition Results: Summative ELPAC

The Dashboard also provides a deeper dive for English Learners to understand their progress over time. The Dashboard looks at: ELs who decreased at least one ELPI Level; ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H; ELs who maintained ELPI Level 4; and ELs who progressed at least one ELPI Level.

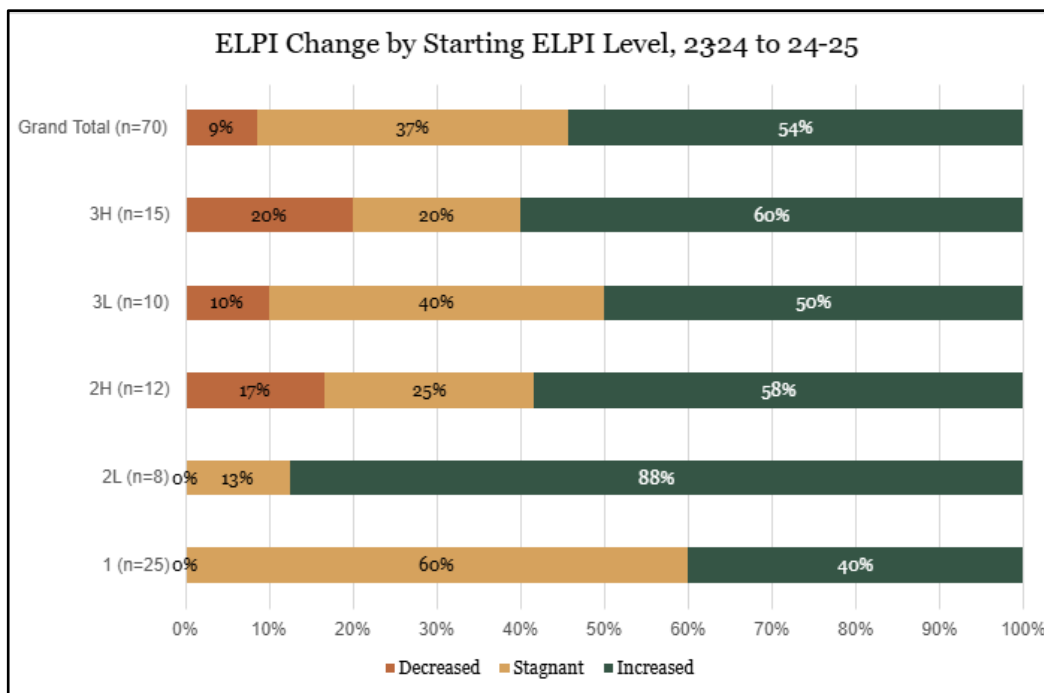
From 2022 to 2025, English Learner progress showed notable shifts. The percentage of students who decreased at least one ELPI level steadily declined from 19.8% in 2022 to 8.6% in 2025. Meanwhile, students progressing at least one ELPI level increased from 29.5% in 2019 to 54.29% in 2025.

CNHS No. 2 Summative ELPAC					
	2019	2022	2023	2024	2025
ELs who decreased at least one ELPI Level	20.5%	19.8%	13.6%	13.3%	8.57%
ELs who progressed at least one ELPI Level	29.5%	32.6%	47.5%	32%	54.29%

This progress was the result of ELPI-level specific analysis and strategy. By deeply understanding students' proficiency level needs, CNHS No. 2 has improved in accelerating students' language development across ELPI levels. An example of this type of analysis is the way we disaggregated the data of the students who were stagnant on the ELPAC in 2024. As you can see in the chart below, the vast majority of them were stagnant at an ELPI level 1. Although we do not aim for stagnancy in any student population, we understood that a root cause of this outcome was the fact that many of these students were newcomers to the United States and therefore adjusting to school in the U.S., healing from trauma experienced during migration, and in need of explicit language and socioemotional support.



Our newcomer strategy addressed these needs and as a result, we have seen improvement. As demonstrated in the table below, significant numbers of students improved their ELPAC scores across ELPI levels.



Suspension Rate

Over the past three years, Camino Nuevo High School No. 2 has maintained suspension rates consistently below state averages for all students and nearly every numerically significant student group.

- In 2022, three out of four significant groups had lower suspension rates than the state, with English Learners being the only exception.
- By 2023, the Charter School had reduced suspension rates to near zero across all groups—including 0% for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.
- Although rates increased slightly in 2024, they remained well below state averages for most groups. The only exceptions in 2024 were English Learners and Long-Term English Learners, whose suspension rates exceeded those of their state-level peers.

Suspension Rates - 2022					
Student Group	Charter School Color	Charter School Suspension Rate	State Color	State Suspension Rate	Charter School to State Comparison
All	Medium	2.2%	Medium	3.1%	Lower
Hispanic	Medium	2.1%	Medium	3.2%	Lower

Suspension Rates - 2022					
Student Group	Charter School Color	Charter School Suspension Rate	State Color	State Suspension Rate	Charter School to State Comparison
EL	Medium	4.5%	Medium	3.3%	Higher
SED	Medium	2.3%	Medium	4%	Lower
SWD	Medium	5%	High	5.4%	Lower

* LTEL data was not reported in 2022 and 2023

Suspension Rates - 2023					
Student Group	Charter School Color	Charter School Suspension Rate	State Color	State Suspension Rate	Charter School to State Comparison
All	Blue	0.2%	Orange	3.5%	Lower
Hispanic	Blue	0.2%	Orange	3.8%	Lower
EL	Blue	0%	Orange	3.7%	Lower
SED	Blue	0.2%	Orange	4.5%	Lower
SWD	Blue	0%	Orange	5.9%	Lower

Suspension Rates - 2024					
Student Group	Charter School Color	Charter School Suspension Rate	State Color	State Suspension Rate	Charter School to State Comparison
All	Orange	2.3%	Green	3.2%	Lower
Hispanic	Orange	2.3%	Green	3.4%	Lower
EL	Orange	5.7%	Green	3.4%	Higher
LTEL	Orange	8.9%	Orange	8.1%	Higher
SED	Orange	2.3%	Green	4%	Lower
SWD	Blue	0%	Yellow	5.4%	Lower

Graduation Rate

Graduation rates at CNHS No. 2 have shown steady improvement over the past three years, exceeding state averages by 2024 across all numerically significant student groups. While the Charter School trailed slightly behind the state overall in 2022 and 2023, English Learners (EL) consistently met or surpassed statewide graduation rates during that period. By 2024, the Charter School achieved a 90.4% graduation rate for all students—outperforming the state average of 86.7%. Hispanic, EL, and socioeconomically disadvantaged students also graduated at higher rates than their peers statewide. Students with Disabilities graduated at a rate of 53.3% in 2024, below the state average of 74.4%, highlighting an important area for continued attention and support.

Graduation Rates - 2022					
Student Group	Charter School Level	Charter School Graduation Rate	State Level	State Graduation Rate	Charter School to State Comparison
All	Medium	84.1%	Medium	87.4%	-3.3%
Hispanic	Medium	83.3%	Medium	85.3%	-2.0%
EL	Low	73.6%	Low	73.3%	0.3%
SED	Medium	84.6%	Medium	85.1%	-0.5%
SWD*	No Level	74.1%	Low	75.2%	-1.1%

*SWD numbered 27 students, so they were not given a performance level; LTEL data was not reported on the Dashboard in 2022 and 2023.

Graduation Rates - 2023					
Student Group	Charter School Color	Charter School Graduation Rate	State Color	State Graduation Rate	Charter School to State Comparison
All	Yellow	85%	Orange	86.4%	-1.4%
Hispanic	Green	84.5%	Orange	84.2%	0.3%
EL*	No color	70%	Orange	73.5%	-3.5%
SED	Yellow	84.9%	Orange	83.7%	1.2%
SWD*	No color	73.3%	Orange	72.7%	0.6%

*15 students were identified as SWD; ELs totaled 20 students

Graduation Rates - 2024					
Student Group	Charter School Color	Charter School Graduation Rate	State Color	State Graduation Rate	Charter School to State Comparison
All	Green	90.4%	Yellow	86.7%	3.7%
Hispanic	Green	90.1%	Green	85.3%	4.8%
EL*	No color	86.7%	Yellow	77.9%	8.8%
LTEL	N/A	N/A	N/A	N/A	N/A
SED	Green	91.2%	Yellow	84.4%	6.8%
SWD*	No color	53.3%	Yellow	74.4%	-21.1%

*SWD totaled 15 students; ELs were 15 students; LTEL data was suppressed because it was fewer than 11 students

Graduation Rates by Year

The graph below of Graduation Rates for all students and subgroups depicts CNHS No. 2’s growth over the last 4 years, showing strong academic progress even over pre-pandemic levels.

The data shows the breakdown of the graduation rates for those students who graduated within four years of entering high school and those who graduated in their fifth year.

Graduation Rates by Year								
	2019		2022		2023		2024	
	4 yrs	5 yrs	4 yrs	5 yrs	4 yrs	5 yrs	4 yrs	5 yrs
Graduation Rate	87.5%	89.3%	80.1%	84.1%	81.3%	85%	88.6%	90.4%
ELs	66.7%	74.1%	66%	73.6%	60%	70%	86.7%	86.7%
Hispanic/Latino	88.2%	90%	79%	83.3%	80.6%	84.5%	88.3%	90.1%
SED	87.5%	89.3%	80.5%	84.6%	81.1%	84.9%	89.4%	91.2%
SWD	77.8%	77.8%	70.4%	74.1%	73.3%	73.3%	46.7%	53.3%

College and Career Readiness

CNHS No. 2 saw an improvement in College and Career Readiness rates between the 2023 and 2024 school year. In 2023, the Charter School outperformed the state across all reported student groups except Students with Disabilities; however SWD were not a numerically significant subgroup. By 2024, the overall preparedness rate climbed to 58.9%, well above the state's 45.3%. Hispanic, EL, and socioeconomically disadvantaged students all exceeded state averages, and Students with Disabilities showed gains, reaching 14.3% compared to the state's 13.5%.

College and Career - 2023					
Student Group	Charter School Level	Charter School College Preparedness Rate	State Level	State College Preparedness Rate	Charter School to State Comparison
All	Medium	48.5%	Medium	43.9%	Higher
Hispanic	Medium	47.5%	Medium	35.5%	Higher
EL	No Level	22.2%	Low	15.3%	Higher
LTEL	N/A	N/A	N/A	N/A	N/A
SED	Medium	48%	Medium	35.4%	Higher
SWD	No Level	0%	Low	12.3%	N/A Lower

College and Career - 2024					
Student Group	Charter School Color	Charter School College Preparedness Rate	State Color	State College Preparedness Rate	Charter School to State Comparison
All	Green	58.9%	Yellow	45.3%	Higher
Hispanic	Green	59.6%	Yellow	37.4%	Higher
EL	No Color	20%	Orange	17.2%	Higher
LTEL	No Color	*	Yellow	16.5%	N/A
SED	Green	59.5%	Yellow	37.4%	Higher
SWD	No Color	14.3%	Orange	13.5%	Higher

* Data suppressed (fewer than 11 students)

Dashboard Local Indicators

The Dashboard consists of eight (8) Local Indicators, five of which are relevant to charter schools:

- **Priority 1:** Basic Services and Conditions

- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent and Family Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

In 2023, Camino Nuevo High School No. 2 met all indicators, including those related to instructional materials, academic standards, family engagement, school climate, and course access—and maintained that progress through 2024. Overall, the metrics reflect the Charter School’s focused efforts to address foundational needs and strengthen educational quality and community engagement.

	Priority 1	Priority 2	Priority 3	Priority 6	Priority 7
2023	Met	Met	Met	Met	Met
2024	Met	Met	Met	Met	Met

CNHS No. 2’s Growth Over Time

The summaries above have focused solely on the performance of CNHS No. 2 to the State of California. For clarity and ease of reference, data related to CNHS No. 2’s growth over time on the CAASPP test is summarized below.

ELA Growth Over Time

Camino Nuevo High No. 2 has shown steady progress in English Language Arts across multiple student groups from 2022 to 2024. Highlights include:

- The overall DFS for all students improved from 16.6 points in 2022 to 29.5 points in 2024; this reflects an increase of 12.9 points, with the most substantial gains occurring in 2023.
- English Learners showed remarkable growth, improving by nearly 56 points over two years.
- Students with Disabilities made the most significant progress, gaining more than 100 points.

Although performance levels in 2024 saw a slight shift downward for most groups (excluding English Learners and Students with Disabilities), the data underscores a strong trajectory of academic growth and increased proficiency over time.

ELA DFS				
Student Group	2022	2023	2024	Change from 2022-2024
All	Medium	Blue	Yellow	
	16.6	48.3	29.5	+12.9
Hispanic	Medium	Blue	Yellow	

ELA DFS				
Student Group	2022	2023	2024	Change from 2022-2024
	21.7	48.1	29.2	+7.5
EL	No Level	No Color	No Color	
	-103.70	-56.1	-47.8	+55.9
SED	Medium	Blue	No Color	
	16	48.3	29.5	+13.5
SWD	No Level	No Color	No Color	
	-108.90	-91	-8.1	+100.8

Math Growth Over Time

CNHS No. 2 has made notable progress in mathematics over the past three years, especially among historically underserved student groups. From 2022 to 2024, overall student performance improved by 26.3 points. Highlights include:

- Students with Disabilities made the most significant gains, improving by over 134 points.
- English Learners showed strong growth, reducing the gap by 46.1 points.

Although performance levels shifted from Yellow to Orange in 2024 for student groups with color ratings, the underlying data indicates a positive trajectory in math achievement and continued movement toward greater proficiency.

Math DFS				
Student Group	2022	2023	2024	Change from 2022-2024
All	Low	Yellow	Orange	
	-107	-68	-80.7	+26.3
Hispanic	Low	Yellow	Orange	
	-99.6	-66.9	-81.9	+17.7
EL	No Level	No Color	No Color	
	-193.4	-128.5	-147.3	+46.1
SED	Low	Yellow	Orange	

Math DFS				
Student Group	2022	2023	2024	Change from 2022-2024
	-107.1	-68	-80.7	+26.4
SWD	No Level	No Color	No Color	
	-240.4	-150.6	-106.1	+134.3

Verified Data (Post-Secondary Outcomes)

The Verified Data below reflects CNHS No. 2’s strong track record of preparing students for post-secondary success. Highlights of the program are described more in Key Features of the Educational Program. Our verified data reflects our graduation rates, the percentage of students meeting California State University (“CSU”)/University of California (“UC”) eligibility requirements, and a list of top post-secondary institutions where students have enrolled over the past two years. We also include college enrollment, persistence, and six-year completion rates, benchmarked against resident schools (similar peer groups), for students who entered UC campuses between 2016 and 2019.

We are confident that our strong college and career readiness outcomes are aligned to our whole-child approach. Our results are especially critical for the students and community we serve, as they indicate an expansion of opportunity, support upward mobility, and help ensure long-term success beyond high school.

Graduation Rates

Over the past three school years, CNHS No. 2 has demonstrated a clear and consistent commitment to ensuring students graduate on time and prepared for their next step. From 2021–2022 to 2023–2024, the Charter School’s 4-year graduation rate has steadily improved—from 84% to 85%, and most recently, to 90%.

This sustained progress reflects not only academic rigor but also a deep investment in student support, guidance, and college and career readiness. The upward trajectory signals that CNHS No. 2 is effectively identifying barriers to graduation and addressing them through responsive, student-centered strategies.

When viewed alongside neighboring resident high schools, CNHS No. 2’s graduation rate in 2023–2024 is among the highest. It outperforms five of the six comparison schools:

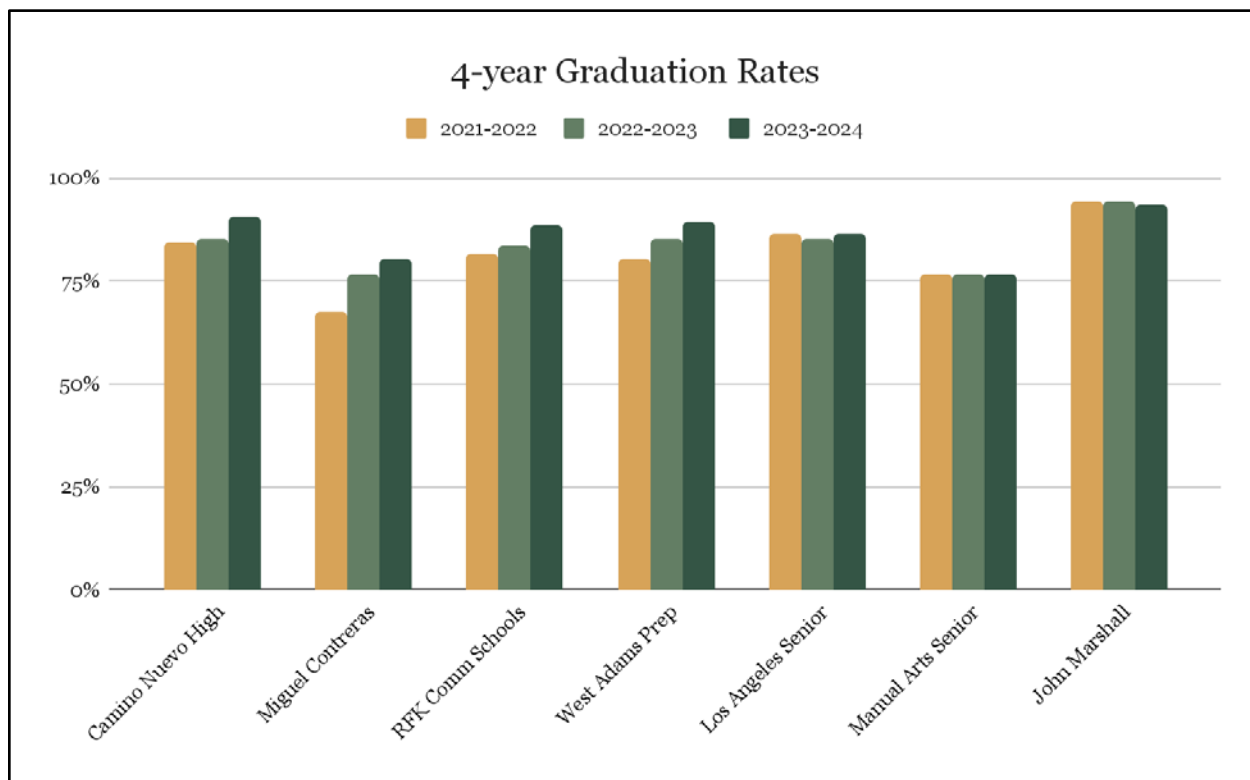
- Miguel Contreras Learning Complex: 80%
- RFK Community Schools (LAHSA): 88%
- West Adams Prep Senior High: 89%
- LA High: 86%
- Manual Arts High: 76%

Only Marshall reports a marginally higher rate at 93%, though it serves a different student population and historically has had higher baseline performance. Compared to schools that serve

similar demographics to CNHS No. 2, the performance gap is even more pronounced, with a 10–14 percentage point advantage over schools like Manual Arts and Miguel Contreras.

The data is clear: CNHS No. 2 is a well-performing school that continues to improve year over year, even as many peer schools remain flat or show only modest gains. Our 90% graduation rate is impressive on its own, and it also represents real lives impacted and real opportunities unlocked for students and families in the community.

As graduation rates remain a critical benchmark in charter renewal evaluations, CNHS No. 2’s results underscore our value as an essential public school option and a strong example of what is possible when equity, high expectations, and support intersect.



CSU/UC Eligibility

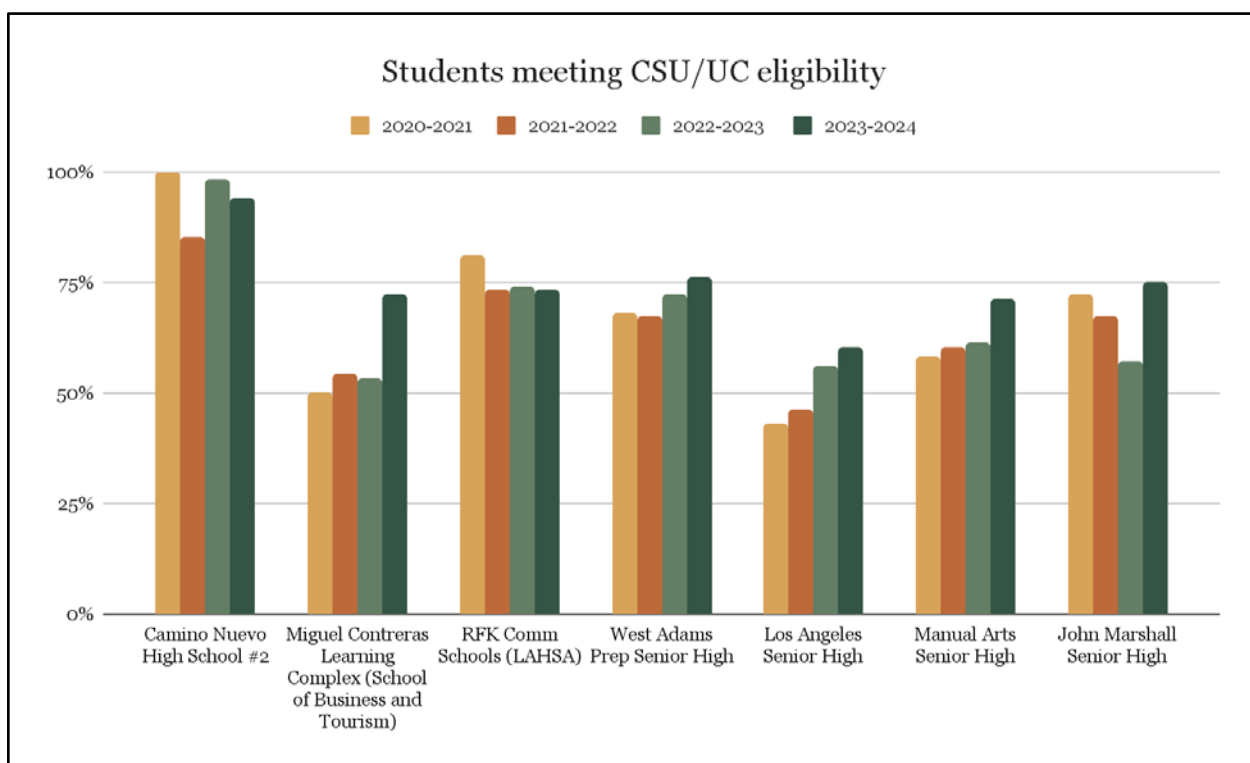
Over the past four years, CNHS No. 2 has demonstrated a consistently strong track record in preparing our students for college, particularly with regard to CSU/UC eligibility—a key indicator of academic rigor and post-secondary readiness.

In 2023–2024, 94% of CNHS No. 2 students met CSU/UC eligibility requirements—the highest percentage among all comparison schools. This impressive result builds on a multi-year trend of high performance: 98% in 2022–2023, 85% in 2021–2022, and a perfect 100% in 2020–2021. These figures reflect the charter school’s sustained focus on ensuring that students, many of whom come from historically underserved communities, graduate not only with a diploma but also with real access and ability to succeed at California’s public universities.

By contrast, nearby resident high schools showed significantly lower CSU/UC eligibility rates over the same time period. In 2023–2024, the next closest schools—West Adams and Marshall —had eligibility rates of 76% and 75%, respectively, which still trail CNHS No. 2 by nearly 20 percentage points. Others, such as LA High (60%) and Miguel Contreras Learning Complex (72%), showed gains but remain well below CNHS No. 2’s level of performance.

While it is encouraging to see upward trends across several local high schools, CNHS No. 2 continues to set the standard for college readiness among socioeconomically disadvantaged and Latino students. Our commitment to ensuring students meet the full A–G course requirements translates into broader access to four-year colleges and universities, and ultimately, greater opportunity and upward mobility for the families it serves.

These outcomes are not accidental. They reflect deliberate planning, high expectations, and targeted support systems, all of which speak to our school’s role as a vital and effective educational option for families in the area.



Top post-secondary institutions

Over the past two years, graduates from CNHS No. 2 have matriculated to a diverse and impressive range of post-secondary institutions, reflecting the Charter School’s strong emphasis on college readiness and access. (The table below provides more detail.)

The most frequent destinations include regional institutions known for their accessibility, affordability, and transfer pipelines—such as Glendale Community College (23 students) and Santa Monica College (16 students). These two-year colleges have long served as important launch pads to four-year universities, especially for first-generation and historically underserved students.

At the same time, a significant number of CNHS No. 2 graduates enrolled directly into CSU campuses, including:

- Cal State Northridge (12 students)
- Cal State LA (10 students)
- Cal Poly Pomona (8 students)
- Cal State Fullerton (7 students)

This reflects a strong alignment between CNHS No. 2’s academic preparation and the CSU system’s admission standards.

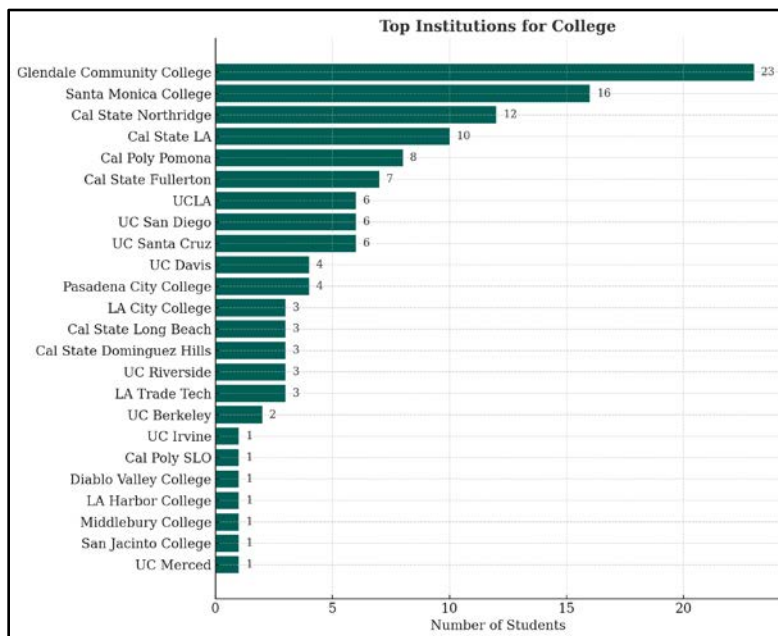
Notably, a substantial number of students have also gone on to enroll in UC campuses, including:

- UCLA (6 students)
- UC San Diego (6 students)
- UC Santa Cruz (6 students)
- UC Davis (4 students)
- UC Berkeley (2 students)

Additional representation from CNHS No. 2 have headed to UC Irvine, UC Riverside, and UC Merced. These outcomes speak volumes about our ability to support students not only in meeting A–G requirements but also in navigating the competitive UC admissions process.

The list also includes a handful of students attending private and out-of-state institutions, including Middlebury College, a prestigious liberal arts school, showing that CNHS No. 2 prepares students for a broad range of college pathways—from community colleges and CSUs to top-tier UCs and selective private universities.

In sum, this verified data reflects CNHS No. 2’s deep commitment to expanding college access for our students and ensuring our students have a wide array of high-quality post-secondary options aligned with their aspirations, needs, and goals.



UC Persistence and Graduation Rates

As discussed above, 94% of CNHS No. 2 students met CSU/UC eligibility requirements. This success and preparedness has translated to high persistence and 6-year graduation rates at UCs as demonstrated in the table below.

Camino Nuevo High School #2				
Cohort	1st year Persistence	Graduation - 4 years	Graduation - 5 years	Graduation - 6 years
2016	85%	25%	70%	70%
2017	93%	36%	64%	86%
2018	80%	60%	70%	80%
2019	86%	64%	79%	N/A

Source: <https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes>

Camino Nuevo has made intentional investments to strengthen college persistence and graduation outcomes for our students and alumni. These efforts focus on expanding access to higher education, providing targeted supports during critical transition years, and creating early college experiences that set students up for long-term success.

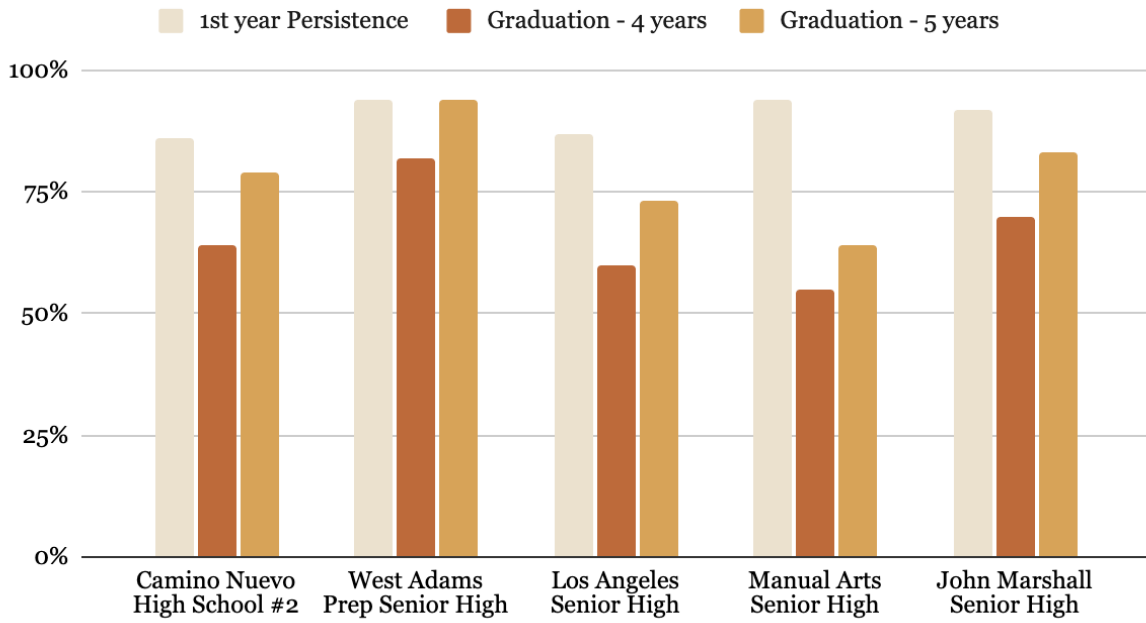
Key changes implemented:

- **Partnership with California College Guidance Initiative (CCGI):** Launched the California Colleges Guidance Initiative to give students a centralized platform to explore higher education options and complete CSU, UC, and community college applications in one place. The platform will also be rolled out to students in 6th - 8th grade to ensure that college and career readiness exposure starts before high school.
- **Expanded Alumni Support:** Added an additional first-year college persistence cohort, which last year served almost **50% of our graduating class**, offering to our recent high school graduates monthly workshops, individualized check-ins, and experiential activities to help alumni successfully navigate their first year of college.

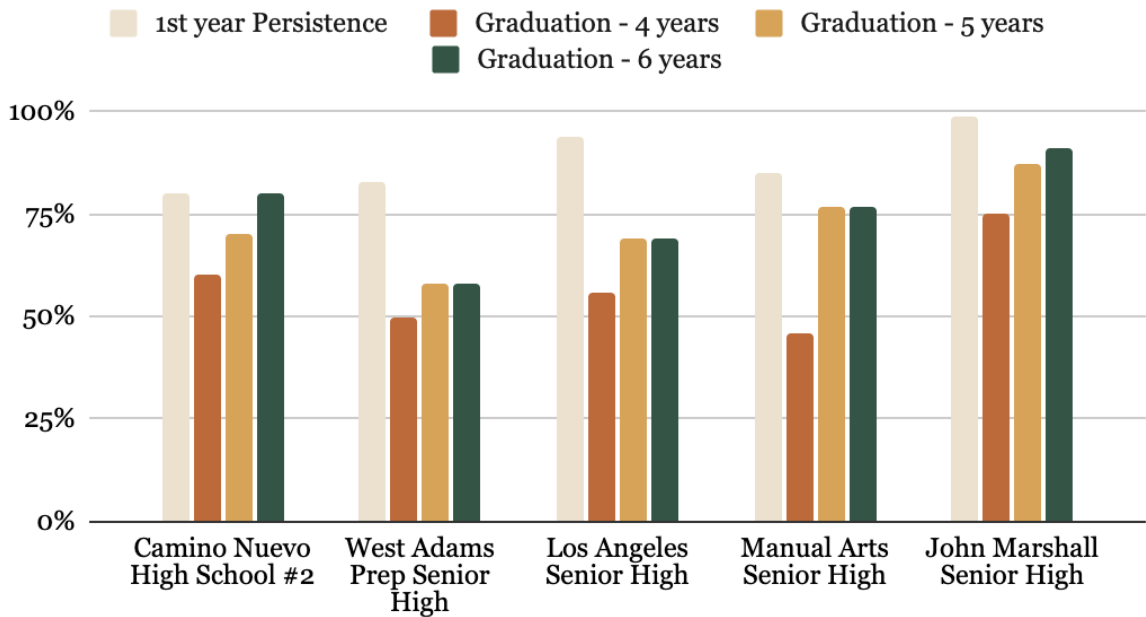
Dual Enrollment Pathways (Fall 2025): Rolling out structured dual enrollment pathways that allow high school students to earn college credit, get ahead in degree attainment, and build the skills and confidence needed to thrive in higher education.

The persistence and graduation success is evidenced when compared to resident schools. For Cohorts from 2016-2019, CNHS No. 2 has among the highest 1st year persistence and 6-year graduation rates at UCs among comparison peer schools. (All the data shared is from the UC Undergraduate Outcomes data set <https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes>).

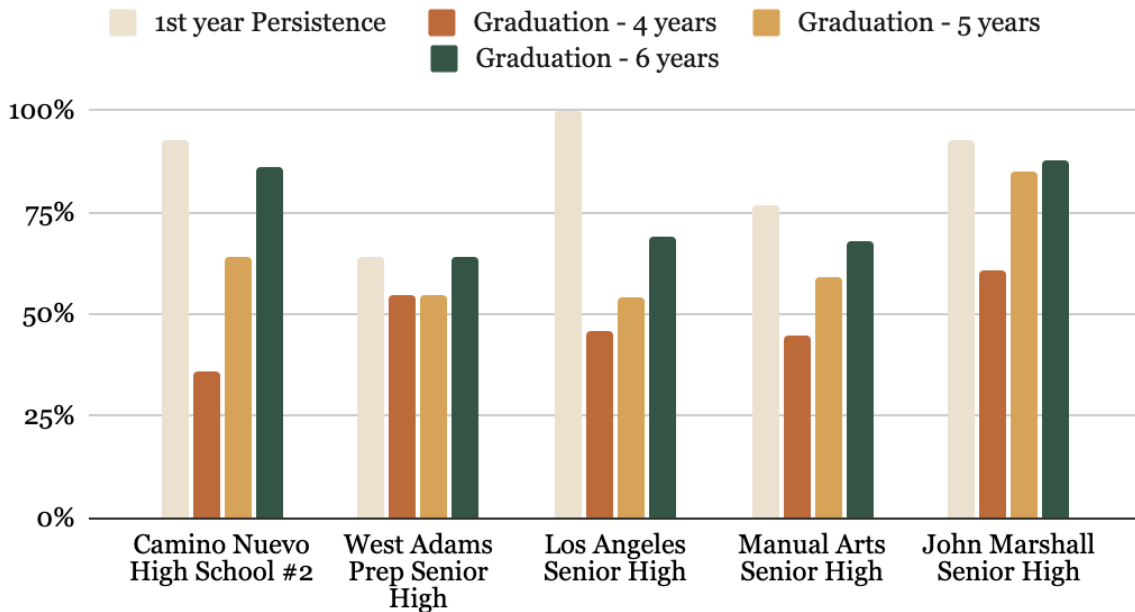
Cohort 2019



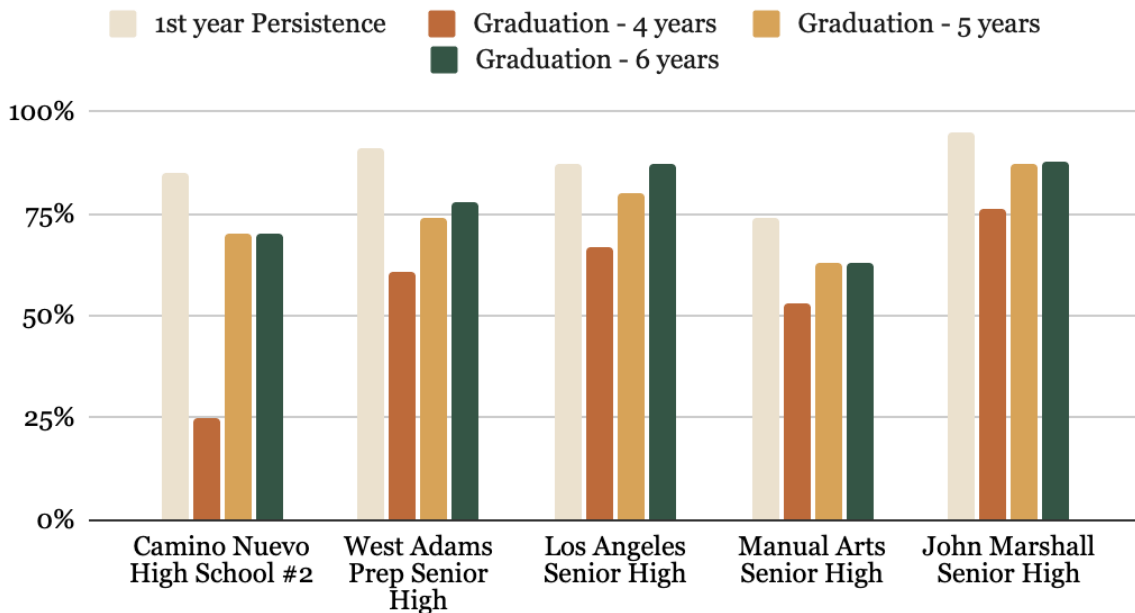
Cohort 2018



Cohort 2017



Cohort 2016



Please note, our analysis preference for retention and persistence data was to use National Clearinghouse Data for a larger set of schools. However, we found National Clearinghouse data is spotty and incomplete for CNHS No. 2 alumni data. We believe this is for many reasons: 1) there are reporting errors due to how names show up in the National Clearinghouse system vs.

CNHS No. 2’s system (e.g., National Clearinghouse only allows for one surname, whereas CNHS No. 2 allows for more than one last name); 2) FERPA allows students to keep their data private, which our students, given their background and experience, may choose to do at higher rates than their peers; 3) many of our students lack of social security numbers, which can make matching them in the National Clearinghouse system challenging; 4) graduation timing (e.g., if a student graduated during the summer (mid-August), the data may not be reported at all. In lieu of National Clearinghouse data, the UC undergraduate outcomes data is complete albeit at a smaller cohort size (~25 per year).

Resident School Analysis

If we expand our point of comparison even broader, to include a resident school analysis, we see that CNHS No. 2 students are benefitting from our educational program such that they are outperforming similar students at their resident schools. The resident schools used in this analysis include high schools where at least 10 of Camino Nuevo High School No. 2’s students were zoned to attend in 2024. They include:

Resident School Analysis		
School Name	Abbreviation	Number of students zoned for school
Contreras Learning Center*	See below*	271
West Adams Preparatory High	West Adams	56
RFK Community of Schools^	See below^	38
John Marshall Senior High	Marshall	27
Manual Arts Senior High	Manual Arts	19
Los Angeles Senior High	LA High	12
Fairfax Senior High	Fairfax	11
Helen Bernstein High	Bernstein	10

* At the Contreras Learning Center, there are 3 schools that our students could attend if they are in that zone. Those include Academic Leadership Community (“Contreras - ALC”), Los Angeles School of Global Studies (“CLC - LASGS”), and School of Social Justice (“Contreras - SJ”). We compare our data to all 3 of their schools.

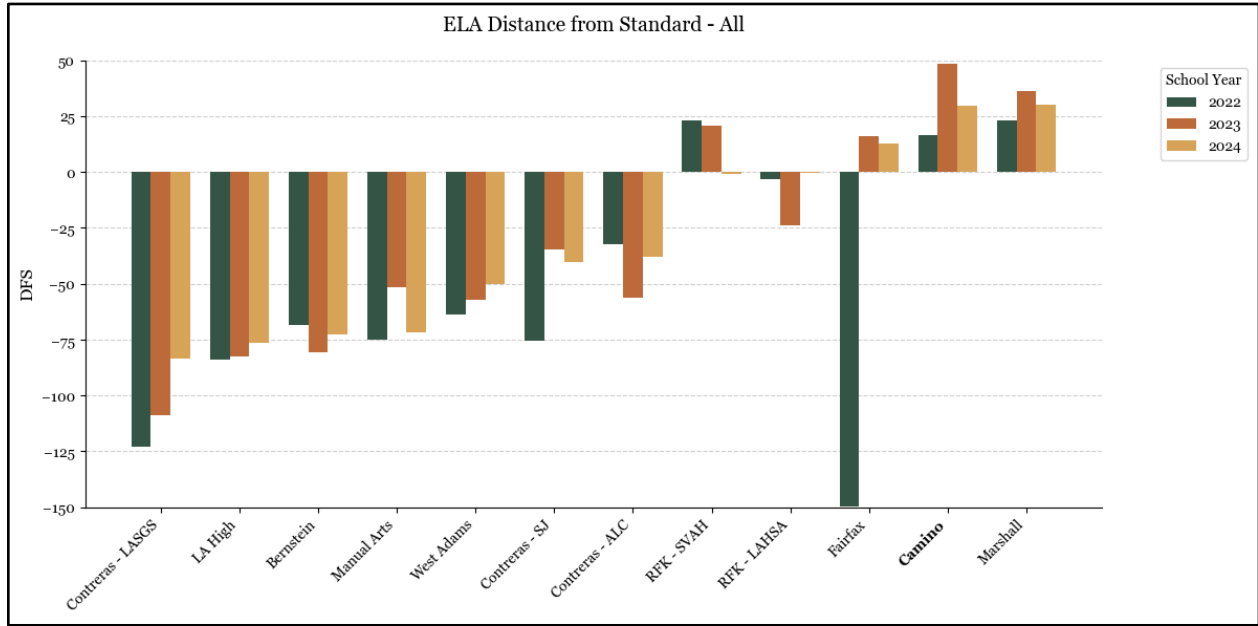
^ The RFK Community of Schools includes 2 high schools that our students are zoned for: Los Angeles High School of the Arts (“RFK - LAHSA”) and School for the Visual Arts and Humanities (“RJK - SVAH”). We compare our data to both of those schools.

ELA, All students

From 2022 to 2024, Camino Nuevo High School No. 2 demonstrated one of the strongest academic growth trends among resident comparison schools.

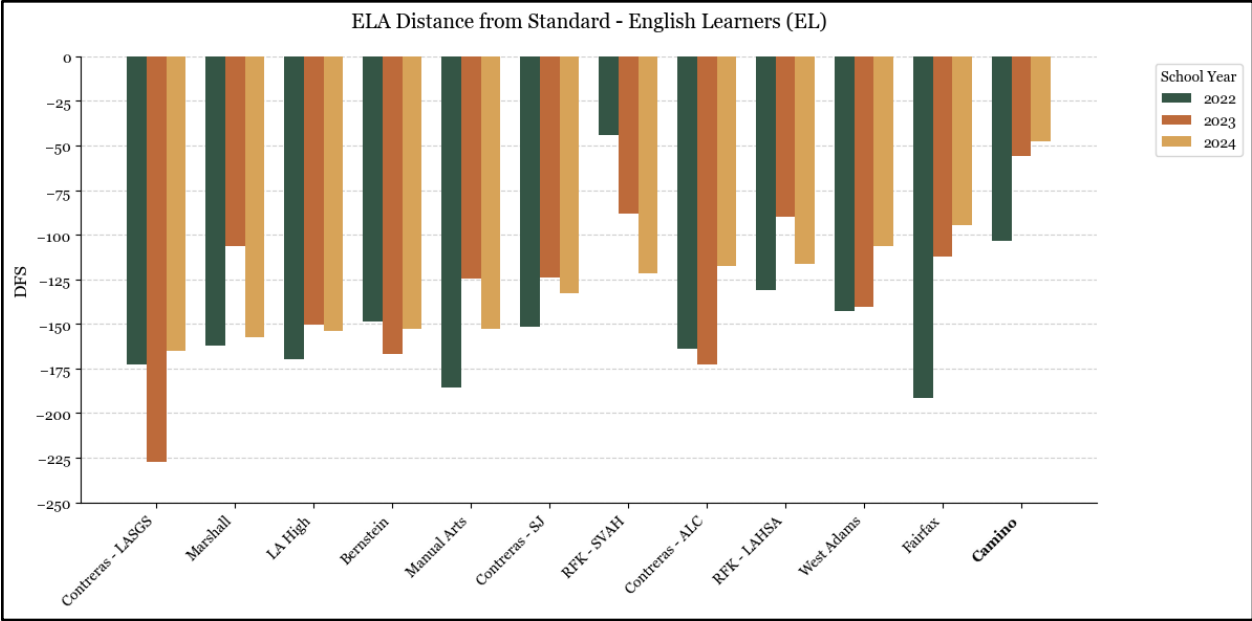
- In 2022, the Charter School posted a DFS of 16.6, already outperforming the majority of resident schools.
- By 2023, CNHS No. 2’s DFS rose to 48.3—the highest among all resident high schools that year—and remained strong at 29.5 in 2024. This placed the Charter School nearly equal to Marshall (30.2) and well ahead of others such as Fairfax (13.0), the School for the Visual Arts and Humanities (-0.8), and West Adams Preparatory (-50.0).

Over the three-year period, the school consistently outperformed historically underperforming sites like Manual Arts (-71.7), and Los Angeles High (“LA High”) (-76.6). This sustained academic success highlights the effectiveness of CNHS No. 2’s instructional strategies and our commitment to advancing student achievement.



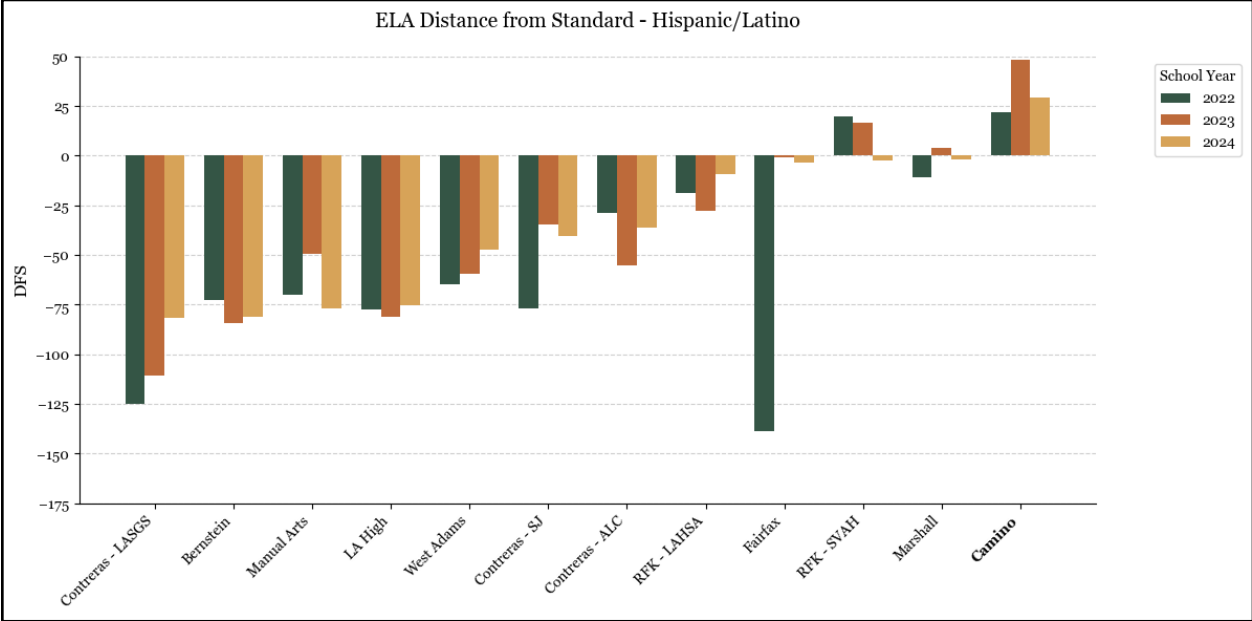
ELA - English Learners

In 2022, English Learners at CNHS No. 2 began with a DFS of -103.7, indicating a substantial gap from grade-level expectations. By 2023, this improved to -56.1, and further to -47.8 in 2024—representing a gain of nearly 56 points over two years. In each of these three years, English Learners at CNHS No. 2 were closer to meeting standards than all other resident comparison schools except the School for the Visual Arts and Humanities in 2022. As of 2024, the English Learner group at Camino Nuevo High School No. 2 was outperforming every resident school where at least 10 of our students were zoned to attend, including Marshall (-157.7). This consistent upward trajectory highlights the effectiveness of our school’s academic supports and underscores our strong commitment to advancing literacy outcomes for multilingual learners.



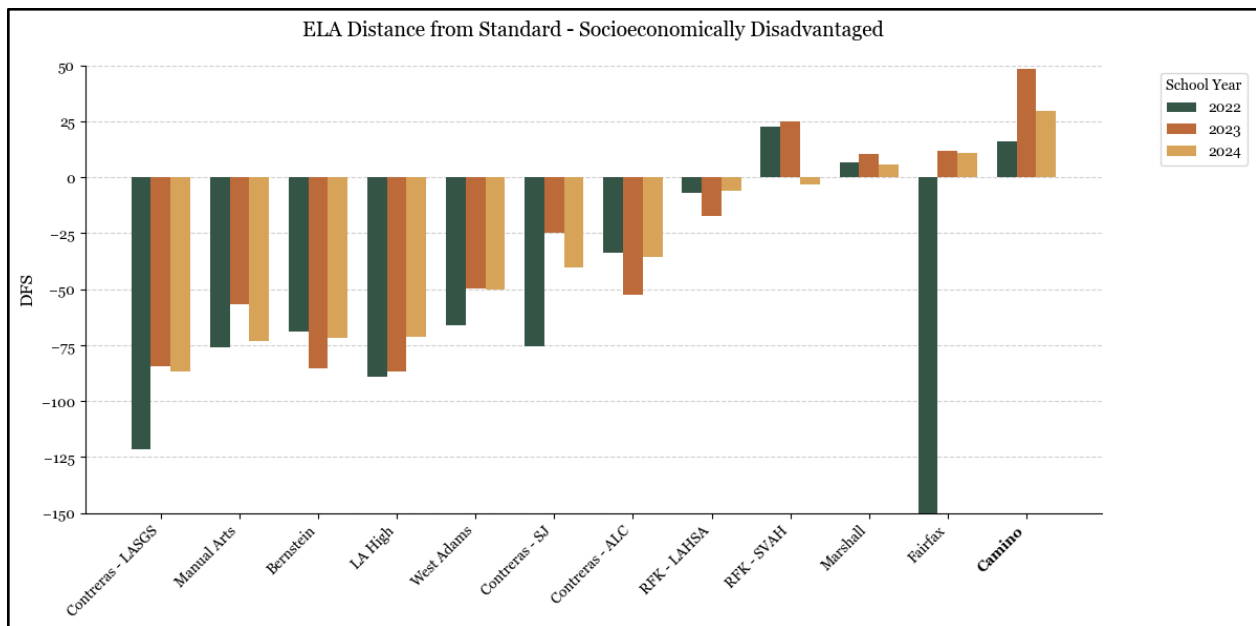
ELA - Hispanic/Latino Students

Between 2022 and 2024, CNHS No. 2 demonstrated consistent academic strength for our Hispanic/Latino students in English Language Arts. In 2022, the subgroup posted a DFS of 21.7, one of the highest among resident comparison schools and well ahead of schools like John Marshall (-10.8) and West Adams (-65.0). The Charter School’s Hispanic/Latino DFS increased to 48.1 in 2023 and remained strong at 29.2 in 2024. In that same year, CNHS No. 2’s Hispanic/Latino students outperformed peers at all other resident schools, including Fairfax (-3.5), the School for the Visual Arts and Humanities (-2.5), and Los Angeles High School of the Arts (-9.1). This data reflects CNHS No. 2’s effectiveness in supporting sustained literacy growth among our core student population.



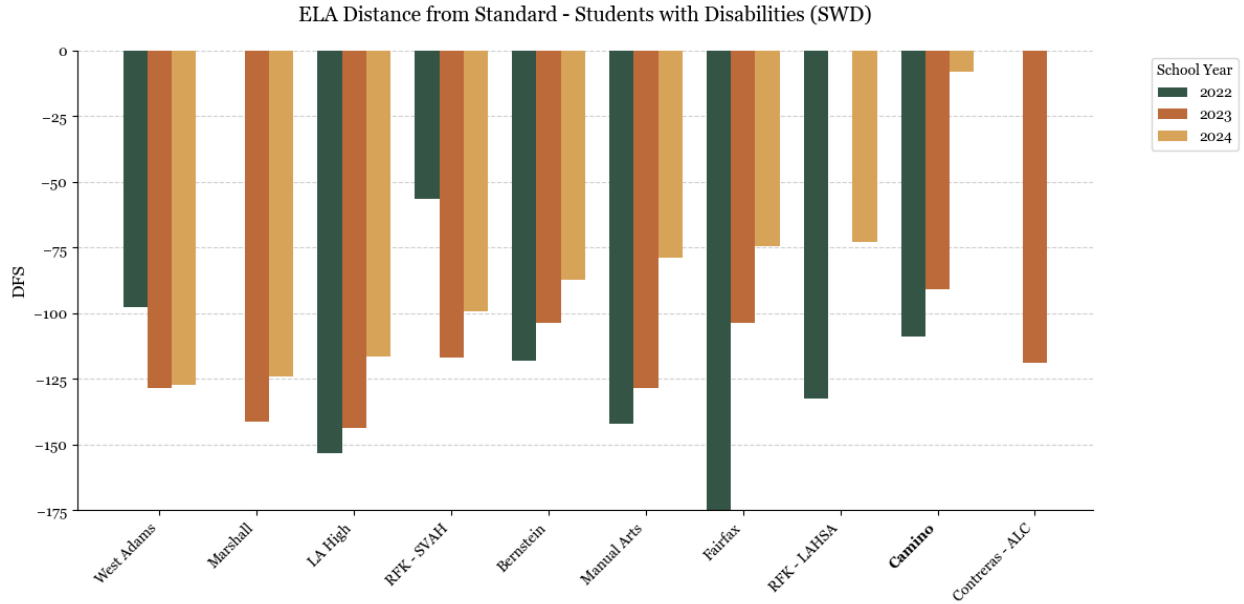
ELA - Socioeconomically Disadvantaged Students

Between 2022 and 2024, CNHS No. 2 showed strong and sustained progress in English Language Arts for our socioeconomically disadvantaged students. In 2022, the subgroup recorded a DFS of 16.0, a performance that already placed the Charter School ahead of most resident comparison schools, including West Adams (-66.3), and Marshall (6.6). By 2023, the subgroup's DFS improved to 48.3—the highest among all resident schools—and the Charter School maintained the top position in 2024 with a DFS of 29.5. This trajectory placed the Charter School well ahead of others with similar student populations, including West Adams (-50.3), Manual Arts (-73.3), and all of the Contreras small learning communities. CNHS No. 2 stands out as a leader in advancing literacy achievement for socioeconomically disadvantaged students.



ELA - Students with Disabilities

Between 2022 and 2024, CNHS No. 2 showed substantial gains in English Language Arts for students with disabilities. In 2022, the subgroup recorded a DFS of -108.9. That score improved to -91.0 in 2023, and then to -8.1 in 2024—an overall gain of nearly 101 points over two years. CNHS No. 2 ranked first among all resident schools with reported data for this subgroup in both 2023 and 2024. By 2024, the Charter School was far ahead of peers such as Fairfax (-74.3), , and John Marshall (-124.1), and was the only school in the comparison group to bring our SWD DFS within single digits of grade-level expectations. These results reflect one of the largest improvements for any student group across the resident high schools and underscore the Charter School's focused efforts to close achievement gaps and support academic success for students with disabilities.



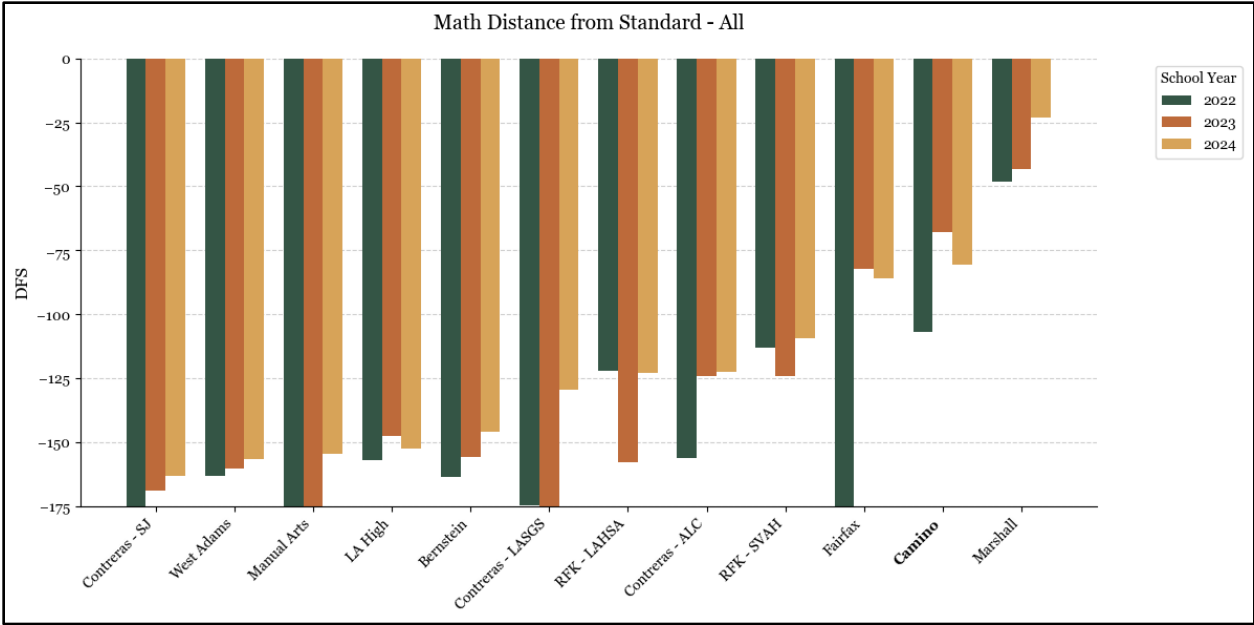
* There was no data for students with disabilities in any of the Contreras' schools, except for Advanced Leadership Community, reflecting a lack of a statistically significant number of students with disabilities.

Math - All Students

Between 2022 and 2024, CNHS No. 2 made steady progress in Math for all students, residing in the top tier of performers.

- In 2022, the Charter School recorded a DFS of -107.0, placing it ahead of all but one resident schools, which was Marshall High School (-48.1) located in Los Feliz, which has a significantly distinct student body from CNHS No. 2's in MacArthur Park.
- In 2023, CNHS No. 2 posted a significant 39-point improvement, rising to a DFS of -68.0—one of the largest single-year gains among all resident high schools. While Marshall continued to lead with -43.2 that year, CNHS No. 2 outpaced most other schools.
- In 2024, the Charter School held a DFS of -80.7, a slight decline from the previous year but still maintaining our position as the second-highest among resident schools.

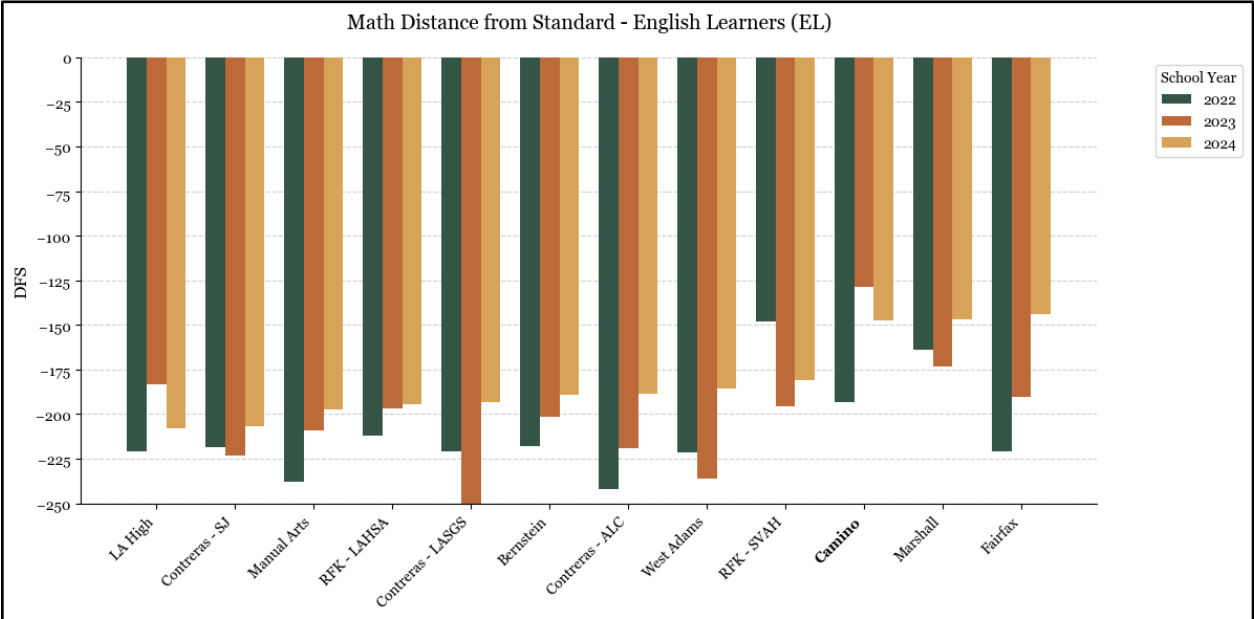
Over three years, CNHS No. 2 improved its Math DFS by 26 points, reflecting a steady trajectory toward grade-level standards and consistent year-over-year growth.



Math - English Learners

Between 2022 and 2024, CNHS No. 2 made significant progress in Math for ELs, improving both our school’s absolute performance and maintained our position in the top three comparison schools, and in 2024, CNHS No. 2 missed the second spot by 0.2 points.

- In 2022, the Charter School’s EL subgroup had a DFS of -193.4. By 2023, the Charter School had a gain of 65 points in one year.
- In 2024, CNHS No. 2 held steady at -147.3, maintaining much of the prior year’s progress. Over the full three-year span, CNHS No. 2 improved our EL DFS by 46 points, one of the strongest overall gains in the group. These results reflect steady progress in supporting Math achievement for multilingual learners.

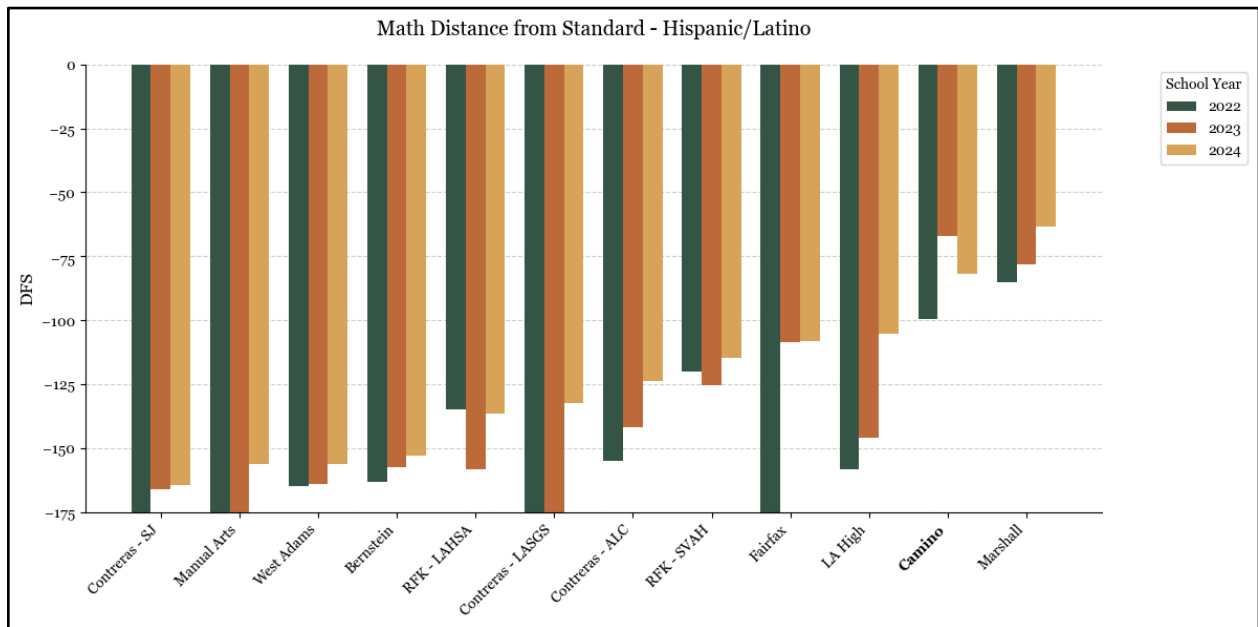


Math - Hispanic/Latino

Between 2022 and 2024, CNHS No. 2 showed steady improvement in Math outcomes for Hispanic/Latino students, fortifying our standing among resident schools.

- In 2022, the Charter School’s Hispanic/Latino subgroup had a DFS of -99.6—above average relative to all other resident schools, except Marshall in 2022 and 2024 only, and ahead of schools such as Fairfax (-178.9) and West Adams (-164.7).
- In 2023, CNHS No. 2 saw a strong gain, improving to -66.9, placing it as the top-performing school for this subgroup.
- Although the score dipped slightly to -81.9 in 2024, the subgroup still outperformed most resident schools, including Fairfax (-108.3), Manual Arts (-156.4), and Los Angeles High School of the Arts (-136.6). While John Marshall posted a DFS of -63.4 in 2024—the highest among resident schools—CNHS No. 2 remained one of only a few schools with scores within 20 points of that benchmark.

Over the three-year period, CNHS No. 2 improved our Hispanic/Latino DFS by nearly 18 points, reflecting consistent gains in a subject area where most schools showed minimal movement.

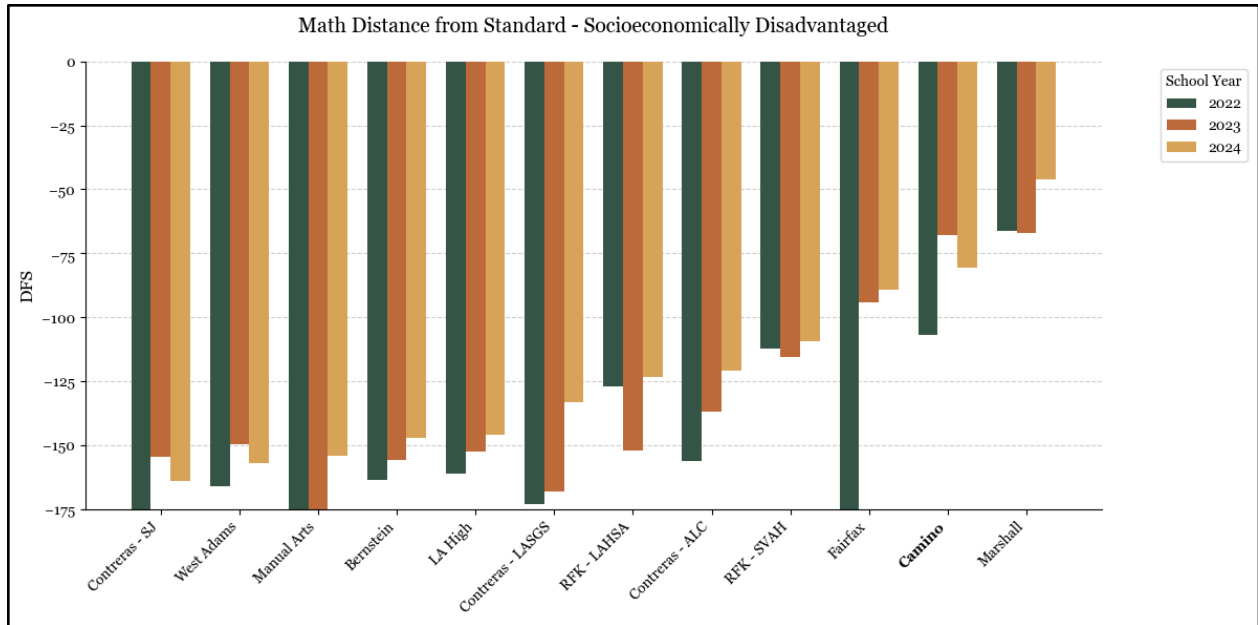


Math - Socioeconomically Disadvantaged

Between 2022 and 2024, Camino Nuevo High School No. 2 demonstrated steady improvement in Math for socioeconomically disadvantaged students.

- In 2022, the Charter School’s subgroup recorded a DFS of -107.1, ranking it the second highest performing among the resident schools, ahead of West Adams (-166.3), and Fairfax (-181.1), and behind only Marshall (-66.2).
- By 2023, CNHS No. 2 showed substantial growth—a 39-point gain in just one year. In 2024, the Charter School maintained a DFS of -80.7, outperforming most resident schools, including Fairfax (-89.2), Bernstein (-147.3), and LA High (-145.8).
- While John Marshall posted the strongest 2024 DFS for this group at -46.1, CNHS No. 2 remained one of only a few schools within 40 points of that level.

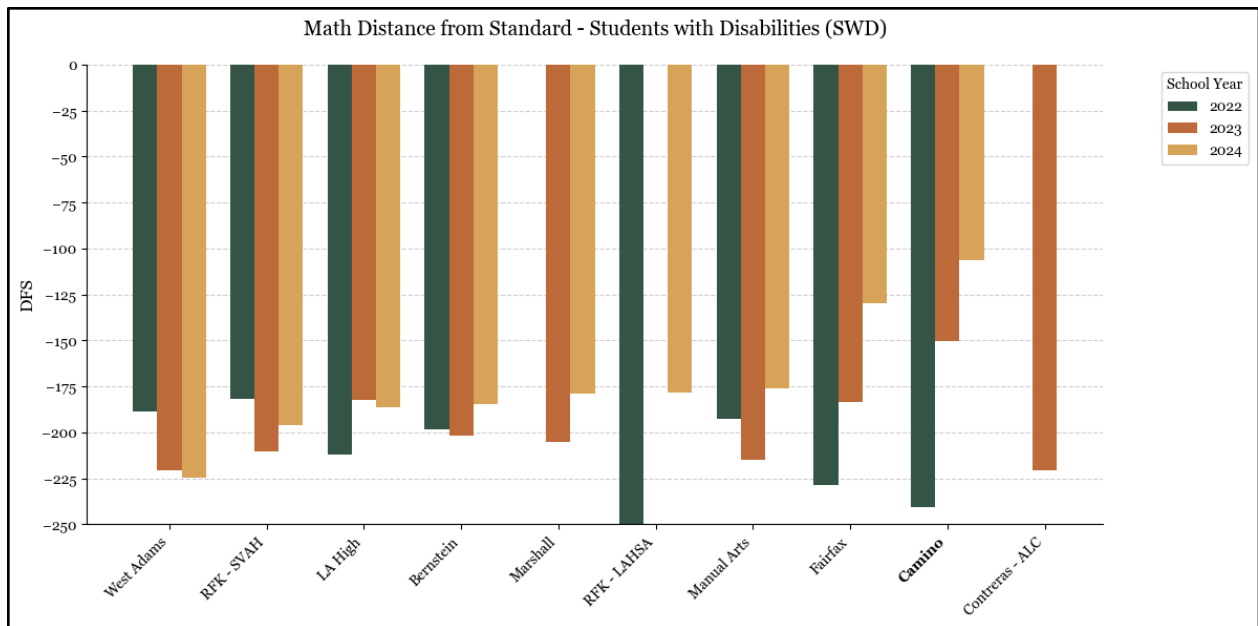
Across the three-year period, the Charter School improved by over 26 points, showing consistent growth for students facing economic barriers.



Math - Students with Disabilities

Between 2022 and 2024, Camino Nuevo High School No. 2 showed the strongest improvement in Math for SWD among resident schools with available data. The Charter School’s SWD subgroup began with a DFS of -240.4 in 2022, improving to -150.6 in 2023 and then to -106.1 in 2024—a total gain of 134 points over two years.

CNHS No. 2 was the highest performing school for students with disabilities among all resident schools in 2024. CNHS No. 2’s performance for this subgroup placed it well ahead of other resident schools, including Fairfax (-130.0), Los Angeles High (-186.4), and West Adams (-224.4). While many schools saw little change for this subgroup, CNHS No. 2 demonstrated substantial growth each year, closing a significant portion of the gap and emerging as the top performer for students with disabilities in Math in 2024. (It’s worth noting that none of the schools on the Contreras campus have data reporting performance for their students with disabilities, except Academic Leadership Community in 2023, which ranked as the lowest performing school that year.)



We cover the success and areas of challenge in Sections 1.2b - 1.2d below, which include work that Camino Nuevo High School No. 2 has undertaken to expand on areas of strength in our instructional program, as shown in our ELA program, and to improve in math proficiency.

Section 1.2b Success of Key Features of Educational Program

English Language Arts Programming

The English Department at Camino Nuevo High School No. 2 is committed to providing a rigorous curriculum grounded in both fiction and nonfiction texts, with the goal of preparing students to be competitive in both college and career pathways. Over the past three years, our students have consistently achieved strong results on ELA standardized assessments—a testament to the deliberate and strategic efforts of our educators, who remain focused on delivering high-quality, standards-aligned instruction.

A central driver of this success has been our teachers' dedication to thoroughly unpacking the ELA standards, which helps establish clear instructional goals. By regularly assessing student learning and engaging in intentional data analysis, teachers are able to identify learning gaps in real time and adjust their instruction to meet students' needs. Our emphasis on grade-level, complex texts has ensured that all students engage with rigorous material that strengthens their reading comprehension, vocabulary, and critical thinking skills.

Recognizing that our students enter Camino Nuevo High School No. 2 with varying levels of English proficiency, our curriculum is thoughtfully designed to support development in reading, writing, speaking, and listening. The department's approach reinforces key principles: that all texts can be critically evaluated, that writing adheres to specific conventions and standards, and that reading, writing, speaking, and listening are interconnected components of literacy. Some of the strategies we employ at CNHS No. 2 are listed below:

- Close Reading
- Learning Walks
- Bi-weekly classroom observations
- Lesson Studies

- Teacher planning days as needed
- Quarterly Assessments
- i-Ready assessments and learning pathways
- Bi-weekly coaching meeting.

Together, these practices form a comprehensive and responsive instructional model that supports sustained academic achievement and continued growth in literacy for all students.

Advanced Placement Courses

We have consistently offered a wide range of Advanced Placement (“AP”) courses to our students per year. During the 2024-25 school year, we offered the following AP courses: AP 2D Art and Design, AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science Principles, AP Drawing, AP English and Language Composition, AP English Literature and Composition, and AP Spanish Language and Culture. We believe in providing access to rigorous academic opportunities for all students, which is why we have an open enrollment policy for AP courses. As long as students have demonstrated mastery in any required prerequisites, they are encouraged to enroll in AP classes that match their interests and goals. This approach ensures that motivated students are not held back by barriers and can challenge themselves academically. Additionally, we support students in fully engaging with the AP experience by covering the cost of the AP exams, allowing every student the opportunity to earn college credit at no cost to their families.

Whole Child Supports: Trauma-Informed Mental Health Services

As part of our commitment to educating the whole child, Camino Nuevo Charter Academy proudly features the Jeri Weiss Mental Health Program, a cornerstone of our student support services. The mission of the program is to offer culturally responsive and trauma informed mental health care that empowers students and nurtures their emotional, mental, and developmental well-being. The program operates across all 6 CNCA school sites, and plays a critical role in building trauma-informed environments that wrap students in the support they need to thrive both academically and socially.

At the heart of the Jeri Weiss Mental Health Program is a clinical model that provides long-term, school-based psychotherapy focused on the socioemotional needs of our students. Our services are designed to reach students who are disproportionately impacted by poverty, discrimination, complex trauma, and systemic inequities—barriers that often prevent them from accessing quality mental health care elsewhere. Many of our students have experienced multiple adverse childhood experiences (“ACEs”), which research shows have long-term effects on health and educational outcomes. Latino youth, in particular, are more likely than their peers to experience at least one ACE, and low- and middle-income students are twice as likely as high-income peers to experience multiple ACEs. Our program addresses these inequities head-on by offering care regardless of immigration status, insurance coverage, or academic standing.

Research consistently shows a direct link between mental health and academic success, particularly among adolescents. According to *Education Week*, students with untreated mental health challenges are more likely to struggle with concentration, attendance, and academic performance². Mental health issues, including anxiety and depression, have been identified as leading causes of chronic absenteeism and disengagement from school. The *CDC’s Youth Risk Behavior Survey* similarly reports that students who experience poor mental health are more

² Gewertz, C. (2022). *Why Students’ Mental Health Is an Urgent School Priority*. *Education Week*. Retrieved from: <https://www.edweek.org>

likely to perform poorly in school, fail classes, and drop out³. In contrast, integrating mental health support into the school environment increases students' ability to focus, regulate behavior, and build the resilience necessary for long-term success. This evidence underscores the urgent need for programs like Jeri Weiss that embed therapeutic support directly in schools, where students are already spending most of their day.

CNHS No. 2 is staffed with a licensed clinician who also serves as a clinical supervisor, overseeing a team of graduate-level mental health trainees and interns. These clinicians receive trainees through partnerships with universities such as USC, Cal State LA, and Pepperdine, enabling us to provide consistent, high-quality, and long-term care while also supporting the development of the next generation of mental health professionals.

The following therapeutic services are available directly on campus:

- Crisis intervention and suicide/homicide risk assessments, including hospitalization facilitation or safety planning
- Walk-in mental health support
- Individual, family, and group therapy
- Ongoing consultation with educators and staff
- Referrals to external resources to ensure holistic care and access to community-based supports

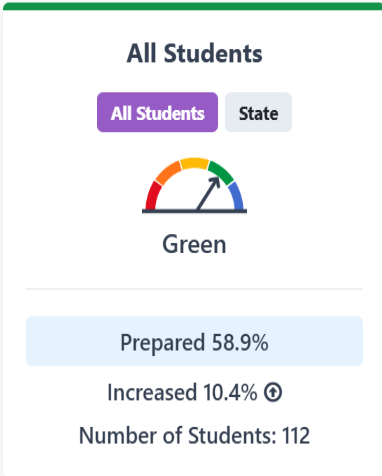
In the 2024–2025 school year, our mental health program expanded its reach significantly. The team—comprising two full-time licensed clinicians and two part-time interns—provided a total of 1,245 therapeutic sessions, including individual therapy, walk-in support, and crisis interventions. Approximately 120 students were served through consistent, relationship-based care. Additionally, the team hosted 34 school-based and community outreach events aimed at promoting mental health awareness and delivering psychoeducation to students and families, further building a culture of openness, resilience, and well-being throughout the school community.

The Jeri Weiss Mental Health Program represents a model of comprehensive, school-integrated mental health care. It aligns directly with CNCA's mission to serve the whole child and is a powerful lever in supporting academic success, emotional development, and equity for the students and families we serve.

College and Career Programming

CNHS No. 2 students made significant progress in this area during the 2023-2024 school year with 58.9% of our students being considered prepared—an increase of 10.4% from the previous year. This growth placed us in the *green performance level* on the California School Dashboard, a significant milestone that reflects our commitment to preparing students for success beyond high school.

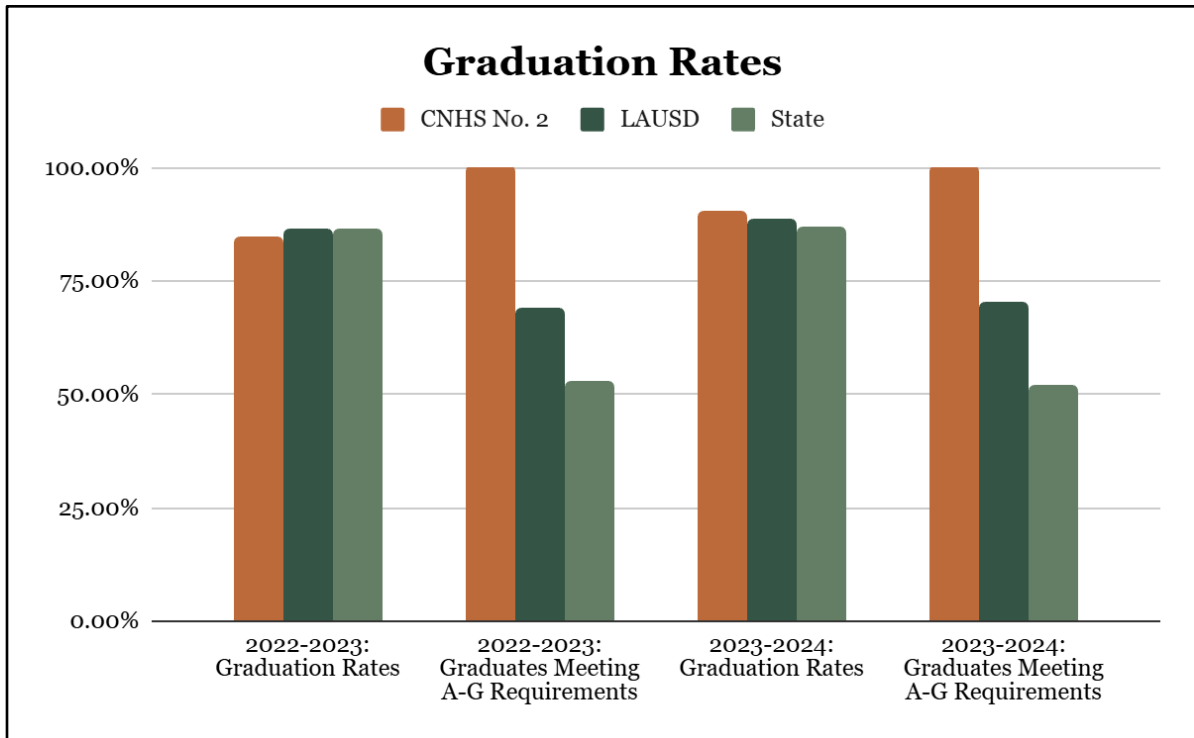
³ Centers for Disease Control and Prevention (CDC). (2023). *Youth Risk Behavior Survey (YRBS): Data Summary & Trends Report 2011–2021*. Retrieved from: <https://www.cdc.gov/healthyouth/data/yrbs/index.htm>



Section 1.2c Success of Educational Program Data

Postsecondary Outcomes

Our priority is to ensure that all students complete A-G requirements with a “C” or better to give them a competitive edge and guarantee that they will be eligible and competitive for admission to a four-year college/university. The Covid-19 pandemic disproportionately impacted students of color and those of lower socioeconomic status. During this time, our students dealt with housing and food insecurities, lack of access to technology, and the dire need to help their families economically. Despite the challenges brought on by COVID-19, the Charter School remained committed to student success. Our graduation rate in 2022 was 84% which is comparable to that of LAUSD’s average graduation rate. In 2023, our graduation rate increased to 85% and for the class of 2024, our rate went up considerably to 94%, raising our rate by almost 10 percentage points. Our four-year college acceptance rate also improved over the same period, rising from 72% in 2023 to 77% in 2024. Over the past three years, an average of 85% of our graduates have enrolled in two- or four-year colleges and universities, reflecting our continued commitment to postsecondary success.



Source: DataQuest, CDE

Ultimately, our goal is that at least 98% of our students secure admission to a four-year college/ university. We aim to ensure that the majority of our students matriculate into a higher education institution and our goal is that 80% of students attending a four-year college/ university will graduate at a rate three times that of the national average for Black, Indigenous, and People of Color (“BIPOC”) students, six years after high school graduation. For those students attending a two-year college, our goal is that 90% of them will earn a diploma/certificate within three years total.

Therefore, through support of Pueblo Nuevo Education Development Group (“PN-EDG”), our partner organization, CNCA alumni receive college counseling and other academic and personal support post-high school graduation and during their transition to higher education. After graduation, our alumni continue receiving support through our Alumni College and Career Team. An Alumni College and Career Coordinator meets regularly with CNCA alumni to assist in their course selection, financial aid applications, graduation checks, career development and to provide overall guidance and support.

One major focus for us as we send our students off to different systems of higher education is affordability. Each year, we award up to \$300,000 in scholarships for our alumni. These scholarships are renewable for up to four years if enrollment and academic requirements are met each semester.

At the end of senior year, students attend a summer bridge program that aims to support them with making a successful high school to post-high school pathway transition. The program consists of workshops and sessions curated for each student based on their uniquely selected post-high school pathway. A portion of the program is dedicated to supporting families with tools, resources, and the supports needed to assist their students accordingly during this transition.

Our new alumni can form part of the Peer Mentor Program which pairs them up with an older alum that will help, support, and guide them through their first year of college through monthly check-ins and other in-person and virtual events. Alumni who opt in, participate in the Peer Mentor Program Kick Off during the summer where they have an opportunity to meet with their mentor and begin establishing a relationship early on. Mentors reach out to one of our alumni coordinators if additional support or assistance is needed for one of the mentees.

In addition, our alumni team leads a 1st year college success cohort with anywhere from 25-35 alumni, consisting of workshops, case management, experiential learning activities, and other resources/services as needed. The main goal of this cohort is to build community and equip our alumni with the tools, skills, mindsets, and soft skills needed to persist during their first year of college and ultimately, earn a certificate, two or four-year degree.

Other Performance Indicators: External Accolades

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

1. In 2023, CNHS No. 2 received a six-year Western Association of Schools and Colleges accreditation.
2. In 2024, CNHS No. 2 was named a California Distinguished School. The California Distinguished Schools Program recognizes exceptional schools for closing the achievement gap and demonstrating performance.
3. On the California Charter School Association's most recent Similar Schools Measure, CNHS No. 2 received a 9 out of 10 ranking.
4. Per LAUSD's Annual Performance-Based Oversight Visit Report in 2024-2025, CNHS No. 2 was rated a 3 (Proficient) on Governance, Student Achievement and Educational Performance, and Fiscal Operations. CNHS No. 2 received 3s in all areas in the previous year.
5. In 2023, CNHS No. 2 was designated as a Bronze school by the AP School Honor Roll
6. In 2024, CNHS No. 2 was designated a Silver school by the AP School Honor Roll

Section 1.2d Areas of Challenge Experienced

During this extended charter term, aside from the obvious challenges inherent in the global COVID-19 pandemic and the upheaval that entailed for our entire school community, additional challenges and resolution steps have been included.

Increasing Mathematics Proficiency

Since our return to in person instruction and because of the unfinished learning gaps the pandemic exacerbated, Camino Nuevo High School No. 2 has dedicated sufficient time and resources to enhancing our math program and therefore, increasing student growth and proficiency in mathematics. At Camino Nuevo High School No. 2, we strive to cultivate all students to be confident mathematical problem solvers, thinkers, and communicators.

At CNHS No. 2, we have implemented the following instructional strategies to support students as they develop their understanding of mathematics:

- **RISE:** This problem solving strategy supports students as they solve word problems. By incorporating the 3 Reads strategy⁴ with annotations, students are better able to unpack the context of the problem.

R: Read & Rephrase	I: I need to...	S: Solve	E: Explain
<ul style="list-style-type: none"> ● 3 Reads <ul style="list-style-type: none"> ○ 1st Read: Focus is on comprehending the text. ○ 2nd Read: The focus is on understanding the question. ○ 3rd Read: The focus is on identifying and analyzing the important information in the problem. ● Annotate the Problem: <ul style="list-style-type: none"> ○ Important Information ○ The question ○ Key Words 	<ul style="list-style-type: none"> ● Draw a sketch ● Make a table or chart ● Identify equation(s) that might be helpful 	<ul style="list-style-type: none"> ● Put your plans into action: <ul style="list-style-type: none"> ○ Evaluate ○ Eliminate ○ Use math strategies ● Check your work: <ul style="list-style-type: none"> ○ Does my answer make sense? ○ How can I double check my work? 	<ul style="list-style-type: none"> ● What's the answer? <ul style="list-style-type: none"> ○ How do you know? ● Justify your answer in words.

- **Think-Ink-Pair-Share:** This strategy elevates the standard Everybody Writes⁵ and turn and talk that students are used to by asking them to use sentence frames and sentence stems to justify their thinking as they engage in discourse with their peers. Additionally, they must be able to communicate their thoughts in writing.
- **Huddle⁶:** Instead of stopping the entire class when students are solving core problems, this strategy places students in the driver's seat. Teachers are able to call a quick huddle, using one of their pre-assigned group roles, to share information relevant to solving the problem. The student in the group will then bring that information back to their groups and act as the guide for students trying to solve complex mathematical problems.

Furthermore, after reviewing our Math CAASPP data alongside our i-Ready Diagnostic Placement data year over year, we noticed that all students who scored a 3 or a 4 on the Math SBAC had i-Ready Math Diagnostic Placement data at an Algebra 1 level of mathematical proficiency or above. Recognizing this has allowed us to focus on specific students at any grade level who are testing below a high school level of mathematical proficiency based on their i-Ready Diagnostic Placement data, and create a plan to fill those unfinished learning gaps and support them in accessing grade level content. That plan previously included a Math Practicum elective class to support students with Algebra and Geometry concepts that build the foundation necessary for students to be successful in their core math class through a blended learning station rotation model. For three days a week teachers facilitated whole group instruction, in which students engaged in the highest leverage content from 8th Grade Ready Common Core. The other two days a week the teacher had 3 Station Rotations working simultaneously. In one station, students worked on their i-Ready Personalized Math Pathway. The personalized pathway is unique to each student, using the data from their latest diagnostic to determine what they are ready to learn based on their Zone of Proximal Development. In another station, the teacher worked with a small group of students. Based on their latest diagnostic data, the teacher used the Tools for Instruction or Ready lessons from previous grade levels to hone in on specific gaps. In the last station, teachers had several options, that they could use that station for: Homework Help; Practice and Problem-Solving Pages; Math Station Activities; Formative / Summative Test Preparation; Fluency Practice; Vocabulary Review / Preview; Interactive Tutorials; or Make up Work.

⁴ <https://central.i-ready.com/Search?resource=798875c0-c675-4483-8688-d794a1a386dc&env=prod>

⁵ <https://teachlikeachampion.org/tag/everybody-writes/>

⁶ <https://cpm.org/purposefully-planning-study-team-and-teaching-strategies-math-practices/>

This year we are doubling the amount of instructional minutes for all students in Algebra 1 and 2 who are below grade level. During the 24-25 SY, we piloted this idea with an Algebra 2 course. Of the 24 students enrolled in a double block of math, 4 students scored a 3 or a 4 on the Math SBAC this year. This result was double the percentage of the comparison math classes, underscoring its significant impact. As a result of this success, and what we know about the mathematical knowledge students must reach in order to score a 3 or a 4, the majority of students will now receive double the minutes in Algebra 1 and Algebra 2. We believe that this additional time spent in these two core courses will continue to increase our math proficiency rates and decrease our distance from standard.

In addition, we have increased math intervention support⁷ for all grade levels through a partnership with a high-dosage tutoring company, Math Yogis. High-dosage tutoring is one of the few research-backed strategies shown to positively accelerate student learning post pandemic. As a result of this research and our own success with using it with 11th graders in 23-24, we expanded it to multiple grade levels in 24-25. We would like to continue this partnership and strategy, resources allowing.⁸

Beyond the strategies, our values guide us and move us forward. We operate under the belief that the following are essential for high quality instruction to occur in mathematics:

1. Students are **exposed to rigorous grade-level content** everyday and teachers teach one year's worth of content in one year's time. We address unfinished learning gaps through just-in-time interventions including small group mini-lessons, intentional do now's, homework and during other intervention spaces.
2. Students **hold the cognitive load** because they are actively doing, thinking and communicating mathematically while teachers are facilitating the learning process by leading through questioning. We build our student's confidence by allowing them to take ownership of their learning and solve problems by doing. Our students are in the driver's seat.
3. Students are **safe in math classrooms** where they take risks, engage in productive struggle, are anti-racist, anti-oppressive and devoid of white supremacy. We encourage our students to engage in productive struggle and provide them with various opportunities to learn from their mistakes.

Strengthening Supports for English Learners

In the 2024-2025 school year, 20.7% or 86 students at Camino Nuevo High School No. 2 were classified as English Learners⁹. A further breakdown of the data reveals the following:

- 35 Newcomers (0-3 years)
- 5 at Risk of LTEL status (4-5 years)
- 41 LTELS (meaning in 6+ years in CA public schools these students have not been reclassified)
- 5 students 4+ Years but Not At-Risk of LTEL Status
- 330 students – more than half of our enrollment – were RFEP.

⁷ <https://www.erstrategies.org/wp-content/uploads/2024/08/High-Dosage-Tutoring.pdf>

⁸ <https://www.nctq.org/research-insights/high-impact-tutoring-five-ways-to-increase-effectiveness-with-students/>

⁹

<https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19647330127910&agglevel=School&year=2024-25>

As detailed in our English Learner Master Plan, we have addressed EL progress towards English language proficiency in several ways; however, there is still room for improvement. Firstly, for new teacher professional development, we prioritized addressing learning opportunities that introduced new teachers to the needs of our multilingual learner population and provided ELD curriculum training accordingly. In addition, our English Learner Specialist has provided our teachers with on-going coaching sessions and has increased the frequency of meetings with teachers who are in need of more support.

Please see Section 1.23 Meeting the Needs of All Students - English Learners for more detailed information on CNHS No. 2's program and support.

Section 1.3 Five Year Enrollment Plan

CNHS No. 2 is at full scale and as such a rollout plan has not been included.

Goals & Philosophy

Section 1.4 Mission and Vision Statement

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

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

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

Our students are held accountable for internalizing, demonstrating and reflecting upon these core values throughout the school day, both inside and outside of the classroom. Actions and behaviors that are in alignment with these values, such as analyzing and evaluating their own areas of strength and development, thinking through problems and proposing solutions, synthesizing learning across content, and advocating for themselves and others are encouraged and rewarded with merits. With the continued shift in student learner expectations across the nation, and also for Camino Nuevo Charter Academy, CNHS No. 2 adapted to new expected school-wide learner outcomes. We have worked collaboratively to redefine what success, mastery, and college readiness should look like for CNHS No. 2 students. Below are our school-wide learning outcomes:

School-Wide Learning Outcome	Actions
Self-Reflective	Know yourself. Know your story. Know your Impact. <ul style="list-style-type: none"> Analyze and evaluate strengths and areas for growth

School-Wide Learning Outcome	Actions
	<ul style="list-style-type: none"> ● Set measurable goals ● Engage, recognize and articulate individual growth narrative ● Engage in effective, articulate and situation appropriate communication ● Develop leadership skills inside and outside of the classroom
Critical Thinkers	<p>Inquire. Connect. Create.</p> <ul style="list-style-type: none"> ● Solve problems collaboratively and independently ● Welcome and embrace new ideas ● Collect, analyze, and synthesize information and data from a variety of sources ● Connect and transfer information and skills across multiple disciplines
Agents of Social Change	<p>Empathize. Serve. Advocate for Change</p> <ul style="list-style-type: none"> ● Advocate for self, peers and the community ● Engage in social-justice education and service to the community ● Give human dignity to others ● Work collaboratively to achieve common goals ● Develop leadership skills inside and outside of the classroom

Section 1.5 Characteristics of an Educated Person in the 21st Century

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

The Charter School's vision is summed up in our Success Equation: When Camino Nuevo High School students step into the dynamic world beyond our walls, they carry with them not just academic prowess, but the mindsets, behaviors, and emotional well being necessary for success in their chosen paths. Our vision for their postsecondary journey is clear:

- 98% of CNCA graduates will secure acceptance to a 4-year college
- 80% of these bright minds will eagerly choose the 4-year college route.

- Camino graduates, relative to college-bound BIPOC students nationwide, will achieve a college graduation rate triple the national average within 6 years of graduating from high school.
- For those opting for vocational school, certification programs or community college, 90% will earn their diploma within 3 years.

Grounded in our anchor values, we create the conditions for them to be successful in school, in college, and in life.

This goal will be achieved through:

- Targeted interventions for students struggling with reading, language, and math and monitoring student progress
- Professional development for teachers and staff
- Implementation of literacy instruction across content areas
- Hiring well qualified teachers

The Charter School's second goal to foster a positive school climate and culture is designed to ensure the conditions for students to be self-motivated, competent, and become lifelong learners.

This goal will be achieved through:

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

Specific Annual Actions to Achieve Identified Annual Goals

Section 1.6 LCFF Table

Camino Nuevo High School No. 2 is committed to providing college access to the students and families we serve. We do this by ensuring every student has a rigorous academic experience every day. In addition, our staff also focuses on fostering a school climate and culture that prioritizes academic rigor, community, family and the development of diverse cultural experiences and critical social perspectives. With these two goals, Camino Nuevo High School No. 2 will help students not only obtain the knowledge needed to be successful after high school but also have an internal motivation to continue to strive for success long after they move on from our school. With a thoughtful approach to this work, our school is working to make these goals a reality.

LCFF STATE PRIORITIES	
GOAL #1	
<p>Bridging Towards Belonging: Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure</p>	<p>Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>

that students are part of a safe and welcoming learning environment that meets their needs.	Local Priorities: N/A
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Specific Annual Actions to Achieve Goal

- **Effective Operations Management:**
 - Investments in essential school operations staff, communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.
 - To date, this has allowed CNCA No. 2 to reduce our dropout rate to 1.32%, helped support our increase in school attendance, and continued to nurture our parent engagement.
- **Safe and Compliant Facility:**
 - Continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.
 - To date, this has allowed us to maintain a "Good" Facility Inspection Toolkit ("FIT") Score and help contribute towards the sense of safety held by students and families.
- **Student & Family Supports for Strong Community**
 - This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment. Staff positions like the Student & Family Services Coordinator and campus aides provide direct programming, additional supervision, stronger communication, social-emotional support and positive role models. Programs like family events, student incentives, and student celebrations foster a sense of community and belonging.

Expected Annual Measurable Outcomes

Priority 5 Outcome A: School attendance rate
Metric/Method for Measuring: Average Daily Attendance Rate

Applicable Student Groups	Baseline 2024-25	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	93%	94%	95%	96%	96%	96%
Hispanic/Latino	93.3%	94%	95%	96%	96%	96%
English Learner	93.0%	94%	95%	96%	96%	96%
Socioeconomically Disadvantaged	93.4%	94%	95%	96%	96%	96%
Students with Disabilities	91.6%	94%	95%	96%	96%	96%
Foster Youth	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 5 Outcome B: Chronically absent rate will be at or below the state average
Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	22.9%	At or below state averages				
Hispanic/Latino	20.41%	At or below state averages				
English Learner	25.0%	At or below state averages				
Socioeconomically Disadvantaged	81.1%	At or below state averages				
Students with Disabilities	33.3%	At or below state averages				
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Priority 6 Outcome A: <1% pupil suspension rates
Metric/Method for Measuring: % of student suspensions

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	.94%	<1%	<1%	<1%	<1%	<1%
Hispanic/Latino	.96%	<1%	<1%	<1%	<1%	<1%
English Learner	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	.95%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	2.44%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 6 Outcome B: <1% pupil expulsion rates
Metric/Method for Measuring: Expulsion Rate

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	0%	0%	0%	0%	0%	0%
Hispanic/Latino	0%	0%	0%	0%	0%	0%
English Learner	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 1 Outcome C: Maintain Good or better status on FIT
Metric/Method for Measuring: Facility Inspection Toolkit Score

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	Good	Good	Good	Good	Good	Good

Priority 6 Outcome C: ≥75% favorable rating in student climate survey on sense of safety
Metric/Method for Measuring: Spring Student Climate Survey (Panorama) on sense of safety

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	68%	59%	75%	75%	75%	75%

Priority 6 Outcome C: ≥50% favorable rating in student climate survey on sense of school belonging
Metric/Method for Measuring: Spring Student Climate Survey (Panorama) on sense of school belonging

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	≥50%	≥50%	≥50%	≥50%	≥50%	≥50%

Priority 6 Outcome C: ≥85% favorable rating in family climate survey on sense of safety
Metric/Method for Measuring: Spring Family Climate Survey (Panorama) on sense of school safety (measured by “School Climate” section of Panorama survey).

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Families	≥85%	≥85%	≥85%	≥85%	≥85%	≥85%

Priority 6 Outcome C: ≥75% favorable rating in family climate survey on sense of school connectedness
Metric/Method for Measuring: Spring Family Climate Survey (Panorama) on sense of school connectedness (measured by “Family Engagement” section of Panorama survey)

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Families	≥75%	≥75%	≥75%	≥75%	≥75%	≥75%

Priority 3 Local Indicator: Parental Involvement and Family Engagement (including how Parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities)

Metric/Method for Measuring: Internal Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Families	Met	Met	Met	Met	Met	Met

GOAL #2

High-Quality Teachers and Curriculum:

We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities: N/A

Specific Annual Actions to Achieve Goal

- **Standards-Aligned Instructional Materials:**
 - Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials, essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and staff effective learning environment.
 - ELs are significantly underperforming compared to the schoolwide population, despite some growth in this area, and also have a higher suspension rate. Funds will be used to invest in Spanish books for student reading, an evidence-based strategy to support learning and school engagement for ELs by leveraging their first language as a foundation for literacy development. Research consistently shows that strong literacy skills in a student's native language positively correlate with the acquisition of a second language. Moreover, engaging with culturally relevant materials can make the library a more welcoming and inclusive space, directly contributing to increased school engagement and a stronger sense of belonging for EL students.
- **High-Quality Teachers and School Leadership:**
 - Our investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. These efforts include the Avance Teacher Residency Program, Emerging Leaders, and

the Chief Academic Officer “CAO” Cadre. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core classroom teachers and the Charter School Principal. This action is partially funded with Title I and Title II funding.

- o Due to continued challenges in math achievement, funds will be used to fund an additional math teacher, reducing staff-pupil ratio and providing high-quality math instruction to all students.

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: Teachers Appropriately Assigned/Fully Credentialed
Metric/Method for Measuring: LAUSD Oversight Report

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Teachers	Met	Met	Met	Met	Met	Met

Priority 3 Outcome 2: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
Metric/Method for Measuring: Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	0%	0%	0%	0%	0%	0%

Priority 3 Outcome 3: Implementation of California academic content and performance standards for all students
Metric/Method for Measuring:

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
All Students	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 3 Next Generation Science Standards: 3 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 4 Next Generation Science Standards: 4 (2026 Local Indicator)	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5	English Language Arts: 5 Mathematics: 5 English Language Development: 5 History-Social Science: 5 Next Generation Science Standards: 5

Priority 3 Outcome 4: % of English Learners provided access to Common Core State Standards (“CCSS”)-aligned ELD during designated and integrated ELD
Metric/Method for Measuring: Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
English Learner	100%	100%	100%	100%	100%	100%
Priority 3 Outcome 5: $\geq 75\%$ favorable rating in Teacher Climate Survey: Sense of Safety and School Connectedness Metric/Method for Measuring: Spring Teacher Climate Survey (Panorama) on sense of safety (measured by "School Climate" section of Panorama Survey)						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Staff and All Teachers	$\geq 75\%$	$\geq 75\%$	$\geq 75\%$	$\geq 75\%$	$\geq 75\%$	$\geq 75\%$
Priority 3 Outcome 6: Students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs Metric/Method for Measuring: Dashboard						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	Met	Met	Met	Met	Met	Met
Priority 3 Outcome 7: $\geq 90\%$ of students who successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (A-G course completion) Metric/Method for Measuring: SARC						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	90%	90%	90%	90%	90%	90%
Priority 3 Outcome 8: Graduation Rate meets or exceeds the state average Metric/Method for Measuring: Dashboard						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	Meet or exceed state averages					
English Learner	Meet or exceed state averages					
Students with Disabilities	Meet or exceed state averages					

GOAL #3	
Intellectual Engagement and Academic Achievement: Plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

**Local
Priorities:** N/A

Specific Annual Actions to Achieve Goal

- Differentiated Instructional Supports:
 - Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, academic technology expenses, and academic enrichment experiences (field trips, book fairs).
 - These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.
- Professional Development:
 - Investments in external professional development, coaching, and professional development support from Home Support Office (“HSO”) staff. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners. This action is partially funded with Title II funding.
- Instructional Leadership and Support Staffing
 - Invest in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principals, our investments in teacher assistants, our intervention coordinator, and HSO leadership support.
 - Invest in the intervention coordinator position to improve staff-pupil ratios and provide evidence-based learning support to close learning gaps. A strong intervention program can address specific learning gaps and provide additional instructional time outside the regular classroom. These roles allow for differentiated instruction and focused remediation, which are critical for students who may be falling behind, ultimately contributing to improved
 - ELD Program academic outcomes.
 - Invest in the growth and success of our English Learners, including the specific needs of our LTELs by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, Director of Bilingual, our ELD teacher, and a math coach to support progress for ELs in math. This action is partially funded with Title I funds.
 - Funds will be used to hire a bilingual teaching assistant (“TA”) to support the success of our English Learners to both improve staff-pupil ratios and provide evidence-based learning support to close learning gaps. Research has shown that trained TAs who deliver targeted interventions, especially in literacy, can lead to positive gains in student attainment.
- Special Education Program
 - Ensure that all required staffing, services, assessment, and reporting is in

- place for our students with disabilities, as well as essential professional development.
- Strong After-School & Summer Program
 - Our after-school & summer bridge program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, as well as other supplies, along with Summer Bridge staff ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: CAASPP Performance in English Language Arts
Metric/Method for Measuring: DFS, Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					
English Learner	At or above state average					
Students with Disabilities	At or above state average					

Priority 4 Outcome 2: CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard
Metric/Method for Measuring: Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					
English Learner	At or above state average					
Students with Disabilities	At or above state average					

Priority 4 Outcome 3: CAASPP Performance in Math
Metric/Method for Measuring: DFS, Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					
English Learner	At or above state average					
Students with Disabilities	At or above state average					

Priority 4 Outcome 4: CAASPP Performance in Math, measured by % meeting/exceeding standard
Metric/Method for Measuring: Dashboard

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					
English Learner	At or above state average					
Students with Disabilities	At or above state average					

All Students	At or above state average					
English Learner	At or above state average					
Students with Disabilities	At or above state average					
Priority 4 Outcome 5: Student Performance on California Science Test (CAST), measured by % meeting/exceeding standard Metric/Method for Measuring: CAST, Dashboard						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					
Priority 4 Outcome 6: % of Students Making Progress towards English Proficiency Metric/Method for Measuring: ELPAC (ELPI), Dashboard						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
English Learners	At or above state average					
Priority 4 Outcome 7: EL Reclassification Rate Metric/Method for Measuring: SARC						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					
Priority 4 Outcome 8: Percentage of students who have passed an advanced placement examination with a score of 3 or higher Metric/Method for Measuring: AP exam						
Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	AP US Govt: 25% AP Spanish Language: 68% AP English Literature: 35% AP English Language: 11% AP Calculus: 43% AP Biology: 0% AP Studio Art: 50% AP Drawing: 36%	Pass rates increase by 5% annually.				
Priority 4 Outcome 9: % of students demonstrating college/career readiness Metric/Method for Measuring: Dashboard						

Applicable Student Groups	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students	At or above state average					

Instructional Design

How Learning Best Occurs



The image above describes Camino Nuevo’s Philosophy of Teaching and Learning. Camino Nuevo Charter Academy serves students with a rich array of lived experiences, languages, and backgrounds. We know that our students learn best when teachers build on these assets through a culturally and community-responsive approach. Our students thrive when teachers collaborate to deeply internalize their grade-level standards and backwards design their instruction in a way that centers our diverse learners through Universal Design for Learning and student-student collaboration and language development. Our teachers set the stage for authentic inquiry instruction, supporting students to develop skills and understand concepts so that they can apply this thinking to the world beyond the classroom. Additionally, to nurture a critical consciousness and develop students as agents of social change, our teachers intentionally seek opportunities to

teach decolonial and anti-oppressive content. This kind of learning can only happen in an inclusive classroom that is safe and free of stigma, where all students learn in community together and diverse identities thrive.

In an effort to serve all students, our instructional pillars are grounded in socio-emotional learning and Ethnic Studies pedagogy. Through ongoing data collection, we are able to understand student needs as well as refine our instructional practice. Teachers engage in regular reflection and intellectual preparation with their peers and coaches in an effort to deeply know the standards, design lessons for all students, and get students expressing their ideas.

Teachers analyze data, meticulously search for patterns, root causes, and solutions to support student growth. In response to our current context, instruction focuses on grade-level content with an infusion of just-in-time interventions. Teacher practice also prioritizes our students' socio-emotional wellbeing, which includes building meaningful relationships with students and families.

The instructional pillars represent CNCA's vision for instruction and call out the most important instructional levers for the academic success of our students. They are intended to be broad in order to be easily digested and applied across grade-levels and content areas. At Camino Nuevo, in all content areas, teachers collaborate to use data and the following framework to plan, teach, and assess student learning.

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

Section 1.7 Innovative Components and Key Features of the Educational Program

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

Instruction: CNHS No. 2's instructional approach is grounded in a commitment to equity, academic excellence, and whole-child development. We believe all students, regardless of background, deserve access to intellectually rigorous, culturally relevant, and standards-aligned instruction that prepares them for college, career, and civic life. Our educators design learning experiences that center student thinking, foster language development across all content areas, and build on the rich assets our students bring to school. We use data and ongoing reflection to tailor instruction to meet individual needs while maintaining high expectations for all learners. Collaboration among teachers, families, and the broader community is essential to our model, ensuring that instruction is inclusive, coherent, and rooted in a deep understanding of our students' lived experiences. CNHS No. 2 also uses a standards-based grading system where instructors assign grades based on students' proficiency on core standards for each class and not based on the accumulation of scores on assessments. This allows instructors to observe and assess students' proficiency levels on standards with precision, identify specific areas for needed support, and incorporate the data and observations into their re-teaching plans. Students are also given opportunities for reassessment to gain levels of proficiency throughout the year.

Approximately 14% of our student population are SWDs, most of which have mild to moderate disabilities. Approximately 16% of our student population had an Individualized Education Program ("IEP") during the 2024-2025 school year. Dynamic Blended Inclusion is the framework used to determine special education programming for our students. It is similar to the Multi-

Tiered System of Supports (“MTSS”) approach in that it is rooted in flexible, data-driven, targeted support and on-going progress monitoring.

Ultimately, a student’s specific program and services are determined by the IEP team based on a student’s least restrictive environment. We strive to include students in the general education setting to the fullest extent possible, but each student has a unique program based on their individual needs, and therefore those students with a data-based need for intensive remediation receive that within a small group setting or learning center. Through a robust co-planning and co-teaching model, students receive differentiated instruction and accommodations to ensure their success in the general education classroom. As a result, 100% of our SWDs participating in the general education curriculum (i.e., not on alternate curriculum) graduate meeting A-G requirements, and through our model, our special education teachers, teachers’ aides, and general education teachers monitor ongoing progress and provide targeted support to ensure our SWDs pass their classes in order to meet A-G requirements. At CNHS No. 2, the A-G graduation pathway serves as the standard route for the majority of students. However, students with IEPs who are on the alternate curriculum may follow a different graduation pathway. Instead of meeting the CNHS No. 2 graduation requirements set by Camino Nuevo Charter Academy, these students are eligible to earn a diploma by meeting the minimum graduation requirements established by the State of California.

This pathway provides students on the alternate curriculum with the opportunity to earn a high school diploma, which can support future goals such as pursuing postsecondary education, vocational programs, or other career pathways

17 out of 17 SWDs from the class of 2024-25 graduated meeting A- G requirements. 47% of them were accepted into a four-year university/college and 47% of them were accepted into a two-year university/college. While we still have a lot of work to do to ensure our SWDs are college ready and college bound, our robust special program has provided access, confidence, and many opportunities for our SWDs.

Teacher Development: At Camino Nuevo, we believe that strong teaching is the result of continuous learning, reflection, and collaboration. Our teacher development model is built on a foundation of instructional coaching, professional learning communities (“PLCs”), and data-driven practice. Teachers receive regular, personalized coaching that supports goal-setting, instructional planning, and the development of high-leverage practices aligned to our instructional vision. PLCs provide structured time for teachers to analyze student work, plan lessons collaboratively, and engage in cycles of inquiry. We invest in our educators through ongoing professional development that is responsive to student needs, grounded in research, and designed to build both individual and collective efficacy. This model ensures that our teachers are equipped to deliver high-quality instruction and grow as leaders in their practice.

College and Career Readiness: CNHS No. 2 offers unique courses and programs including College Seminar courses for grades 9-12. The College Seminar curriculum comes from Naviance, a web-based platform designed to support college and career readiness for students in high school. The courses are a series of self-paced, online learning modules designed to help high school students build the knowledge and skills needed for postsecondary success. Aligned with national standards and frameworks like Collaborative for Academic, Social, and Emotional Learning and American School Counselor Association (“ASCA”), the courses focus on key areas such as college planning, career exploration, financial literacy, goal setting, social-emotional learning, and academic habits. The lessons support students in understanding their strengths, exploring career

pathways, preparing for college applications and financial aid, and developing soft skills essential for workplace and college readiness.

In addition to Naviance, we also partner with California College Guidance Initiative which provides students a platform to explore careers, research colleges, track A–G progress, and create a personalized postsecondary plan. One of the most valuable features is the ability to seamlessly send verified high school transcripts, test scores, and other important data directly to California public colleges and universities—saving time, reducing errors, and improving application outcomes. Students can also complete financial aid applications (Free Application for Federal Student Aid/California Dream Act Application) through the platform, track deadlines, and receive support every step of the way.

In addition, all students participate in various college and career access opportunities throughout the year. All students attend at least two college field trips per school-year to a variety of public and private California 4-year colleges and universities. Overnight college trips are also available to provide students with an opportunity to spend more time learning about the campuses, culture, student life, etc. During the fall term, we host representatives from various universities to share general and admission information regarding their respective campuses. In the spring term, we host representatives from the local community colleges to provide guidance and support for seniors who have decided to attend a community college after high school. Through this opportunity, students are able to complete orientation, advising appointments, and even register for classes before graduating from high school.

Every year, we host College and Career Fest, a schoolwide event that provides all students with exposure to careers and different systems of higher education. Throughout the day, students hear from guest speakers representing various colleges, universities, career fields, and industries. These presenters share their personal journeys, educational pathways, and insights into the skills and preparation needed for success in their fields. The event allows students to explore potential college options, ask questions, and learn about different career paths they may not have previously considered.

As part of our commitment to preparing students for life beyond high school, all students are required to complete a 30-hour internship prior to graduation. This hands-on experience allows students to explore real-world work environments, apply classroom learning in meaningful ways, and develop essential skills such as communication, professionalism, time management, and problem-solving. Students gain experience and build confidence in their ability to thrive in professional settings. This requirement ensures that every graduate leaves high school with practical experience that supports both college and career readiness.

CNHS No. 2 offers a wide range of courses that fulfill the A–G requirements, ensuring students have multiple pathways to meet the admission criteria for the UC and CSU systems. From rigorous core subjects to engaging electives in visual and performing arts, world languages, and college-prep electives, students have access to a well-rounded curriculum that prepares them for postsecondary success. Completing the A–G requirements ensures students will be eligible for admission to California’s public universities, but also strengthens critical thinking, writing, and analytical skills that are essential in college and beyond.

During the 2024-25 school year, CNHS No. 2 offered 9 Advanced Placement courses and college-level courses through our partnership with Los Angeles City College to provide opportunities for our students to graduate high school with college-level credit. Commencing in the 2025-26 school year, we will launch Dual Enrollment Pathways through a College and Career Access Pathways

partnership with Los Angeles City College. Students enrolled in the program will have the opportunity to complete general education courses from the California General Education Transfer Curriculum (“Cal-GETC”) pattern to fulfill requirements towards an Associate of Arts (“AA”) or Bachelor of Arts (“BA”) degree.

While we recognize that many of our students might be the first in their family to have the opportunity to go to college, we strive to support our students and families in becoming knowledgeable about their post-secondary options and supporting them through the transition. As a result, 76% of the graduating class of 2025 were accepted into four-year colleges and universities.

Our dedicated college counselors provide individualized support to students through one-on-one meetings that guide them through every step of their high school and postsecondary journey. Counselors regularly meet with students to review graduation requirements, ensure they are on track academically, and provide tailored guidance on college options, applications, and financial aid. They also assist with transition planning, helping students explore a range of postsecondary pathways including two- and four-year colleges, vocational programs, and career opportunities. This personalized approach ensures that each student receives the support they need to make informed, confident decisions about their future.

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

Every student is enrolled in a multi-grade level Advisory class which offers a smaller, more intimate setting where they can build authentic connections with both adults and peers - something not always feasible in a traditional classroom. In Advisory, students focus on personal development and receive guidance on health and wellness, study skills, and character education, including the six character pillars: trustworthiness, fairness, responsibility, respect, caring, and citizenship. Students also engage in restorative circles, which foster a safe space for open dialogue, relationship-building, and collaborative problem-solving. At times, the class offers individualized support in Math and English to meet students’ academic needs. In addition, Advisory includes engaging activities that strengthen the Charter School community and provides instruction in sex education, drug resistance, and anti-bullying.

Family Engagement: Our families are our most important partners, as we believe they have the most pivotal role in the academic, emotional, and social lives of our students. In order to foster our partnership with them and ensure they have the necessary tools to support their children, we offer our families various opportunities to become involved in our school. Families are invited to serve as school volunteers, assist with supervision, serve as field trip chaperones, participate in classroom presentations, help organize events, and attend family events. We also invite families to take on leadership roles by participating in school committees, where they can help shape school priorities and contribute to decision-making. We offer a robust series of workshops, which are facilitated by staff or community organizations. We offer interactive workshops on a variety of topics such as supporting children’s social-emotional development, building positive routines at home, navigating technology use, understanding grade-level learning expectations, and promoting family wellness and self-care. In 2024-25, 90% of families responded favorably to the

statement, “I feel a sense of belonging at Camino Nuevo Schools,” highlighting the deep relationships and welcoming community we have built.

Section 1.8 Curriculum and Instruction

Curricular & Instructional Design

CNHS No. 2’s Instructional Design is rooted in the belief that all students can achieve at the highest levels when given access to rigorous instructional opportunities. As Zaretta Hammond states in her text, *Culturally Responsive Teaching and the Brain*, “When we look at the educational experiences of many groups marginalized by race, language, or socioeconomics, we see that they often get a ‘watered down’ curriculum that doesn’t require higher order thinking. Consequently, they don’t build the capacity to do higher order thinking on their own. To empower dependent learners and help them become independent learners, the brain needs to be challenged and stretched beyond its comfort zone.” To that end, instruction at CNHS No. 2 is rooted in the Common Core State Standards, the Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”) and where applicable, backwards designed from the demands of Advanced Placement courses.

At Camino Nuevo, we know that high-quality instruction begins with a safe, inclusive, and rigorous learning environment. To that end, we organize our classrooms around the core pillars of our Eight Week Vision to ensure every student is set up for success. We begin by setting clear, high, and consistent expectations—believing that all students rise to meet the bar we set. Teachers explicitly teach and reinforce engagement strategies, behavioral norms, and academic habits that create focused, respectful, and dynamic learning spaces. We create and maintain clear systems and routines so that students experience a predictable environment where transitions, materials, and classroom procedures are efficient and seamless. We intentionally build cultures of inclusion and connection by fostering belonging through community-building practices, joy, and meaningful relationships. Finally, we get to know our students deeply—academically, socially, and culturally—so that instruction and support are personalized and grounded in trust. These pillars work in tandem to create classroom environments where all students are safe, challenged, and ready to learn.

Another core tenet of our instructional design at CNHS No. 2 is a commitment to intellectual engagement. We define this as students actively making meaning, grappling with complex ideas, and visibly demonstrating their thinking through speaking and writing. Our approach is grounded in three key practices: aligning all materials and tasks to grade-level standards with appropriate rigor, establishing strong structures that ensure all students are given opportunities and held accountable for participation, and clearly communicating learning objectives and success criteria so students and teachers have clarity on what students are learning, why it matters, and how they will know they are successful. Teachers design lessons that promote deep thinking, academic discourse, and authentic problem-solving, while actively monitoring and supporting every student’s participation. We believe that intellectual engagement is not passive compliance—it is an equitable and intentional outcome of high-quality instruction where every student is both challenged and supported to think critically and construct knowledge every day.

CNHS No. 2 is committed to the successful implementation of these standards. We also believe that the teacher is the most critical key lever for student success. Therefore, we hire staff that share our commitment to the State Standards and our philosophy that teachers must deeply internalize these standards and closely monitor student learning. CNHS No. 2 staffs positions by hiring

appropriately credentialed subject teachers for each of the content areas. All students at CNHS No. 2 have full access to A-G requirements, AP courses, and other elective based courses throughout their freshman-senior year. Additional information on detailed course offerings is found in Section 1.9(a)(i).

Another key tenet of our approach to teaching and learning is the use of ongoing formative and summative data to inform instructional practices. At CNHS No. 2, data-driven instruction is a structured and ongoing cycle used to ensure that every student receives the right support at the right time. Teachers administer regular formative assessments, which are aligned to grade-level standards and designed to surface both student understanding and misconceptions. This data is then analyzed in multiple spaces: during 1:1 coaching meetings with an instructional coach to identify trends and plan responsive instruction, and in departmental PLCs, where teachers collaboratively examine student work, calibrate grading, and design reteach or extension plans. In addition to weekly formative data, teachers also analyze unit assessments, i-Ready diagnostics, and English Learner progress data (such as ELPAC and internal language assessments) to track growth over time. This system allows teachers to make real-time instructional decisions, group students strategically, and design targeted supports that accelerate learning for our diverse learners.

Section 1.9a Integral Features and Components of the Educational Program

As described above, all courses at CNHS No. 2 are rooted in the State Standards.

Our approach to curriculum development is grounded in equity, rigor, and relevance. We design and adapt curriculum to ensure all students have access to grade-level, standards-aligned content that prepares them for college, career, and civic life. Teachers work collaboratively in department teams to develop and refine curriculum that integrates Common Core State Standards, Next Generation Science Standards, California ELD Standards, and the California History-Social Science Framework, while also embedding culturally relevant pedagogy and opportunities for language development. We prioritize inquiry-based learning, real-world application, and tasks that promote critical thinking and academic discourse. Our curriculum is backward mapped from high-quality assessments and aligned to scope and sequence documents that ensure coherence across courses and grade levels. Teachers use data from formative and summative assessments to adapt and improve units throughout the year, with instructional coaches providing support through planning protocols and lesson internalization. Our curriculum development process ensures that all students—especially multilingual learners and Students with Disabilities—are engaged in meaningful, challenging learning that reflects their identities and prepares them for postsecondary success.

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

In Science and STEM, CNHS No. 2 has adopted the NGSS-aligned curriculum STEMScopes, which supports teachers with a focus on inquiry-based instruction through the study of phenomena and student discussion protocols to help students make sense of complex science concepts. Our science program, which adopts the 3-course-model of NGSS, includes the

disciplinary core ideas of Engineering, Technology, and Application of Science spiraled through each of the courses and throughout each of their scope and sequence of learning.

Designated English Language Development is a protected, daily instructional time where multilingual learners receive targeted language instruction aligned to the California ELD Standards. This instruction is intentional, scaffolded, and tailored to students' language proficiency levels, with a focus on developing their ability to listen, speak, read, and write in English across a range of contexts. Designated ELD lessons are structured to build language skills explicitly, using rich, grade-level topics and texts as the foundation. Teachers intentionally group students by proficiency level and use research-based strategies such as sentence frames, structured oral practice, and language-focused tasks to accelerate language growth. This dedicated time is not remediation—it is rigorous, asset-based instruction that supports students in developing the academic language necessary to access grade-level content and fully engage in all aspects of school. Teachers utilize two curricula to support their planning and progress monitoring, *Systematic ELD* and *English 3D*.

Instructional Methods & Strategies

The primary instructional methods and strategies implemented at CNHS No. 2 are rooted in our commitment to intellectual engagement and include a) intentional planning backwards designed from State Standards and designed to address the needs of CNHS No. 2's diverse student population and b) strategies designed to increase student participation, particularly for diverse learners.

At CNHS No. 2, planning is a collaborative and intentional process that ensures all students have access to rigorous, grade-level content. Teachers engage in regular planning meetings with their department teams to internalize curriculum where applicable, unpack standards, and align on key learning objectives and success criteria. This process includes backward planning from high-quality assessments, identifying priority standards, and anticipating student misconceptions. Teachers co-create lesson plans and shared materials, incorporating scaffolds and support for multilingual learners and students with IEPs to ensure equity and access. Instructional leaders support this work by facilitating planning protocols, providing feedback, and ensuring alignment to our instructional vision. This collaborative approach ensures coherence across classrooms, builds collective efficacy, and leads to stronger, more intentional instruction school wide.

We believe that student participation through talk and writing is essential for intellectual engagement and language development, especially for our multilingual learners and students with IEPs. Our approach to student participation is rooted in the belief that every voice matters, and we intentionally design opportunities for all students to process, rehearse, and express their thinking aloud. To that end, all teachers implement a structured intellectual engagement routine that includes Turn & Talk, Everybody Writes and Cold Call with No Opt-Out. This routine holds all students accountable to rehearse their ideas independently and collaboratively before sharing them with the class. Additionally, we also focus on collaborative group roles to promote equitable discourse. These routines are scaffolded with support such as sentence frames, sentence starters, and visual cues to make academic language accessible, to build student confidence, and to increase participation and intellectual engagement.

Math Framework

At CNHS No. 2 we have developed a Balanced Math Framework aligned to our beliefs in intellectual engagement and are striving to implement it in all math classrooms. The foundational

instructional practices of this framework include strategies to encourage and support student talk, collaborative groups, and a rich mathematical environment. These instructional practices are coupled with a strategic planning approach geared toward inquiry-driven instruction. Lessons are planned to support students' problem solving and inquiry within a given task. Teachers achieve this by setting the stage for effective collaborative problem solving, providing ample time and structures for this collaborative work to occur, and facilitating a student-led discussion and reflection of the task to solidify learning.

Science Framework

At CNHS No. 2, our approach to science instruction centers on intellectual preparation through a rigorous, NGSS-aligned curriculum that challenges all students to engage deeply with science phenomena and authentic problem-solving. We prioritize equitable access by ensuring that every student learns all grade-level standards, supported by integrated language development strategies to strengthen both scientific understanding and academic language skills. Student talk is a cornerstone of our classrooms, fostering rich discussions that make thinking visible and encourage collaborative sense-making. Additionally, we intentionally weave ethnic studies into our science instruction, connecting content to students' identities and communities to create a more relevant and empowering learning experience. This holistic approach cultivates curiosity, critical thinking, and a strong sense of agency for all learners.

Standards-Based Instruction

CNHS No. 2's curriculum is centered on the State Standards. Grade level teams work together to ensure that the CCSS for Informational text and the CA ELD Standards are successfully and explicitly integrated into social studies, science, foreign language, arts, and technical classrooms. In addition, the Charter School's English Language Development curricula, Systematic ELD and English 3D, which are utilized during Designated ELD instruction, are aligned to the 2012 CA ELD Standards. The course catalog and the graduation requirements for CNHS No. 2 are aligned to meet the UC "A-G" requirements.

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

To further ensure faithful adherence to the CCSS, CNHS No. 2 has worked to develop departmental professional learning communities. As such, departments have focused on backwards mapping from the State Standards and designing or selecting common assessments across grade levels. The data from these assessments is then used to plan re-teaching strategies, create a vertically aligned curriculum, and discuss college readiness skills.

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

Development of Technology-Related Skills and Use of Technology

Camino Nuevo High School No. 2 strives 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 have access to information, to other communities, and to resources through greater access to technology. Students and educators use technology for many learning tasks. In turn, students develop their ability to navigate computer-based tests such as SBAC by developing related skills. Students are also exposed to quarterly computer-based assessments through our assessment platform Performance Matters, as well as through Smarter Balanced. A well-designed technological infrastructure helps 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.

Over the last few years, CNHS No. 2 has built out a 1:1 technology program. All students have computers on campus assigned to them and there are mobile carts in every classroom. Students continue learning about technology by using computers to engage in learning activities related to their current units of study. For example, in all content areas students engage in online research and use presentation tools to share their learning with classmates. As part of their advisory curriculum, students will learn keyboarding and office software programs. Further, contemporary technology, including the use of tablets, will ensure students are meeting State Standards expectations in this area. Despite the thriving tech field in Los Angeles, low-income students of color face barriers to entering STEM career pathways due to limited learning opportunities. By combining Project Lead The Way (“PLTW”) with our whole-child model, we are cultivating the next generation of STEM leaders. Our PLTW program at Camino Nuevo High No. 2 formalizes a STEM pipeline, spanning elementary through high school, to expose our students early and often to hands-on learning opportunities that create transferable skills for our students as they pursue new college and career pathways.

At CNHS No. 2, we offer three Computer Science (“CS”) courses, which can be taken in this order:

- CS Essentials
- CS Principles
- Cybersecurity

Students can choose to enroll in these elective courses to supplement their STEM learning experience, which also includes STEM learning through our science program.

Section 1.9a(i) Courses by Subject Area

English Language Arts

Every CNHS No. 2 student completes 4 years (40 credits) of college preparatory A-G English Language Arts coursework prior to graduation. The English Language Arts curriculum is grounded in the belief that all students are capable of mastering academic English when provided intentional, vertically aligned, rigorous instruction and the necessary interventions and supports to access college preparatory curriculum. The California Common Core State Standards for English Language Arts¹⁰ serves as the foundation for CNHS No. 2’s ELA curriculum, which develops students’ capacity to read sophisticated nonfiction and fiction texts and to write and speak analytically about rigorous texts. ELA teachers incorporate ELD instructional strategies into daily lessons and student materials and assignments in order to ensure that our EL students can best access the curriculum.

¹⁰ <https://www.thecorestandards.org/ELA-Literacy/>

English 9

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

English 10

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** English 9

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

English 11

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** English 10

Course Description: American Literature at CNHS No. 2 is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will

students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Eleventh Grade Common Core State Standards for English Language Arts. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (6-8 pages) on the following genres: narrative (using *Slaughterhouse Five*), persuasive (using *The Laramie Project* and *Our America*), response to literature (using the works of Walden, Whitman, and Dickenson, as well as *The Great Gatsby*), and expository (using *The Wordy Shipmates*). Students will also complete a series of shorter writings, including research papers and reflective pieces. Throughout each unit, instruction will address reading standards for literature and expository texts, language standards, and speaking and listening standards. At the end of each unit, students will be assessed by a written exam. Throughout the course of the year, students will be expected to analyze, compare, and interpret writings in terms of theme, historical influence, and literary devices employed. Students are expected to perform at a high level of critical thinking and use sophisticated communication skills as they discuss each piece.

CSU Expository Reading and Writing

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** English 11 or AP English Language and Composition

Course Description: This course has been adopted from CSU Early Assessment Program. The goal of the Expository Reading and Writing Course (“ERWC”) is to prepare college-bound seniors for the literacy demands of higher education. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. The twelve instructional modules in the ERWC—from which adopting schools select eight-to-ten—are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works—a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and their audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

AP English Language & Composition

- **A-G approved:** Yes
- **Core/College Preparatory Class:** Yes

- **Grade Level:** 11
- **Prerequisites Required:** Successful completion of English 10

Course Description: This course description is adopted from The College Board Advanced Placement Program. AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

AP English Literature & Composition

- **A-G approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Grade Level:** 12
- **Prerequisites Required:** Successful completion of English 11 or AP English Language and Composition

Course Description: This course description is adopted from The College Board Advanced Placement Program. AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

English Language Development

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). Designated ELD prepares our multilingual learners for success in English instruction, including ELA classes. Students are grouped according to proficiency levels in English (See the EL section below for classification criteria); students learn skills in all four strands of language – listening, speaking, reading and writing. During this designated ELD time, EL students benefit from a focused approach to language development that builds academic language, including the vocabulary and structure that provide fluency or language practice and encourage students towards appropriately rigorous language outputs. The curriculum and instruction, driven by the CCSS, provides multiple points of entry for correct placement and is designed to return students to grade-level instruction within two years.

ELD – Emerging (9-12)

- **A-G approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The ELD Emerging course for grades 9-12 is designed to support English Learners who are beginning to develop foundational English language skills. This course focuses on building essential listening, speaking, reading, and writing abilities through engaging, scaffolded instruction that connects to students’ academic and social experiences. Students learn high-frequency vocabulary, basic grammar structures, and practical communication strategies for use across disciplines. Emphasis is placed on developing confidence in oral language,

comprehension skills, and early literacy to prepare students for more advanced English language development and academic success.

ELD – Emerging/Expanding (9-12)

- **A-G approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The Emerging/Expanding ELD course for grades 9–12 is designed for English Learners who are progressing in their English language development and are ready to deepen their skills across listening, speaking, reading, and writing. This course bridges foundational language skills with more complex academic tasks, helping students expand their vocabulary, refine their grammar, and engage in extended oral and written communication. Instruction is designed to support access to grade-level content while continuing to build language proficiency through collaborative discussions, text analysis, and structured writing. Students practice using academic English in a variety of contexts, preparing them to confidently participate in mainstream classes and move toward reclassification.

ELD – Expanding (9-12)

- **A-G approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The Expanding ELD course for grades 9–12 is designed for English Learners who are developing greater independence and confidence in using English across academic contexts. Students in this course strengthen their ability to comprehend and produce increasingly complex texts, engage in structured academic discussions, and write for a variety of purposes using discipline-specific vocabulary and grammar. Instruction emphasizes analysis, argumentation, and synthesis of ideas, supporting students in bridging everyday language with academic English. Through targeted language instruction connected to core content, students are prepared to participate fully in grade-level coursework and make progress toward reclassification.

ELD – Expanding/Bridging (9-12)

- **A-G approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The Expanding/Bridging ELD course for grades 9–12 supports English Learners who are advancing toward full proficiency and are nearly ready to exit designated ELD. This course focuses on refining students' academic language skills across reading, writing, listening, and speaking, with an emphasis on mastering complex texts, developing well-structured arguments, and engaging in extended academic discussions. Students analyze content-rich texts, use evidence to support claims, and apply precise vocabulary and grammatical structures across disciplines. Instruction is closely aligned to grade-level standards and supports students in

confidently navigating rigorous coursework, preparing them for reclassification and success in college and career pathways.

ELD – Bridging (9-12)

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: Students in Advanced ELD will continue to develop their speaking and listening skills in English as they make progress toward mastery of the Common Core State Standards for 9-10 ELA in academic reading, writing, language, speaking, and listening. Students will read non-fiction and fiction at increasingly difficult levels, engaging in analysis of textual features and overarching themes. Students will engage in the writing process to produce texts in a variety of styles, including argumentative, informational, and narrative. Students will also participate in explicit language instruction and targeted speaking and listening practice in order to build English proficiency. With successful completion of the Advanced ELD course, students will be prepared to enter mainstream English and other A-G classes with native English speakers and students who have been reclassified as English proficient.

Mathematics

As outlined by the State Standards, the math program is designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. 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 is expected for all students. CNHS No. 2 offers honors and Advanced Placement courses in this content area.

Algebra 1

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: This Algebra 1 course will cover the reasoning skills necessary to learn and understand the following: writing and evaluating expressions, equations and functions, writing and graphing linear functions and inequalities, solving systems of equations, operations with polynomials, factoring quadratic functions and exponential functions, radical and rational functions. This course will also explore fundamental probability and statistics. These topics and the skills and strategies necessary to learning these topics are the foundation of high school mathematics, and they will prepare students for Algebra 2 and Geometry.

Geometry

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Algebra 1

Course Description: Geometry is an in-depth study of geometric concepts such as: reasoning and proof, angle relationships, parallel lines, coordinate proof, triangles, polygons, congruence, similarity, quadrilaterals, right triangles and trigonometry, 2-dimensional figures, 3-dimensional figures, circles, transformations, and geometric probability

Algebra 2

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Algebra 1 and Geometry

Course Description: This Algebra 2 course will cover the reasoning skills necessary to learn and understand the following: transforming linear, quadratic, polynomial, exponential, logarithmic and rational functions; solving quadratic equations (by completing the square, using the Quadratic Formula, factoring), rational equations and inequalities and radical equations and inequalities; finding the roots of a polynomial and inverses of trigonometric functions; exploring the Fundamental Theorem of Algebra, simulated events, the Unit Circle, Law of Sines and Law of Cosines, and mathematical induction; understanding inverses, variation functions, piecewise functions, permutations and combinations, probability, binomial and normal distributions and sequences and series. These topics and the skills and strategies necessary to learning these topics are the culmination of the first three years of high school mathematics, and will prepare students for Pre-Calculus, Statistics or AP Statistics and, later, Calculus or AP Calculus.

Algebra 2A

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Algebra 1 and Geometry
- **Corequisite Required:** Algebra 2B

Course Description: The Algebra 2 course aims to apply and extend what students have learned in previous courses such as Algebra 1 and Geometry. In this course, students will focus on finding connections between multiple representations of functions, creating strategies to solve problems and verify whether or not those solutions are real, transformations of different function families, finding roots of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometric functions, and understanding the role of random selection and normal distribution in making statistical conclusions.

In the classroom, students will learn to problem-solve and formulate problem-solving strategies, questioning, investigating, analyzing critically, constructing evidence, and communicating arguments justifying their thinking to their group members or classmates. Students will also learn various collaborative strategies that will help them elevate their thinking, share information with other classmates, become experts, and master content and ideas.

Algebra 2B

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No

- **Advanced Placement Available:** No
- **Prerequisites Required:** Algebra 1 and Geometry
- **Corequisite Required:** Algebra 2A

Course Description: The Algebra 2 course aims to apply and extend what students have learned in previous courses such as Algebra 1 and Geometry. In this course, students will focus on finding connections between multiple representations of functions, creating strategies to solve problems and verify whether or not those solutions are real, transformations of different function families, finding roots of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometric functions, and understanding the role of random selection and normal distribution in making statistical conclusions.

In the classroom, students will learn to problem-solve and formulate problem-solving strategies, questioning, investigating, analyzing critically, constructing evidence, and communicating arguments justifying their thinking to their group members or classmates. Students will also learn various collaborative strategies that will help them elevate their thinking, share information with other classmates, become experts, and master content and ideas.

Pre-Calculus

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** Yes
- **Prerequisites Required:** Algebra 2

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

AP Pre-Calculus

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Prerequisites Required:** Algebra 2

Course Description: AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices.

Calculus

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes

- **Honors Available:** No
- **Advanced Placement Available:** Yes; Calculus AB and BC
- **Prerequisites Required:** Pre-Calculus

Course Description: A course designed for students with a strong interest in Math and/or Science. Topics introduced include functions and their properties, differentiation and integration and applications of derivatives and integrals, vectors, infinite series, and elementary differential equations. This full year course meets one hour and 50 minutes on a block schedule and covers all material as prescribed in the College Board course description. A College Board-approved graphing calculator is required for the course and will be used regularly as a tool for discovery and for confirmation of analytic work. A multi-representational approach is used throughout the course.

AP Calculus AB/BC

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Prerequisites Required:** Calculus

Course Description: AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Laboratory Science: The Living Earth

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** Yes; AP Biology
- **Prerequisites Required:** No

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

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

- Ecology - Organisms in an ecosystem are interdependent on each other and their environment for obtaining energy.
- Physiology - Cells within an organism specialize to form organs/systems. Various systems coordinate with each other for effective functioning of the body as a whole.

Laboratory Science: AP Biology

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Prerequisites Required:** Biology and Chemistry

Course Description: The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions.

Laboratory Science: Chemistry in the Earth System

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** Yes; AP Chemistry
- **Prerequisites Required:** Biology

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

Laboratory Science: AP Chemistry

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Prerequisites Required:** Biology and Chemistry

Course Description: The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Physics of the Universe

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Algebra, Biology, and Chemistry

Course Description: This is a college-preparatory level introductory physics courses with a focus on the following topics: linear, projectile and circular motion, Newton's laws and forces, universal gravitation, momentum, energy, waves (sound and light), heat and thermodynamics, electrostatics, electrical circuits, magnetic fields, and electromagnetism. Algebra and introductory trigonometry are the primary mathematical skills for problem solving in this course. This course utilizes inquiry-based instructional strategies that focus on laboratory experimentation to develop students' conceptual understanding of physics principles. Guided laboratory investigations are additionally conducted which allow students to apply physics concepts to verify laboratory observations and measurements. Throughout the course students begin studying many topics by observing a demonstration of a physical event/incident in order to discover patterns of natural phenomena working within. This process enables students to develop, test, and apply a model to explain the physics involved. In each course topic, students construct and use multiple representations of physical processes, solve multi-step problems, design investigations, and reflect on knowledge construction through self-assessment rubrics. In many labs, the students use probe-ware technology with data acquisition and apply graphical analysis to explore variable relationships in the collected data. In the classroom, students use scientific calculators and digital devices for interactive simulations, virtual lab-based exercises (PhET.colorado.edu, for example), collaborative activities, and formative assessments.

PLTW Computer Science Essentials

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence.

In Computer Science Essentials, students will start with visual, block-based programming and smoothly transition to text-based languages like Python®. They will apply computational thinking practices, enrich their vocabulary, and engage in collaborative projects, reflecting the methodologies of computing professionals. Ultimately, they'll develop products that tackle topics and challenges significant to them.

Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

AP Computer Science Principles

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Prerequisites Required:** Computer Science Essentials

Course Description: Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science

Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment

PLTW Cybersecurity

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Computer Science Essentials

Course Description: Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Social Science

Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). Each history course follows the content standards as well as incorporates the Anchor Standards for Social Science, as outlined in the Common Core State Standards. CNHS No. 2 offers honors and Advanced Placement courses in this content. Placement exams are offered to all CNHS No. 2 students interested in taking an Honors or AP course and results are used to determine placement.

Ethnic Studies

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The Ethnic Studies class is an interdisciplinary class that focuses on the history of African Americans, Chicana/os, Latina/os, Asian Americans, Native Americans and other ethnic groups. We will study each group historically in relationship to each other and in relationship to the history of the US. Through critical readings, class discussion, research projects, role plays, film, art, and writing students will have opportunities to develop a solid intercultural foundation to understanding race, cultural diversity, and movements for social justice in the US. This course will first highlight the historical legacy of ancient Meso-American Indigenous civilizations such as the Maya, Olmec, Toltec, Mexica (Aztec), Inca and ancient African civilizations such as Egypt, Nubia, Mali, Ghana, and others. We will then move forward to concentrate on a shared history of resistance to colonialism and slavery in Africa and the

Americas. We will focus our research on cross cultural alliances and cooperation between Indigenous and African People in the past 500 years. The class will then investigate how during the 20th Century various leaders, and social movements comprised of different ethnic groups brought about change within the United States of America focusing our attention to the Civil Rights movement, Chican@ movement, Black Power movement, American Indian Movement, Women's rights movement, Asian-American Movement, Labor Movement, LGBTQ+ movement and other movements for social change. Students will then be asked to apply the history and strategies of the various civil rights and human rights movements of the U.S. to present day issues and concerns facing our local and global community. During the course we will be working every day on reading, writing, speaking, listening, research, communication, and presentation skills. We will read about history and we will study our own lives and family as a way to understand the world we live in. The final project of the year will ask the students to research a specific problem in the local community, come up with solutions, and create and implement an action project to address it. These will be shared with families and community members.

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

World History

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

U.S. Government

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

U.S. History

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation's beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920's, the New Deal and the Great Depression, World War II, the Cold War and the 1950's, the 1960's, the 1970's, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

Foreign Language

Because bi-literacy is a tremendous asset to students, we offer Spanish to support students to become truly fluent in academic Spanish. Students are, therefore, expected to take a minimum of 2 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 are 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

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

Spanish 1 for Native Speakers

- **A-G Approved:** Yes

- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: This course is designed for native speakers of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing as well as on understanding Hispanic cultures and issues of identity and heritage of Speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history and current events.

Spanish 2

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Spanish 1

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

Spanish 2 for Native Speakers

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Spanish 1 for Native Speakers

Course Description: This course is an introduction to the study of the Spanish language and culture. You will learn to understand, speak, read and write in Spanish using topics that are relevant to your lives. You will acquire some insights into how languages and cultures work by comparing Spanish language and culture to your own. A general introduction to the culture, its products (e.g. literature, music, foods, games), perspectives (e.g. attitudes, values, beliefs), and practices is integrated throughout the course. We will use visual, auditory, musical and motor activities to help you learn.

Spanish 3

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Spanish 2 or Spanish 2 for Native Speakers

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

Visual and Performing Arts

Visual and Performing Arts provide opportunities for students to participate in all aspects of the artistic process, including creating, presenting, producing, responding, critiquing, and connecting. Students will work towards mastery of creative practices, skills, and artistic literacies through projects, portfolios, exams, and presentations.

Graphic Design

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: Graphic Design is a visual arts based course focusing on digital media used in the advertising industry. Through projects based on real world applications the students use a variety of digital software. The Adobe Design suite, including Photoshop, Illustrator, InDesign, Dreamweaver and Flash are the main focus over the course of the year. Within these projects the students are introduced to the Elements and Principles of Design. These formal visual concepts are spiraled throughout the course and are applied to students' work, as well as examples from the industry. Some examples include using Photoshop to create an original movie poster and graphics for online use. We use Illustrator to create original T-shirt designs. Using Google Sketch Up, we create architectural designs. Flash is used to create animations to use online. The students create an online portfolio of their work, learning the basics of web design and professional presentation techniques.

Graphic Design 2

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: Graphic Design 2 is designed to build on the skills and concepts introduced in Graphic Design 1. The skills developed in Photoshop and Illustrator will be explored more in- depth with the focus being on developing independent ideas and building a professional

portfolio. Starting with gathering images, the students will focus on composition and strategies to take interesting pictures. These digital photographs will be used as a basis for a series of projects developing an understanding of the Elements and Principles of Design. The purpose of this course is to develop an independent voice and style as an artist. Emphasis is on developing a portfolio to be submitted to the AP portfolio exam.

Integrated Arts 1

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

Integrated Arts 2

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Integrated Arts 1

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

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

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

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

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

Visual Arts in the World Around Us

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: Art & Architecture is a course that focuses on the tools and techniques used by architects, the history of architecture, and the contemporary issues in the field. Students will develop skills using traditional, as well as 21st century digital tools common in architecture design. As we work on our own designs we will look at architects from a variety of backgrounds to inform and inspire our designs. Students will also become familiar with contemporary trends in architecture and land use, such as Green Design, urban planning, and the future signs.

Beginning Band 1

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: In Beginning Band 1, beginning instrumentalists will improve their craft through the performance of repertoire at a beginning level. Students in this ensemble will begin to learn the basics of either a wind or percussion instrument, basics of musical theory, and general musicianship. Students in this course will learn how to sight-read at a beginning level. Students will practice artistic evaluative writing, through completing performance self-assessments as well as through assessments of the performances of others. Students will also learn the historical contexts behind the music they perform, informing their performances. Students will be exposed to a variety of different musical cultures through repertoire choices that will lead to a broad understanding of different musical traditions. Finally, students will participate in performances that reinforce these concepts.

Beginning Band 2

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No

- **Prerequisites Required:** Beginning Band 1

Course Description: In Beginning Band 2, beginning instrumentalists will improve their craft through the performance of repertoire at a beginning to early-intermediate level. Students in this ensemble will continue learning the basics of either a wind or percussion instrument, early-intermediate level musical theory, and continuing to refine their musicianship. Students in this course will continue learning how to sight-read at a beginning level and practice artistic evaluative writing, through completing performance self-assessments as well as through assessments of the performances of others. Students will also learn the historical contexts behind the music they perform, informing their performances. Students will be exposed to a variety of different musical cultures through repertoire choices that will lead to a broad understanding of different musical traditions. Finally, students will participate in performances that reinforce these concepts.

Music Appreciation

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

This course is designed to expose students to the fundamentals of music, both physically and aesthetically. The course consists of a variety of tasks and assignments that will be challenging and constructive in helping students become proficient using musical language and terminology, listening critically to music, and developing a solid vocabulary to their aesthetic preferences. This class will incorporate these following standards from the California Arts Standards for Public Schools - Music: Performing, Responding and Connecting.

College Preparatory Electives

Economics

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The study of economics is a study of choices and a matter of decision-making. Many of the important issues of our country and the world – recession, inflation, urban and ecological decline and decay, racial discrimination and poverty – have economic roots. Students study fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, comparative economic systems, and international economics.

Astronomy

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: This Astronomy course will investigate concepts and explore topics in both observational and theoretical astronomy. Students will become familiar with the constellations of the night sky. Students will become familiar with the constellations that come out of ancient Greece as well as the names of constellations from other cultures such as Ursa Major, the Big Dipper, and the Plow. Students will learn the terms and concepts of celestial mechanics and units of measure including Potential Energy, Linear Momentum, Angular Momentum, Linear Kinetic Energy, Rotational Kinetic Energy, Wavelength, Frequency, Doppler Shift, and Temperature. Students will demonstrate familiarity with the correct units of measure of these measurements. Students will learn about telescope optics of refracting telescopes as well as refractive telescopes. Students will learn about the history of Astronomy and its importance in the development of the natural and physical sciences. Students will learn the basics of stellar evolution, stellar classifications, black holes, white dwarfs, the H-R diagrams, blackbody radiation, magnitude, and luminosity. Students will learn to calculate the force of gravity between two objects, potential energy, and kinetic energy in a qualitative way. Students will apply algebra, geometry, and principles of physics to a variety of astronomical problems involving forces, gravitation, kinematics, energy, electro-magnetism, thermodynamics, radiation, nuclear reactions, relativity, and spectral analysis. Students will be exposed to current research in modern astronomy including theories of the early universe.

Sociology

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

Comparative Shakespeare

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: This course will take students through Shakespeare on a variety of formats: from text to film to TV to online media. As the notions of "film," television, and "video" have become somewhat collapsed, we will see how the presentation of "Shakespeare" has evolved. This course will also look at Shakespearean productions through the lens of genre. We'll focus on tragedies and romance, and through these different genres, we'll interrogate how Shakespeare and the filmmakers who interpret his works play with familial and structural social issues.

World Languages Spanish Culture

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

This course is designed for students to explore and analyze aspects such as the origin of the Spanish language, its culture, and Hispanic society. Students will examine the evolution and history of Spanish, from its Latin roots to its current global expansion where over 500 million people speak it.

Likewise, the cultural diversity in the Spanish-speaking world will be studied in depth, encompassing the variety of traditions, arts, gastronomy, music, and dances from Spain, Latin America, and Hispanic communities in the United States. By analyzing representative literary works, films, paintings, and other artistic media, students will understand how these elements have shaped the identity of Hispanic culture.

Film Studies

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

History of American Music

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: This course examines the historical significance of popular music in the United States from the nineteenth century to the present. The class will guide students in analyzing music as "text" through the historical analysis of social, political, and economic dimensions (i.e. "context"). Students will engage in metacognitive critique in analyzing the ways we write and speak about music. Following a chronological timeline, the class will cover music genres ranging from spirituals, folk, blues, jazz, gospel, rhythm and blues, country, soul, rock, disco, hip-hop, etc., focusing on the emergent periods of each genre. Students will analyze critiques of historical

Yearbook

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoints others hold. Students will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

Yearbook Production II

- **A-G Approved:** Yes
- **Core/College Preparatory Class:** Yes
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Yearbook

Course Description: This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoint's others hold. Students will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

School-based Electives

Physical Education

- **A-G Approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

Physical Education II

- **A-G Approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** Physical Education

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

Leadership

- **A-G Approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: The Leadership course is designed to empower students to make a significant impact on their school community. Through this engaging program, students will cultivate essential leadership skills, including public speaking, event planning, and problem-solving, while fostering a positive and inclusive school culture. Leadership members will represent the student body, organize school-wide events such as rallies and dances, and manage student-raised funds according to state guidelines. Eligibility requires students to maintain a strong academic record and demonstrate positive citizenship and dedication to serving the Charter School.

Advisory

- **A-G Approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

Course Description: An approximately 30-minute class designed to help students balance their academic load with their future goals. Students will have lessons on how to respond to bullying, harassment, and intimidation, coping with stress, time management, study skills, college

readiness, goal setting, and grade calculation. Moreover the course is designed to forge a bond between students and the Charter School community at large. Students are assigned to the same i-connect class for the duration of their stay at CNHS No. 2. The class is gender specific and a mix of 9th-12th grade students.

College Seminar (9-12)

- **A-G Approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

Support & Intervention Courses

Learning Center 9-12

- **A-G Approved:** No
- **Core/College Preparatory Class:** No
- **Honors Available:** No
- **Advanced Placement Available:** No
- **Prerequisites Required:** No

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

Curricular & Instructional Materials

Course	Instructional Materials
English Language Arts	Course Name: English 9 Textbook Name: Holt McDougal Literature Additional Texts: Maus, Of Mice and Men
	Course Name: English 10 Textbook Name: Additional Texts: Animal Farm, Life and Death of Julius Caesar, Mockingjay
	Course Name: English 11 Textbook Name: Holt McDougal - American Literature Grade 11

Course	Instructional Materials
	<p>Additional Texts: Mockingjay, Fahrenheit 451</p> <p>Course Name: English 9 Textbook Name: Maus Textbook Author/Publisher: Art Spiegelman</p> <p>Course Name: English 9 Textbook Name: Of Mice and Men Textbook Author/Publisher: John Steinbeck</p> <p>Course Name: English 9 Textbook Name: Holt McDougal Literature Textbook Author/Publisher: Houghton Mifflin Harcourt Publishing Company</p> <p>Course Name: English 10 Textbook Name: Things Fall Apart Textbook Author/Publisher: Chinua Achebe</p> <p>Course Name: English 10 Textbook Name: Things Animal Farm Textbook Author/Publisher: George Orwell</p> <p>Course Name: English 10 Textbook Name: Life and Death of Julius Caesar Textbook Author/Publisher: William Shakespeare</p> <p>Course Name: English 11 Textbook Name: Mockingjay Textbook Author/Publisher: Suzanne Collins</p> <p>Course Name: English 11 Textbook Name: Fahrenheit 451 Textbook Author/Publisher: Ray Bradbury</p> <p>Course Name: English 11 Textbook Name: Literature: American Literature Grade 11 (Common Core Edition) Textbook Author/Publisher: Holt-McDougal</p> <p>Course Name: AP English Language Textbook Name: The Language of Composition: Reading, Writing, Rhetoric (2nd Edition) Textbook Author/Publisher: Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses</p> <p>Course Name: AP English Language Textbook Name: Barron's AP English Language and Composition (6th</p>

Course	Instructional Materials
	<p>edition) Textbook Author/Publisher: George Ehrenhaft</p> <p>Course Name: Expository Reading and Writing Textbook Name: Into the Wilde Textbook Author/Publisher: Jon Krakauer</p> <p>Course Name: Expository Reading and Writing Textbook Name: Between the World and Me Textbook Author/Publisher: Ta-Nehisi Coates/Penguin Random House</p> <p>Course Name: Expository Reading and Writing Textbook Name: Brave New World Textbook Author/Publisher: Aldous Huxley/HarperCollins</p> <p>Course Name: Expository Reading and Writing Textbook Name: Zoot Suit Textbook Author/Publisher: Luis Valdez/Arte Publico Press</p> <p>Course Name: Expository Reading and Writing Textbook Name: Hamlet, Prince of Denmark Textbook Author/Publisher: William Shakespeare</p>
Math	<p>Textbook Name for each Math Course:</p> <ul style="list-style-type: none"> ● Core Connections Algebra 1 ● Core Connections Algebra 2 ● Core Connections Geometry ● College Preparatory Mathematics (“CPM”) Precalculus, 3rd Edition ● CPM Calculus, 3rd Edition <p>Textbook Author/Publisher: College Preparatory Mathematics</p>
Science	<p>Course Name: The Living Earth</p> <p>Curriculum: STEMScopes Publisher: Accelerate Learning</p> <p>Course Name: AP Biology Textbook Name: Biology In Focus (AP Edition) Textbook Author/Publisher: Campbell</p> <p>Course Name: Chemistry in the Earth System Curriculum:: STEMScopes Author/Publisher: Accelerate Learning</p> <p>Course Name: Physics of the Universe Curriculum: STEMScopes Textbook Author/Publisher: Accelerate</p>

Course	Instructional Materials
	Learning
History	<p>Course Name: Ethnic Studies Document Titles/Authors: A People’s History of the United States by Howard Zinn Pedagogy of the Oppressed by Paulo Freire I Am Joaquin by Rodolfo Corky Gonzalez The Mighty Times: Children’s March (Teacher Curriculum) Film Titles: Viva La Causa Walkout! Precious Knowledge 13th</p> <p>Course Name: World History Textbook Name: World History Textbook Author/Publisher: McDougal Littell</p> <p>Course Name: US History Textbook Name: History Alive: Pursuing American Ideals Textbook Author/Publisher: Teacher’s Curriculum Institute</p> <p>Course Name: AP US History Textbook Name: By the People: A History of the United States, AP Edition Textbook Author/Publisher: James W. Fraser</p> <p>Course Name: US Government Textbook Name: Government Alive: Power, Politics and You Textbook Author/Publisher: Teacher’s Curriculum Institute</p> <p>Course Name: AP Government Textbook Name: Government in America Textbook Author/Publisher: Pearson</p> <p>Course Name: Economics Textbook Name: Naked Economics Textbook Author/Publisher: Charles Wheelan</p> <p>Course Name: Economics Textbook Name: Economics Alive: The Power to Choose Textbook Author/Publisher: Teacher’s Curriculum Institute</p> <p>Course Name: Economics Textbook Name: Economics Principles and Practices Textbook Author/Publisher: McGraw Hill</p> <p>Course Name: Economics Textbook Name: Fast Food Nation Textbook Author/Publisher: Eric Schlosser</p>
Foreign Language	<p>Course Name: Spanish 1 Textbook Name: ¡Ven conmigo! Level 1</p>

Course	Instructional Materials
	<p>Textbook Author/Publisher: Holt, Rinehart, Winston</p> <p>Course Name: Spanish 2 Textbook Name: ¡Ven conmigo! Level 2 Textbook Author/Publisher: Holt, Rinehart, Winston</p> <p>Course Name: Spanish 2 Textbook Name: Cuentos Maravillosos Textbook Author/Publisher: Abby Kanter/ Pearson (Pearson)</p> <p>Course Name: Spanish 2 Textbook Name: Santitos Textbook Author/Publisher: Maria Amparo Escandon / Plaza & Janes Editores (Publisher)</p> <p>Course Name: AP Spanish Textbook Name: Temas Textbook Author/Publisher:</p> <p>Course Name: French 1 Textbook Name: D'accord 1 Textbook Author/Publisher: Vista Higher Learning</p> <p>Course Name: French 2 Textbook Names: (1) D'accord 1 and (2) D'accord 2 Textbook Author/Publisher: Vista Higher Learning</p> <p>Course Name: French 3 Textbook Names: (1) D'accord 2 and (2) D'accord 3 (excerpts) Textbook Author/Publisher: Vista Higher Learning</p>
Art	<p>Course Name: Integrated Arts 1 Textbook Name: Believing Is Seeing: Creating the Culture of Art Textbook Author/Publisher: Mary Anne Staniszewski. Penguin Books; 1st edition (January 1, 1995)</p> <p>Course Name: Integrated Arts 2 Textbook Name: Visual Literacy: A Conceptual Approach to Graphic Problem Solving Textbook Author/Publisher: by Judith Wilde (Author), Richard Wilde. Watson- Guptill (April 15, 2000)</p> <p>Course Name: AP Art Textbook Name: Art History First Edition, First Printing Edition Textbook Author/Publisher: Marilyn Stokstad, Harry N Abrams; First Edition, First Printing edition (December 1995)</p>

Section 1.9b Intervention & Enrichment Programs

Each semester, teachers and leaders identify struggling students who need long-term intervention based on class performance and grades. The framework of our intervention supports our adaptation of the Multi-Tiered System of Supports model. The framework includes academic, behavioral, and social-emotional supports and has three tiers or layers of support for students. Potential intervention programming includes:

- Small group tutoring after school or on Saturdays
- Summer school
- Credit recovery through Summer School programming
- Academic contracts
- Restorative conversations
- Class circles
- Behavior contracts
- Small student groups with mental health counselors
- Reflection groups
- Individualized Restorative Plan
- Emergency mental health supports

We know how important engaging enrichment offerings are for high school students to help them learn more about themselves and the world around them and express themselves in different ways. These activities also provide crucial social-emotional learning and development of collaboration and cooperation between diverse peers. Enrichment programming consists of course electives (e.g. computer science courses), acceleration opportunities through AP and Honors classes, and a wide variety of student clubs and extracurricular activities including:

- Volleyball
- Basketball
- Softball
- Baseball
- Cheer
- Cross Country
- Students Run LA
- Gaming
- Cooking
- Gay Straight Alliance
- Robotics
- Theatre
- Dance

Section 1.9c Independent Study

CNHS No. 2 offers independent study to students in accordance with applicable law (minimally, Education Code Sections 51744, *et seq.* and 47612.5, as well as implementing regulations) and a board adopted policy.

Section 1.10 Comprehensive Course List

CNHS No. 2 courses have been designed in alignment with the State Standards. Graduation requirements also have been designed to meet the UC/CSU “A-G” requirements, as shown here.

To be eligible for graduation from CNHS No. 2, students must complete all required courses with a grade of C or better. CNHS No. 2 will offer the following courses:

Subject Area	9th grade	10th grade	11th grade	12th grade
Area A History/Soc Sci	Ethnic Studies	World History	U.S. History	US Government and Economics
Area B English	English 9	English 10	English 11 or AP Language and Composition	CSU Expository Reading and Writing or AP English Literature and Composition
*ELD	Bridging (9-12) Emerging(9-12) Emerging/Expanding(9-12) Expanding(9-12) Expanding/Bridging(9-12)			
Area C **Mathematics	Algebra 1 or Algebra 1A & 1B/Geometry	Geometry/ Algebra 2 or Algebra 2A & 2B	Algebra 2 or Algebra 2A/2B Pre-Calculus or AP Pre-Calculus	Pre-Calculus or Calculus or AP Calculus AB/BC
Area D Science	The Living Earth	Chemistry	Physics or AP Biology or AP Chemistry	Physics or AP Biology or AP Chemistry
Area E Foreign Language	Spanish 1 or Spanish 1 for Native Speakers	Spanish 2 or Spanish 2 for Native Speakers	Spanish 3	AP Spanish Language and Culture
Area F ***Visual & Performing Arts	Integrated Arts 1 or Beginning Band 1 or Graphic Design Wind Ensemble	Integrated Arts 2 or Beginning Band 2 or Graphic Design 2 Wind Ensemble II	AP Drawing or AP 2D Art and Design	
Area G ***College Preparatory Electives	PLTW Computer Science Essentials Astronomy Visual Arts in the World Around Us Film Studies Personal Finance (Starting in the 2027/2028 SY)	PLTW Cybersecurity or AP Computer Science Principles or Yearbook	Yearbook Production II Comparative Shakespeare	History of American Music Sociology World Languages: Spanish Culture
CNCA (Non A-G Electives)	P.E. Classroom Aide Academic Enrichment Advisory	P.E. II Advisory	Fitness and Conditioning Leadership Advisory	Study Lab Advisory
College Seminar	Freshman Seminar	Sophomore	Junior Seminar	Senior Seminar

Subject Area	9th grade	10th grade	11th grade	12th grade
		Seminar		
Learning Center Support courses for students with IEP	Learning Center 9	Learning Center 10	Learning Center 11	Learning Center 12
Dual Enrollment Courses	Courses will vary by term. For detailed course offerings, please refer to the Dual Enrollment section.			

- *Course placement varies by student and may be taken at different grade levels based on individual needs.
- **Beginning course in sequence will depend on placement
- ***The subsequent course after an introductory course does not need to be taken at a certain grade level
- ****Course may be taken at any grade level

Student Use of Technology

Camino Nuevo High School No. 2 strives 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 have access to information, to other communities, and to resources through greater access to technology. Students and educators use technology for many learning tasks. In turn, students develop their ability to navigate computer-based tests such as SBAC by developing related skills. Students are also exposed to quarterly computer-based assessments through our assessment platform Performance Matters, as well as through Smarter Balanced. A well-designed technological infrastructure helps to create a model 21st-century learning environment, encouraging students to learn efficiently in order to prepare to be part of a technologically based workforce.

At Camino Nuevo High School No. 2 all teachers are equipped with a laptop computer. We are a 1:1 campus and each student has a computer to use while at school. Additionally, there are mobile carts in every classroom and two computer labs available for student use. Students continue learning about technology by using computers to engage in learning activities related to their current units of study. For example, the use of i-Ready will strategically support student interface with social media, online expository texts and polls. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from 3 to college, and in Spanish. As part of their advisory curriculum, students will learn keyboarding and office software programs. Further, Contemporary technology, including the use of tablets, will ensure students are meeting State Standards expectations in this area.

Section 1.12 Graduation requirements

Historically, CNHS No. 2’s graduation requirements met and exceeded the graduation requirements for traditional public schools, as well as the A-G requirements of admission into the University of California and California State University.

CNCA Minimum Required Coursework for Graduation			
Courses	Grade Type	Number of Courses	Credits
A-G Courses ¹¹	C or better	17	170
College Seminar	C or better	4	20
CNCA Electives	C or better	3	30
New State Requirements	C or better	2 Ethnic Studies (Starting with % 2030) Personal Finance (Starting with % 2031)	10-15
**Internship	N/A	Min. of 1 (30 hr) Internship	N/A
***Service Hours	N/A	Total of 40 service hours by end of senior year	N/A
****College applications	N/A	Total of (4) 4-year college applications	N/A

** An internship must be completed by all CNHS No. 2 students who attend CNHS No. 2 beginning in ninth grade

*** 10 hours per year enrolled in a CNHS No. 2

**** In exceptional instances when students don't meet the minimum eligibility criteria for admission to a 4-year college/university, they will be required to apply to an alternate post-secondary pathway and submit a financial aid application.

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

Subject	Camino Nuevo HS No. 2	UC/CSU Requirements
A. History and Social Sciences	3 years required	2 years required
B. English	4 years required	4 years required

¹¹ In lieu of A-G requirements, newcomers who qualify under CNCA's Newcomer Policy are eligible to graduate by fulfilling the state of California's minimum graduation requirements. Students with an IEP who qualify for the California Alternate Assessments ("CAA") who complete State Standards-aligned coursework meeting the California Department of Education's minimum coursework requirements are eligible for an Alternate Diploma, as specified in **Section 51225.3 of the Education Code**. **Other students with an IEP may also qualify and will be determined on a case-by-case basis – final approval is required by the CAO.**

C. Mathematics	3 years 4 recommended	3 years 4 recommended
D. Laboratory Science	2 years 3 recommended	2 years 3 recommended
E. Foreign Language	2 years	2 years
F. Visual and Performing Arts	1 year	1 year
G. College-Preparatory Elective	2 years	1 year

Section 1.13a Credit and Transfer Recovery

CNHS No. 2 will ensure a robust summer school program designed to offer students an opportunity to engage in credit recovery classes and provide students with remedial classes to help them better access core content.

During the school year, CNHS No. 2 has allocated funds to provide students with online classes that can aid in the credit recovery process. While these classes are an option, the Charter School takes great care in assigning these classes for students based on individual student’s ability to succeed in this more independent learning format. Furthermore, students are enrolled in a course during the school day to receive the guidance, support, and feedback they need to complete their online course(s) successfully.

Section 1.13b Transfer Students Graduation Requirements

Students transferring into CNHS No. 2 meet with their college counselor and/or an administrator to determine courses that will allow students to meet graduation and college entrance requirements.

Transcripts of students who transfer to CNHS No. 2 are reviewed by the college counselor before the student is enrolled in classes. Previous course work is checked for accreditation and A-G alignment. Students are then enrolled in the appropriate classes that will ensure graduation and college access.

Section 1.13c Graduation Exemptions

In lieu of A-G requirements, newcomers who qualify under CNCA’s Newcomer Policy are eligible to graduate by fulfilling the state of California’s minimum graduation requirements. Students with an IEP who qualify for CAA who complete State sStandards–aligned coursework meeting the California Department of Education’s minimum coursework requirements are eligible for an Alternate Diploma, as specified in Section 51225.1 of the Education Code. Other students with an IEP may also qualify and will be determined on a case-by-case basis – final approval is required by the Chief Academic Officer (“CAO”).

Section 1.13d College/Career Readiness

CNHS No. 2 aims for all students to meet and/or exceed the “Prepared Level” for the California College/Career Indicator Performance Levels through a multitude of course offerings, supports, and targeted graduation requirements. In 2024, almost 60% of our students met criteria to be classified as “Prepared,” which was higher than LAUSD’s 45% rate for the same year.

CNHS No. 2 offers at least nine Advanced Placement classes. With this number of AP course offerings, students at CNHS No. 2 can engage in at least one AP course and subsequent test while attending the Charter School. Students are highly encouraged to take at least one AP course throughout their four years at CNHS No. 2. Moreover, the Charter School holds an annual AP fair to build a positive school culture around Advanced Placement classes.

To graduate, students at CNHS No. 2 must complete University of California A-G criteria requirements. To ensure students complete these rigorous graduation requirements, the Charter School closely supports and monitors student course matriculation by ensuring an average of 250 to 1 student to college counselor ratio - the average varies slightly every year, depending on enrollment. This student to counselor ratio is less than half that of the average in the state of California, 527 to 1, according to the ASCA. Lastly, ELA and Math curriculum at CNHS No. 2 is aligned to CCSS for ELA and Math so that students achieve high marks on these assessments.

Students also have the opportunity to take college courses on campus through a dual enrollment partnership with our local community college, Los Angeles City College. Please see Section 1.20 for information related to this requirement.

Section 1.14 WASC Plan and Timeline

On April 28, 2023, CNHS No. 2 received six-year WASC accreditation through June 30, 2029. CNHS No. 2 will apply for renewal at the appropriate time.

Section 1.15 Credit Transferability

CNHS No. 2 serves high school students in grades 9-12 and meets UC/CSU course entrance requirements. The transferability of CNHS No. 2 courses, due to the Charter School’s WASC accreditation, is explained to parents as they learn about the A-G coursework alignment during student recruitment, student enrollment, during 1:1 meetings with counselors and college and career workshops hosted by the college counseling team. All A-G courses are updated on a yearly basis on the Charter School’s Course Management Portal (UC A-G Course List).

If a student decides to transfer out of CNHS No. 2, they are provided with an official copy of their academic transcript to take to their new school. Since our A-G courses are updated on a yearly basis, counselors at the receiving school are able to identify which A-G courses the student completed under each area. This allows for a smoother transition and ensures that students will meet college entrance requirements and obtain credit for courses they completed and therefore, can pick up where they left off to complete their A-G requirements.

Section 1.16 Transitional Kindergarten

Not applicable

Academic Calendar and Schedules

Section 1.17 Academic Calendar and Schedules

The Charter School will meet or exceed the required number of school days. Currently, the Charter School's calendar is based on 183 instructional days and includes a weekly early release day with time set aside for staff professional development and collaboration time. Minimum days are also included in the schedule to allow for additional teacher work time and for parent-teacher conferences. The figure below shows the draft 2026-2027 school year calendar. Note that the Charter School calendar and instructional minutes may change given the needs of our community but will always meet the minimum instructional days and minutes as required by law. The Charter School reserves the right to offer the legal minimum 175 instructional days, particularly in the case of an emergency school closure(s).

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Section 1.18 Sample Daily Schedules

The 2025-26 daily schedule shown below is a sample daily schedule for students across all grade levels. Integrated ELD is offered across all content areas and courses. Designated ELD is offered, as described in our course descriptions.

9th Grade

9th Grade	Regular MTWTF Schedule				Early Release Th Schedule			
	Period	Time	Duration	Course	Period	Time	Duration	Course
Semester 1	1	8:30 AM - 9:55 AM	85 min	Ethnic Studies	1	8:30 AM - 9:25 AM	55 min	Ethnic Studies
	2	10:00 AM - 11:25 AM	85 min	Spanish 1 for Native Speakers	2	9:29 AM - 10:24 AM	55 min	Spanish 1 for Native Speakers
	Advisory	11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Freshman Seminar
	Lunch	12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch
Semester 2	3	12:50 PM - 2:15 PM	85 min	Algebra 1	3	12:01 PM - 12:56 PM	55 min	Algebra 1
	4	2:20 PM - 3:45 PM	85 min	Sociology	4	1:00 PM - 1:55 PM	55 min	Sociology
	1	8:30 AM - 9:55 AM	85 min	The Living Earth	1	8:30 AM - 9:25 AM	55 min	The Living Earth
	2	10:00 AM - 11:25 AM	85 min	P.E.	2	9:29 AM - 10:24 AM	55 min	P.E.
	Advisory	11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Freshman Seminar
	Lunch	12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch
	3	12:50 PM - 2:15 PM	85 min	Graphic Design	3	12:01 PM - 12:56 PM	55 min	Graphic Design
	4	2:20 PM - 3:45 PM	85 min	English 9	4	1:00 PM - 1:55 PM	55 min	English 9

10th Grade

10th Grade	Regular MTWTF Schedule				Early Release Th Schedule				
	Period	Time	Duration	Course	Period	Time	Duration	Course	
Semester 1	1	8:30 AM - 9:55 AM	85 min	Beginning Band I	1	8:30 AM - 9:25 AM	55 min	Beginning Band I	
	2	10:00 AM - 11:25 AM	85 min	English 10	2	9:29 AM - 10:24 AM	55 min	English 10	
	Advisory	11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Sophomore Seminar	
	Lunch	12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch	
	3	12:50 PM - 2:15 PM	85 min	Geometry	3	12:01 PM - 12:56 PM	55 min	Geometry	
	4	2:20 PM - 3:45 PM	85 min	Graphic Design	4	1:00 PM - 1:55 PM	55 min	Graphic Design	
	Semester 2	1	8:30 AM - 9:55 AM	85 min	Chemistry in the Earth System	1	8:30 AM - 9:25 AM	55 min	Chemistry in the Earth System
		2	10:00 AM - 11:25 AM	85 min	World History	2	9:29 AM - 10:24 AM	55 min	World History
Advisory		11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Sophomore Seminar	
Lunch		12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch	
3		12:50 PM - 2:15 PM	85 min	Integrated Arts 1	3	12:01 PM - 12:56 PM	55 min	Integrated Arts 1	
4		2:20 PM - 3:45 PM	85 min	Spanish 2	4	1:00 PM - 1:55 PM	55 min	Spanish 2	

11th Grade

11th Grade	Regular MTWTF Schedule				Early Release Th Schedule				
	Period	Time	Duration	Course	Period	Time	Duration	Course	
Semester 1	1	8:30 AM - 9:55 AM	85 min	AP English Language and Composition	1	8:30 AM - 9:25 AM	55 min	AP English Language and Composition	
	2	10:00 AM - 11:25 AM	85 min	Calculus	2	9:29 AM - 10:24 AM	55 min	Calculus	
	Advisory	11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Junior Seminar	
	Lunch	12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch	
	3	12:50 PM - 2:15 PM	85 min	PLTW Cybersecurity	3	12:01 PM - 12:56 PM	55 min	PLTW Cybersecurity	
	4	2:20 PM - 3:45 PM	85 min	Astronomy	4	1:00 PM - 1:55 PM	55 min	Astronomy	
	Semester 2	1	8:30 AM - 9:55 AM	85 min	U.S. History	1	8:30 AM - 9:25 AM	55 min	U.S. History
		2	10:00 AM - 11:25 AM	85 min	Physics of the Universe	2	9:29 AM - 10:24 AM	55 min	Physics of the Universe
Advisory		11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Junior Seminar	
Lunch		12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch	
3		12:50 PM - 2:15 PM	85 min	Music Technology	3	12:01 PM - 12:56 PM	55 min	Music Technology	
4		2:20 PM - 3:45 PM	85 min	Spanish 2	4	1:00 PM - 1:55 PM	55 min	Spanish 2	

12th Grade

12th Grade	Regular MTWTF Schedule				Early Release Th Schedule				
	Period	Time	Duration	Course	Period	Time	Duration	Course	
Semester 1	1	8:30 AM - 9:55 AM	85 min	Astronomy	1	8:30 AM - 9:25 AM	55 min	Astronomy	
	2	10:00 AM - 11:25 AM	85 min	Calculus	2	9:29 AM - 10:24 AM	55 min	Calculus	
	Advisory	11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Senior Seminar	
	Lunch	12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch	
	3	12:50 PM - 2:15 PM	85 min	AP Spanish Language and Culture	3	12:01 PM - 12:56 PM	55 min	AP Spanish Language and Culture	
	4	2:20 PM - 3:45 PM	85 min	Q1: Economics Q2: U.S. Government	4	1:00 PM - 1:55 PM	55 min	Q1: Economics Q2: U.S. Government	
	Semester 2	1	8:30 AM - 9:55 AM	85 min	Yearbook Production II	1	8:30 AM - 9:25 AM	55 min	Yearbook Production II
		2	10:00 AM - 11:25 AM	85 min	AP English Literature and Composition	2	9:29 AM - 10:24 AM	55 min	AP English Literature and Composition
Advisory		11:30 AM - 12:05 PM	35 min	Advisory	College Seminar	10:28 AM - 11:18 AM	50 min	Senior Seminar	
Lunch		12:05 PM - 12:45 PM	40 min	Lunch	Lunch	11:18 AM - 11:57 AM	39 min	Lunch	
3		12:50 PM - 2:15 PM	85 min	AP Calculus AB	3	12:01 PM - 12:56 PM	55 min	AP Calculus AB	
4		2:20 PM - 3:45 PM	85 min	Leadership	4	1:00 PM - 1:55 PM	55 min	Leadership	

Section 1.19 Instructional Days and Minutes

The Charter School will meet or exceed the legally required number of instructional days and minutes set for each grade level. The number of actual school days and instructional minutes may vary from year to year as programming evolves to best meet the needs of students. With approximately 183 instructional days and a regular school day running from 8:30am – 3:45pm, students attending Camino Nuevo High School No. 2 will benefit from a quantity of annual instructional time that meets or exceeds the minutes required under California law. The following table reflects the instructional minutes for the 2025-2026 school year and may be amended for future school years in alignment with the State’s instructional minute requirements for charter schools.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	132	395	35	286	16	200	0	0	183	64800	65350	550
10	Yes	132	395	35	286	16	200	0	0	183	64800	65350	550
11	Yes	132	395	35	286	16	200	0	0	183	64800	65350	550
12	Yes	132	395	35	286	16	200	0	0	183	64800	65350	550

Section 1.20 Early College and Middle College High Schools Attendance Requirements

Dual Enrollment Pathways

While CNHS No. 2 is neither an early nor a middle college high school, students have the opportunity to take dual enrollment courses through a partnership with Los Angeles City College, our local community college.

Commencing this academic school year (2025-26), we will implement Dual Enrollment Pathways, which will provide students with the opportunity to take college courses during the school day with a professor from the college. One planned pathway is the Cal-GETC pathway, which will allow students to fulfill general education requirements towards an AA/Associate of Science degree at a community college or a BA/Bachelor of Science degree at a CSU, UC, and even some private schools. Students will earn A-G credits for college courses that fall within an A-G subject area.

CAL-GETC Subject Areas	Subject Area Description	Courses Per Subject Area
Area 1 - English Communication	Area 1A: English Composition Area 1B: Critical Thinking Area 1C: Oral Communication	3 courses (9 semester units)
Area 2 - Mathematical Concepts and Quantitative Reasoning	One course in Area 2	1 course (3 semester units)
Area 3 - Arts and Humanities	One course from each 3A and 3B subject area. Area 3A: Arts Area 3B: Humanities	2 courses (6 semester units)

CAL-GETC Subject Areas	Subject Area Description	Courses Per Subject Area
Area 4 - Social and Behavioral Sciences	Two courses from two academic disciplines	2 courses (6 semester units)
Area 5 - Physical and Biological Sciences	One course from each 5A and 5B subject area. One of two courses must include a laboratory Area 5A: Physical Sciences Area 5B: Biological Sciences	2 courses (7 semester units)
Area 6 - Ethnic Studies	One course in Ethnic Studies or in a similar field	1 course (3 semester units)

College courses will be applied to A-G requirements if all conditions below are met:

- The college is accredited by one of the seven former regional accrediting agencies
- The course is transferable to 4-year colleges and universities
- The course is at least 3 semester/4 quarter units each time it is taken
- The course clearly falls within an A-G subject area
- The course is taken for a letter grade and a grade of C or better (not C-) is earned

Professional Development

Section 1.21 Ongoing PD for Teachers

CNHS No. 2 is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, “professional learning communities are indeed the best form of staff development. CNHS No. 2 firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment.

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

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

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

1. What do we expect our students to learn?
2. How will we know if they have learned?

3. How will we respond when they don't learn?
4. How will we respond when they do learn?

To hold high expectations for each other, all members of CNHS No. 2 receive extensive professional development, from teachers, to administrators, to support staff. The site Principal is responsible for the development and delivery of a data-based annual professional development scope and sequence that embeds CNHS No. 2's core professional development foci. In 2024-2025, the organizational-wide focus areas for professional development were: Universal Design for Learning, Learning Objectives and Success Criteria, Strong Start/Big Finish, Close Reading, Backward Planning from Assessments, and Inclusionary Practices. With these foci and data in mind, the principal crafts a yearlong PD calendar that is unique to CNHS No. 2. The annual scope and sequence is reviewed by the Chief Academic Officer in consultation with the Home Support Office team members to ensure high levels of quality and alignment. Home Support Office staff are activated to facilitate professional development with the site Principal, as appropriate. Although the focus of CNHS No. 2 professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations are also scheduled for all-school staff.

The topics for the professional development for the 2025-2026 school year might shift as we respond to our school's needs; the topics are determined based on teacher need, end-of-school-year student achievement data, and progress toward our school-wide goals.

Our school-wide goals are centered around school culture and instruction, more specifically creating a culture of academic scholarship, focusing on authentic literacy in all content areas, and implementation of a guaranteed and viable curriculum in mathematics courses. We project that we will be continuing the work within our professional learning communities to refine curriculum and pacing so it is literacy-rich, guaranteed, and viable.

The format of CNHS No. 2 PLC is defined by six key structures:

1. Grade-Level/Content Area Teams
 2. Classroom Walk-Throughs
 3. Instructional Coaching
 4. In-House Professional Development
 5. Teacher Leadership
 6. External Workshops and Opportunities
1. **Grade-Level/Content Area Teams:** Research from Richard DuFour underscores the importance of providing time for teachers to collaborate, plan together, analyze data, and share best practices. Therefore, significant time is allocated in our early-release professional development calendar for grade level teams, or content area departments, to meet together to reflect upon and share their teaching practice with like-minded colleagues. In alignment with the four guiding questions of effective PLCs, this collaborative time is spent developing State Standards-based pacing plans, creating common assessments, analyzing the results from common assessments, or planning for re-teaching/extension based on assessment data. This structure encourages a continuous cycle of inquiry, reflectiveness, and the responsibility of "owning one's craft."
 2. **Peer Observations:** CNHS No. 2 teachers regularly observe in each other's classrooms through a Classroom Walkthrough or modified Lesson Study process. The goal is to provide teachers the opportunity to observe and have conversations about what is

happening in classrooms, so they can lead change in the classroom and increase student achievement.

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

The Principal and three Assistant Principals act as instructional coaches for all classroom teachers and teacher assistants. Coaches typically oversee 5-10 teachers each. Instructional coaches observe in classrooms once a week for new or struggling teachers, or every other week for experienced teachers for 15-20 minutes. Subsequently, coaches and teachers meet regularly to debrief, analyze student work, and plan together.

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

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

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

A significant portion of professional development sessions are dedicated to content area collaboration as outlined above. The remaining meetings are commonly "new learning" sessions facilitated by site leaders, internal experts, or outside consultants to build teachers' collective capacity in core school-wide expectations. These sessions are typically utilized for new initiatives or curricular frameworks.

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

The Home Support Office of Camino Nuevo Charter Academy has developed an extensive professional learning community for administrative leaders as well. School leaders across Camino Nuevo Charter Academy come together on approximately a bi-weekly basis to share best practices, engage in case studies, and develop collaborative action plans for key growth areas. In addition, Principals, Assistant Principals, Student and Family Support Coordinators, and School Operations Managers are part of role-alike teams which meet monthly to collaborate around issues specific to their position. Each member of the instructional leadership team also receives leadership coaching from the Vice President of Schools and HSO content specialists. Furthermore, Camino Nuevo Charter Academy provides all leaders with workshops focused on topics like: teacher evaluation, coaching, documenting personnel performance, data driven dialogue, and stakeholder communication.

5. **Teacher Leadership:** CNHS No. 2 established committees, which are comprised of teachers and leaders and are focused on initiatives related to teaching and learning, as well as initiatives focused on the socio-emotional support needed to maximize learning. One such example is CNHS No. 2's Ethnic Studies Committee. Another opportunity for teacher leadership is the role of Department Lead. In addition to leading meetings and Professional Learning Communities for their departments, Department Leads meet with school leaders monthly to discuss schoolwide priorities and initiatives.
6. **External Workshops and Opportunities:** CNHS No. 2 stays abreast of external PD offerings from community partners and curriculum specialists such as UCLA, Los Angeles County Office of Education, and College Preparatory Mathematics. School leaders align budget allocations for external PD with school-wide goals and student achievement data, sending teachers and departments to external sessions when appropriate.

Teacher Orientation and Induction

Teachers new to CNHS No. 2 participate in a mandatory 5-day new teacher orientation in July/August before all teachers return for school-wide professional development. During the orientation, new teachers learn the essentials of CNCA's approach to instruction and student culture. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the organization's approach to partnership with parents, professional expectations and safety procedures.

Following New Teacher Induction, both new and existing faculty come together for five days before school begins to revisit the Charter School's vision, delve deeper into curricula and planning, and recommit to 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.

Section 1.22 Recruitment of teachers

CNHS No. 2 seeks a group of professionals committed to our mission—that all students will become literate, critical thinkers with sensitivity to the world around them and the desire to be agents of social justice. In addition, the teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek tenacious and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff

who personalize their services with absolute customer service. Each Camino Nuevo Charter Academy campus selects its own staff. All candidates undergo a thorough hiring process led by the Charter School administrators. The hiring process helps to ensure that the candidate and school are well-matched.

Camino Nuevo High School No. 2 recruits through announcing openings and encouraging candidates at various locations, such as: Edjoin website, local universities recruitment fairs, LinkedIn, partnerships with LMU, CSUDH, & USC, Teach For America website, and word of mouth/inter office email. Camino Nuevo Charter Academy also has a teacher residency program in conjunction with Loyola Marymount University – Avance – through which CNHS No. 2 develops classified staff to become teachers.

Teacher Selection Process

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

Meeting the Needs of All Students

CNHS No. 2 maintains an unwavering commitment to providing high-quality educational opportunities to all students in this community and continues to work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

CNHS No. 2 offers both a rigorous academic program and a highly innovative approach to social-emotional whole-child learning. The academic program includes a college- preparatory instructional program that ensures all students access to A-G coursework, Advanced Placement classes, and curricula designed to support students' social and emotional needs. Teachers design rigorous State Standards-based curriculum with authentic reading and writing at its core across the content areas. Conceptual math, science and technology coursework provide students with the 21st century skills they need to succeed. Online programs are used to supplement, extend or intervene in students' learning. All of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the TK-12 continuum.

Further, the needs of the students are met through: 1. a program that includes a college-going culture of high expectations; 2. high quality core instruction, including text-first literacy instruction and conceptual math practices; 3. a relevant curriculum that employs best practices for English learners; 4. an inclusive model to support our Students with Disabilities; 5. a mental health program that fosters trauma-sensitive practices; and 6. innovative programs to foster genuine partnerships with parents at the high school level. Our instructional program focuses on increasing rigor and full implementation of the State Standards, while infusing the importance of social justice, character education, and a college going culture to meet the needs of the whole child.

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

Meeting the Needs of All Students

Section 1.23 Meeting the Needs of All Students - English Learners

CNHS No. 2 will continue to implement the EL Master Plan for Camino Nuevo Charter Academy. CNHS No. 2's process for identifying English Learners varies depending on whether the students are new to a California public school, new to Camino Nuevo Charter Academy, or a returning student. Regardless, we always ensure that student language proficiency levels are identified immediately and that students are placed in an ELD class as needed as soon as possible. Our process is delineated below:

Step #	Owner of Step	Step Notes
1	Registrar	Enroll student
2	Registrar	Determine student's English Language Acquisition Status
3	Registrar	If the student's status is either TBD or EL, notify the EL Admin
4	EL Admin	If a student is EL, review the prior ELAPC scores and iReady scores to determine accurate placement in an ELD class
5	EL Admin	If a student is TBD, speak with the student to temporarily ascertain whether they're at a beginning level of English proficiency in order to immediately enroll them in an ELD class. After administering the Initial ELPAC to TBD students, review results to determine whether the beginning ELD class is the accurate placement. If a student is IFEP, ELD is not needed.
6	EL Admin	Communicate which course the student should be enrolled in.
7	Registrar	Enroll students in ELD class on PowerSchool.
8	EL Admin	For students who are newcomers, share Newcomer

Step #	Owner of Step	Step Notes
		Guidance student's teacher and arrange release time for the teacher to plan appropriate instructional support for the student.

Under the Common Core State Standards, our English Learners are the most challenged by the demands of content area reading and academic language. Therefore, they require a systematic and explicit approach to teaching and practicing academic English (Goldenberg, 2008). Based on extensive research into effective programs, CNHS No. 2 has adopted two research-based curricula for teaching English Language Development, Systematic ELD (K-8 and 9-12 newcomers) and English 3D (9-12 Expanding/Bridging).

Regardless of Curriculum, CNCA's Designated ELD Instruction is grounded in the following core principles:

- Students are grouped and taught at their assessed ELD proficiency level at least four times a week for 30+ minutes;
- Students are explicitly taught forms and functions of language, which are paced out across the levels of language development to reflect a research-based linguistic progression for language learning;
- Instruction is aligned to the Common Core State Standards for ELA as well as the California ELD Standards, helping teachers give students the foundational language skills they need to access the core curriculum.
- Instruction is grounded in meaningful, worthwhile tasks and real-world themes which supports students' use of oral and written language in meaningful contexts.

Additionally, teachers use the following instructional strategies to ensure maximum student engagement:

- **Gradual Release of Responsibility:** Designated ELD lessons are characterized by a gradual release of responsibility from teacher modeling to guided oral practice to independent written practice. It is essential that teachers move through each of these phases in every lesson in order to ensure that students get enough oral practice and that they have an opportunity to apply their new oral language to writing.
- **Visual Supports:** Observers in a Designated ELD classroom at CNHS No. 2 should notice ample visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support.
- **Structured Language Practice:** During guided oral practice, students engage in Structured Language Practice routines, which promote focused, accountable talk. They range from routines for whole class choral language practice (e.g., Echo Repeat) to small group activities (e.g., Talking Stick) to partner routines (e.g., Lines of Communication).
- **Written Application Tasks:** In order to ensure that students' oral language production transfers to their writing, teachers embed daily written application tasks as early as Kindergarten. These tasks may be guided, as with a shared writing activity, or may be more independent, such as an exit ticket. The key feature of all written tasks in Designated ELD is that the teacher explicitly makes the connection between them and students' oral language practice so that students begin to write the way they speak and speak the way they write.

Curriculum and Assessment

At CNHS No. 2, we believe that data analysis is equity work—a powerful tool to disrupt predictable patterns of student success and failure based on identity. Assessments are not merely evaluative instruments; they are central to our mission of ensuring that every student graduates college-ready and equipped to thrive. Assessment data, when analyzed with purpose and urgency, empowers educators to identify and close gaps in achievement and opportunity, ensuring that all students reach their full potential.

Our vision is to foster a data-driven culture where assessments are used intentionally to support excellent teaching, informed instructional decisions, and meaningful student growth. Through consistent and equitable assessment practices, we come closer to our vision that every student—regardless of background—has access to high-quality instruction and the opportunity to succeed.

To that end, all teachers at CNHS No. 2 engage in frequent and sustained data-driven cycles of learning and development, including biweekly data analysis with their coach and/or department team. In these data PLCs, teachers analyze the impact of their instruction on student learning by reviewing student work on formative assessments, with a particular focus on outcomes for English Learners.

The following table provides an overview of the assessments administered at CNCA to assess English Learner progress in language and literacy. All data sources below, including the results of the Initial and Summative ELPAC, are used to support and accelerate student progress toward English Language Proficiency. This includes ensuring that students are appropriately placed in targeted, designated ELD levels that focus on the standards, grammatical forms, and vocabulary appropriate for the proficiency level.

Language Assessments for English Learners

Diagnostic	Short Cycle	Interim (4-6wks)	Comprehensive
<ul style="list-style-type: none">• i-Ready (English and Spanish)• Initial ELPAC	<ul style="list-style-type: none">• Daily exit tickets• Weekly oral or written application tasks in ELD• Weekly reading comprehension or constructed response in ELA	<ul style="list-style-type: none">• ELD and ELA Unit Assessments	<ul style="list-style-type: none">• Summative ELPAC• SBAC

Meaningful Access to the Core Curriculum

In order to ensure that English Learners achieve parity with their non-English Learner peers, CNHS No. 2 provides both Designated and Integrated ELD. The California ELA/ELD Framework states, “Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs...to ensure students strengthen their abilities to use English as they simultaneously learn content through English.” Research on the length of time needed to acquire native-like language proficiency suggests that intentionally designed Integrated ELD should in fact be provided to students past their initial reclassification. Virginia Collier, a professor of bilingual education, states, “Research has indicated that it takes the most advantaged students

4-12 years of second language development to reach deep academic proficiency to compete successfully with native speakers.” Given that meeting the criteria for reclassification does not necessarily indicate that one has achieved “deep academic (language) proficiency,” CNHS No. 2 provides Integrated ELD to all students in an effort to achieve this goal.

Mathematics

In order to provide students with Integrated ELD, CNHS No. 2 teachers plan all content instruction with language in mind and curricula were strategically selected to support language rich classrooms. In mathematics, our teachers utilize the integrated ELD supports embedded in the curriculum. At the 9-12 level, math teachers use College Preparatory Mathematics as their core curriculum. The curriculum provides the following integrated supports for English Learners:

- Language objectives
- Key vocabulary
- Embedded strategies for engaging English Learners
- Cooperative Learning Structures
- Discussion protocols
- Visuals and manipulatives to support critical thinking and problem solving

English Language Arts and Social Studies

In ELA and Social Studies teachers lean on the following strategies to provide meaningful access to multilingual learners:

- High quality, rigorous, and culturally relevant text
- Thematic knowledge-building units with text sets to build student knowledge and fluency
- Explicit vocabulary development and practice
- Plentiful opportunities for discussion and writing
- Embedded strategies for engaging English Learners; including cross-linguistic connections

CNCA’s Newcomer Program

Newcomer Data

The number of students enrolling in Camino Nuevo schools who have recently immigrated to the U.S. has steadily increased over the last several years. Currently, there are 35 newcomers across grades 9 - 12 at CNHS No. 2.

Program Purpose

CNCA’s Newcomer Program aims to provide the highest-quality educational experience for students who are recently arrived immigrants to the United States. The Newcomer Program has the ultimate goal of ensuring that newcomer students are given opportunities to acclimate to the American education system and culture, while receiving all of the necessary academic and social-emotional supports to be successful. The newcomer program is intended to accelerate English Language Development, bridge the educational and social-emotional experience of students and to support newcomer students and families during their transition to schooling in the United States.

Eligibility

Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth. In order to be eligible for CNCA’s Newcomer Program, students must:

- Be an English Learner
- Be in grades 6-8 and have been enrolled in U.S. schools for 2 years or less¹²
- Be in in grades 9-12 and have been enrolled in U.S. schools for 3 years or less
- Have received a score of Novice on the Initial ELPAC or Level 1 Emerging on the Summative ELPAC

Academic Coursework

In order to accelerate English Language Development, students who participate in the Newcomer Program in grades 9-12 will enroll in an intensive ELD pathway which requires students to take two ELD courses each year, across two years. This pathway is outlined below:

	Semester 1 Course	Semester 2 Course
Year 1	Emerging	Emerging/Expanding
Year 2	Emerging /Expanding	Expanding

Emerging ELD: In this course, ELD instruction is guided by the California ELD standards at the Emerging level. Students are taught the survival English they need in order to have their basic needs met in and outside of school. In addition, ELD teachers create opportunities to help students acclimate to life and schools in the U.S.

Expanding ELD: This course is guided by the ELD standards at the Expanding level. Students at this level are beginning to use English for academic purposes, but continue to need moderate support in order to engage with grade-level course work. This course is designed to teach the more complex English language forms that students need for continued academic success. In addition, ELD Teachers provide tutoring to support students with grade-level content courses. Teachers also provide reading intervention to support students to access grade-level standards.

9th grade students in their first year of the Newcomer Program who are also enrolled in Emerging ELD can forego enrolling in 9th grade English. Instead, enrollment in a Bridging ELD course meets the English Language Arts graduation requirement.

Students with Limited or Interrupted Formal Education

Students who arrive to CNHS No. 2 with limited or interrupted formal schooling experiences require additional specialized support in order to accelerate literacy and language development. In these instances, the Charter School will implement the following:

- **Enroll in Intervention Course:** In addition to ELD, the school site will enroll the student in an additional intervention course such as Academic Enrichment, Study Lab, or

¹² Students with interrupted formal education (“SIFE”) need additional time to catch up with non SIFE peers. As such, 6th-8th grade SIFE students are eligible for the Newcomer program if they’ve been enrolled in U.S. schools for 3 years or less and 9-12th grade SIFE students are eligible for the Newcomer program if they’ve been enrolled in U.S. schools for 4 years or less.

an English Language Arts Support class. If available, the student may be offered an intervention opportunity through the after school program or Expanded Learning Opportunities-Program.

- **Assess Literacy Development in English and the Home Language:** In collaboration with the HSO, the Charter School will arrange for the student to complete a diagnostic reading assessment in English and their home language (where possible).
- **Create a Personalized Intervention Plan:** In conjunction with the Director of Biliteracy and Multilingual Learners, the school site will use the results of the diagnostic assessments to determine the best course of study and for the student during their Intervention course, including the materials that should be implemented.

Other Academic Supports

In addition to the specialized course study outlined above, students in the Newcomer Program also receive specialized language interventions in their grade-level courses to increase access to grade-level content. These interventions are outlined below:

- **Strategic Partnering:** It is well documented in educational research that heterogeneous groupings are beneficial for students of all achievement levels, both for social and academic development. This is especially true for English Learners. As such, teachers strategically pair Newcomer English Learners with students who serve as language and learning models. When determining these groupings, teachers also consider additional factors such as: shared language backgrounds and social compatibility.
- **Language Resources:** Teachers provide students with a variety of language resources to support their emerging use of the English language as well as to facilitate comprehension and mastery of the grade-level core content standards. These language resources may include:
 - Definitions and/or translations of key vocabulary or terms
 - Sentence frames and sentence stems for oral and written use
 - Translated texts and assignments, where applicable
- **Visual Supports:** Because English Learners are both learning a new language and grade-level content simultaneously, teachers of students who are enrolled in the Newcomer Program are sure to provide visual input in addition to auditory input in order to increase comprehension. In practice this may look like:
 - Utilizing graphic organizers for whole class instruction as well as individual use (e.g. venn diagrams, flow charts, and other thinking maps)
 - Attaching images to key vocabulary concepts or tasks
- **Bilingual Teacher Assistant:** To the extent possible, students in the Newcomer program are enrolled in grade-level courses with a bilingual Teacher Assistant (“A”). The IA works with the teacher to translate key instructional materials and activities such as focus questions, assignments, and prompts. Under teacher direction, the IA also facilitates small group instruction as needed.

Wrap Around Services and Family Engagement

CNCA takes a trauma-informed approach to our interactions with students and families. Additionally, although the immigration experience of each student is unique, many students who have recently arrived to the U.S. may need additional mental health, wellness, immigration, or other services in order to acclimate to their new life and home. As such, the Newcomer Program team at each school site reviews individual student data to connect students and families with the resources they need inside and outside of school.

Families play an integral part in their child’s education and academic success. A newcomer student’s family may include, but is not limited to, their parents, caregivers, sponsors, and guardians. It is important to recognize that family engagement may involve immediate or extended family members depending on the student’s situation.

Process for Annual Evaluation of the EL Program

The administrators of CNHS No. 2 meet with members of the Academics Team from Camino Nuevo Charter Academy’s Home Support Office on a regular basis in the form of Learning Leaders PD sessions and quarterly Reciprocal Agreements. These meetings are opportunities for school site and organizational leaders to collectively evaluate the effectiveness of the entire educational program, including the English Learner Program. During these meetings, leaders analyze a wide range of EL performance data, including ELPAC scores, Lexile scores, Benchmark scores, and course grades. They also analyze whole child data points such as attendance and suspensions. This holistic portrait of English Learner performance allows leaders to synthesize programmatic strengths and weaknesses, as well as determine whether members of the following subgroups are in need of additional support:

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

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

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

Reclassification Process and Criteria

The following describes the reclassification process for the 2025-2026 school year, as well as the reclassification criteria for all Camino Nuevo Charter Academy students.

Reclassification Process

Step 1	Process
Step 1	CNCA’s Data Consultant creates RFEP Lists and RFEP Letters pre-filled out Director of Biliteracy and Multilingual Learners shares with the Charter School sites via email
Step 2	Site EL Lead Schedules and holds a parent workshop to communicate RFEP

Step 1	Process
	<p>qualification and request signatures on the parent letter</p> <p>Site EL Leads should have the workshop scheduled no more than 2 weeks after receiving RFEP List</p> <ul style="list-style-type: none"> • Invite Director of Biliteracy and Multilingual Learners to the workshop by sending a calendar invite
Step 3	Charter School files the original RFEP letter in the student's cumulative file. (Confirm on the Notification Form)
Step 4	Charter School updates PowerSchool Status & closes LIP Program (Confirm on the Notification Form)
Step 5	Charter School fills out RFEP Notification Form <ul style="list-style-type: none"> • One submission per student
Step 5	Knowledge Management (“KM”) team updates CALPADS and confirms on the tracker
Step 6	The Director of Biliteracy will monitor RFEP Notifications in the KM/Academics team meeting, communicating with schools as needed

Criteria

The following table outlines the CNCA-board approved Reclassification Criteria for 2025-2026: *Students must meet ALL of the listed criteria in order to reclassify. The following is the criteria for students in grades 9 - 12.

Reclassification Criteria (Grades 9 - 12)	
ELPAC	Summative ELPAC Overall Performance Level of 4.
Basic Skills Assessment	<p>Lexile level falls within the “Approaching College and Career Readiness” band or better.</p> <p style="text-align: center;">OR</p> <p>i-Ready Diagnostic placement of “One Grade Level Below” or better.</p> <p style="text-align: center;">OR</p> <p>Scores a minimum of level 3 overall on ELA SBAC.</p>
Teacher Evaluation	ELA Progress report indicates grade C- or better.

Parent Opinion	Once relevant data have been shared with the parent or guardian with educational rights, that family member must indicate their approval on the RFEP letter.
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Alternate Reclassification Criteria

The purpose of the tables below is to delineate alternate criteria that an IEP team may consider in order to determine readiness for reclassification for students who meet all of the following criteria:

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

Grades 6-12

Camino Nuevo RFEP Criteria	Alternate RFEP Criteria for SWDs who are LTELs
<p>English Language Proficiency Assessment</p> <ul style="list-style-type: none"> ● Summative ELPAC Overall performance level of 4 ● Summative Alternate ELPAC Overall Performance Level 3 <p>For Students with IEPs, refer to the Exemptions Guidance</p>	
<p>Basic Skills Assessment IRLA Reading level is no more than one year below grade level. OR Lexile level falls within the “approaching college and career readiness” band or better. OR i-Ready Diagnostic placement of “One Grade Level Below” or better OR Scores a minimum of level 3 overall on ELA SBAC</p>	<p>Score on Assessment of Basic Skills Sufficient mastery of basic skills, as compared to native speakers of English with similar disabilities.</p>
<p>Teacher Evaluation ELA progress report grade of 2 or better, or C- or better.</p>	<p>Teacher Evaluation Student’s level of mastery of grade-level literacy content for all domains (reading, writing, listening, and speaking) demonstrates parity with native speakers of English with similar disabilities (based on a combination of literacy grades and progress toward IEP goals)</p>
<p>Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that</p>	<p>Parent Opinion Once relevant data have been shared with the parent or guardian with educational rights, that</p>

Camino Nuevo RFEP Criteria	Alternate RFEP Criteria for SWDs who are LTELs
family member must indicate their approval on the RFEP letter.	family member must indicate their approval on the RFEP letter. If any of the above alternate criteria have been utilized to determine readiness for reclassification, parent approval must be obtained via an annual IEP team meeting.

On a quarterly basis, school and Home Office leaders review holistic academic progress of students, including a look at the following language learner subgroups: ELs, RFEPs, LTELs, and students At-Risk of becoming LTELs. This includes an analysis of key academic and engagement data points, such as quarterly benchmark and iReady scores, course grades, and attendance percentages. This data allows us to reflect on the effectiveness of the supports in place for LTELs and those At Risk of becoming LTELs, adjusting accordingly.

Section 1.24 Meeting the Needs of All Students - Gift and Talented Education (“GATE”) Students and Students Achieving Above Grade Level

Camino Nuevo Charter Academy’s educational philosophy is grounded in the belief that we should serve all students with the expectation that they can achieve at the highest academic levels. As such, CNHS No. 2 does not identify GATE students nor do we offer GATE classes. High-achieving students will be identified by scoring above grade-level on i-Ready and/or CAASPP assessments, reading at least one or more years above grade level, and achieving mastery in core courses with a score of 4 or an A. Teachers will consistently analyze student data and performance to inform their instructional focus and promote appropriately differentiated opportunities to challenge our highest-achieving students.

Additionally, CNHS No. 2 uses the data mentioned above to help us identify students who are eligible for two accelerated learning pathways:

- **AP Courses:** CNHS No. 2 offers over 10 AP courses in Math, Science, English, History, Spanish and the Arts. Students who have demonstrated success in these content areas apply and are selected to take AP courses to continue to challenge their academic growth
- **Accelerated Math Pathway:** At any point in their high school career, students who show an aptitude for math and have multiple data points that demonstrate their ability to excel in mathematics are given the opportunity to enter an accelerated math pathway, which gives them access to AP pre-calculus and AP calculus courses and follows a path similar to the one outlined below

Accelerate Pathway Beginning in 9th Grade			Accelerated Pathway Beginning in 10th Grade		
Grade	Semester 1 Math Course	Semester 2 Math Course	Grade	Semester 1 Math Course	Semester 2 Math Course
9	Algebra I	Geometry	9	Algebra I	
10		Algebra II	10	Geometry	Algebra II

Accelerate Pathway Beginning in 9th Grade			Accelerated Pathway Beginning in 10th Grade		
Grade	Semester 1 Math Course	Semester 2 Math Course	Grade	Semester 1 Math Course	Semester 2 Math Course
11		AP Precalculus	11		AP Precalculus
12		AP Calculus	12		AP Calculus

The Principal will be the onsite designee for parents to contact regarding GATE.

Section 1.25 Meet the Needs of All Students - Students Performing Below Grade Level

Each semester, the principal, APs, and core content teachers use i-Ready performance data as well as grades to identify struggling students who need long-term intervention. Students performing significantly below grade level, as well as those on the cusp of moving into grade level in SBAC tested grades and subjects, are placed in an intervention class named Practicum that is taught by content-specific teachers. During Practicum, students receive support for their core subject area class, complete remediation work, and preview upcoming lessons to position students to accelerate in core classes.

In addition to intervention courses, CNHS No. 2 has also implemented i-Ready pathway learning once a week during Advisory. This ensures that all students have an opportunity to work on math or language arts content at their current level and is a data-based strategy to accelerate student learning over time for those who are currently performing below grade-level. As students in this subgroup engage in short-cycle and summative assessment, teachers and school leaders analyze data to determine their need to stay in the intervention during the next semester.

On a quarterly basis, school and Home Office leaders review holistic academic progress of students, including a look at the following language learner subgroups: ELs, RFEPs, LTELs, and students At-Risk of becoming LTELs. This includes an analysis of key academic and engagement data points, such as quarterly benchmark and iReady scores, course grades, and attendance percentages. This data allows us to reflect on the effectiveness of the supports in place for LTELs and those At Risk of becoming LTELs, adjusting accordingly.

Section 1.26 Meet the Needs of All Students - Socioeconomically Disadvantaged/Low Income Students

CNHS No. 2 identifies students classified as socioeconomically disadvantaged or low-income through the information provided by parents on the federal lunch application or alternate income survey. Every year, parents complete a new application for the National School Lunch Program or alternate income survey and those families indicating they earn below the income eligibility are classified as socioeconomically disadvantaged or low-income.

The majority of families at CNHS No. 2 qualify as socioeconomically disadvantaged as indicated by 97% of our students receiving free or reduced price meals. Approximately 18% of our students are English Learners and 15% of students are Students with Disabilities.

Many times, students who come from low socioeconomic status households require more extensive support to be successful in school. As mentioned earlier, our instructional model is grounded in a whole-student approach, taking into account the social emotional, social capital, and academic needs of our students. Instructional strategies for meeting the needs of low income/socioeconomically disadvantaged students are often the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible.

Each semester, the principal, APs, and core content teachers teachers and leaders use i-Ready performance data to analyze the progress of students in this subgroup, identifying struggling students who need long-term intervention. Students performing significantly below grade level, as well as those on the cusp of moving into grade level in SBAC tested grades and subjects, are placed in an intervention class named Practicum that is taught by content-specific teachers. During Practicum, students receive support for their core subject area class, complete remediation work, and preview upcoming lessons to position students to accelerate in core classes. As students in this subgroup engage in short-cycle and summative assessment, teachers and school leaders analyze data to determine their need to stay in the intervention during the next semester.

To close the achievement gap many of our low income/socioeconomically disadvantaged students face, CNHS No. 2 covers the costs for students to submit college applications and provides fee waivers for AP tests, hosts annual college fairs to expose students to a variety of universities, provide workshops for parents and students on completing financial aid forms for college, fee waivers for college applications and college testing, and scholarship applications.

As part of the wraparound support for students, CNHS No. 2 allocates a significant amount of resources to employ personnel to meet the needs of our students. Personnel include but are not limited to a:

- Student and Family Services Coordinator who provides extensive training for parents, coordinates services for families, and connects with other outreach organizations to provide wraparound supports.
- Two-full time college counselors and a part time college counseling assistant. Our families and students have a relatively low counselor to student ratio when compared with the national average.
- Two full-time mental health clinicians provide direct services to students and families, including individual counseling, crisis intervention, and wellness support. Both clinicians organize and host regular community outreach events to promote the mental health and well-being of students, families, and staff.

In addition to our robust staffing model, CNHS No. 2 offers all students internship opportunities and experiential educational opportunities¹³, such as college trips, camping trips, and partnerships with a variety of leadership development organizations that are intended to build our students' social capital so they are prepared to navigate the academic and social challenges of college, regardless of their socio-economic status.

In order to meet the unique needs of the Charter School's low-income/socioeconomically disadvantaged students, CNHS No. 2 provides families with information on where to receive free or reduced cost medical, vision, dental, and mental health care. CNHS No. 2 covers the cost for

¹³References to programs beyond the 9-12 are outside the scope of the petition and provided to illustrate the services that the Charter School provides

every enrolled student to receive a student LA County Metro TAP card for free bus and train rides throughout the school year. We offer an extensive, free after-school program so students of working parents that do not have childcare available can remain on campus until 6:00 PM, participating in a variety of clubs and activities. Some of these clubs and activities include, basketball, volleyball, soccer, drumline, music club, gardening, and engineering club. There are no fees associated with our after-school program and students that participate receive free supper.

Section 1.27a Meeting the Needs of All Students - Students with Disabilities

The FSDRL contains all provisions necessary to address matters related to students with disabilities and special education beyond what is written below.

Section 1.27b Meeting the Needs of All Students - Foster and Homeless Youth

CNHS No. 2 serves a high-needs population. 98.6% of our students come from households that qualify for free or reduced price meals, many of our students have been exposed to traumatic life experiences related to living in poverty, and for many of the students at CNHS No. 2, the Charter School is the one point of stability in their lives.

CNHS No. 2 offers a variety of support for students with extraordinary needs and has embedded supports to address these needs throughout its approach to instruction, social emotional supports, and outreach to parents. Given the needs of our school community, CNHS No. 2 invests heavily in ensuring that students and families are supported from the moment they enter our building.

Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. Strategies and services such as in school therapy, a restorative approach to discipline, and highly differentiated instruction all meet the needs related to servicing foster youth. Additionally, CNHS No. 2 employs a Student and Family Services Coordinator who acts as a liaison to any and all agencies involved in providing services for homeless or foster youth students and works diligently to ensure their needs are being met and prioritized. Should students need services, the Student and Family Services Coordinator will assist the student with referrals to school based educational programs and/or support services as well as community resources. Families, children and youth receive educational services for which they are eligible, including referrals to health, mental health, dental and other appropriate centers.

CNHS No. 2 screens for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home). Foster youth struggling in classes may receive poor grades, have difficulty understanding the content, and often do not complete assignments. Students can be referred to the Student Support and Progress Team (“SSPT”) process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth are also provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves. CNHS No. 2 identifies homeless youth through the enrollment forms families complete when enrolling in our school and annually through completion of the Student Housing Questionnaire (SHQ). Other ways we screen for homelessness is through drop in grades, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless, the Charter School informs them of their rights under the McKinney-Vento Act. CNHS No. 2 adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

Students in all subgroups are monitored through performance on state assessments, internal benchmark exams, and grades. The Principal is responsible for monitoring these students. Continued support is provided to students based on their performance on each indicator.

CDE-identified “High Performing” Charter Schools

Not Applicable

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Public School Choice Performance

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

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

Measurable Goals of the Educational Program

Section 2.1 Measurable Goals of the Educational Program

Please see Element 1, The Requirements of California Education Code § 47605(c)(5)(A)(ii) and the completed LCFF State Priorities Table for more information.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Section 2.2 Performance Targets Aligned to State Priorities

Please see Element 1, The Requirements of California Education Code § 47605(c)(5)(A)(ii) and the completed LCFF State Priorities Table for more information.

Section 2.3 Annual Measurable Goals for Each Grade Not Participating in CAASPP

Please see Element 1, The Requirements of California Education Code § 47605(c)(5)(A)(ii) and the completed LCFF State Priorities Table for more information.

Section 2.4 Other Performance Targets

Please see Element 1, The Requirements of California Education Code § 47605(c)(5)(A)(ii) and the completed LCFF State Priorities Table for more information.

Method for Measuring Pupil Progress Toward Outcomes

Section 2.5 Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

We use the following tools to measure student progress:

- **State-Required Tests:** All state required tests including CAASPPs/CA Alternate Assessment (CAA), CAST, Physical Fitness Test (PFT) and ELPAC for English Learners **(Annually)**
- **Other Standardized Assessments:** AP Tests for those students enrolled in AP Courses **(Annually)**
- **Computer Adaptive Assessments:** i-Ready administered a minimum of twice per school year
 - Traditional Classroom Assessments **(Frequency is varied)**
 - Quizzes
 - Essays
 - Projects and Presentations
- **Final Exams/Summative Assessments:** Common standards-based summative assessments, aligned to the curriculum, for each major academic content area. Every core academic class administers final exams at the end of the course. The format of those exams varies.

A sample of our academic Assessment Calendar has been provided below.

	August	September	October	November	December	January	February	March	April	May	June
Literacy Assessments											
i-Ready Reading Diagnostic	Window: August 12 - September 6									Window: May 19- June 13	
9th, 10th & 12th Grade ELA Benchmarks			Benchmark Due: October 4		Final Due: December 13			Benchmark Due: March 21			
11th Grade ELA Benchmarks			2 IABs Due: October 4		ICA Performance Task Due: December 13			2 IABs Due: March 21			Final Due: June 6
Math											
i-Ready Math Diagnostic	Window: August 12 - September 6			Window: November 18 - December 13						Window: May 19- June 13	
Algebra		Mid-Quarter 1 Assessment (Ch. 1-3) Administer by: September 11	Quarter 1 Assessment (Ch. 4-6) Administer by: October 9	Mid-Quarter 2 Assessment (Ch. 7-9) Administer by: November 12			Mid-Quarter 3 Assessment (Ch. 1-3) Administer by: February 12	Quarter 3 Assessment (Ch. 4-6) Administer by: March 25		Mid-Quarter 4 Assessment (Ch. 7-9) Administer by: May 12	
Geometry		Mid-Quarter 1 Assessment (Ch. 1-3) Administer by: September 13	Quarter 1 Assessment (Ch. 4-6) Administer by: October 11	Mid-Quarter 2 Assessment (Ch. 7-9) Administer by: November 15			Mid-Quarter 3 Assessment (Ch. 1-3) Administer by: February 11	Quarter 3 Assessment (Ch. 4-6) Administer by: March 20		Mid-Quarter 4 Assessment (Ch. 7-9) Administer by: May 7	
Algebra II		Mid-Quarter 1 Assessment (Ch. 1-3) Administer by: September 19	Quarter 1 Assessment (Ch. 4-6) Administer by: October 15	Mid-Quarter 2 Assessment (Ch. 7,8,12) Administer by: November 20			Mid-Quarter 3 Assessment (Ch. 1-3) Administer by: February 20	Quarter 3 Assessment (Ch. 4-6) Administer by: March 24		Mid-Quarter 4 Assessment (Ch. 7,8,12) Administer by: May 12	
Science											
Benchmarks Sana Created			Mid-Term Due: October 4		Final Due: December 12			Mid-Term Due: March 14			Final Due: May 23
History											
Benchmarks			Mid-Term Due: October 4		Final Due: December 13			Mid-Term Due: March 21			Final Due: June 6
ELD											
Unit Assessments							Guidance Forthcoming				
State Assessments											
ELPAC							ELPAC Testing Window: February 18 - March 21				
CAASPP									SBAC & CAST Window: May 12 - June 13		

Data Analysis and Reporting

Section 2.6 Data Analysis, Collection and Reporting

CNHS No. 2 staff uses data to both drive classroom instruction and program individualized supplemental work for students. This use of data is both a core value and common practice at Camino Nuevo. Camino Nuevo staff at both the Charter School site and the home support office gather and analyze data from various assessments, looking for trends in student learning and lessons that may need to be reviewed further. Data points include but are not limited to:

- o ELPAC Levels
- o RFEP Status
- o SBAC Standard Proficiency
- o i-Ready diagnostic levels
- o Content-specific Benchmark Assessments
- o Content specific Mastery Grades
- o Subgroup performance on these data points

After administering and reviewing student assessment data, the Home Support Office's Academic Team meets with site leaders/administrators, and teachers to engage in a robust data analysis process to identify strengths of the academic program, areas for growth, struggling students, and opportunities for re-teaching. Focus students are identified so that teachers may strategically target differentiated supports to meet their individual needs. Not only is the overall proficiency evaluated, but causal factors, such as students' literacy and language abilities, are considered as levers for progress towards proficiency.

The performance of high priority subgroups, such as ELs and students with disabilities is examined so that we may closely monitor their progress. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours. Results from these assessments and activities are collected and analyzed continuously in order to drive program improvement across all facets of the school.

We regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- School Accountability Report Card (SARC)
- Local Control and Accountability Plan (LCAP)
- Data from an annual parent satisfaction survey.
- Information on major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally

This data is reported to the Governing Board through reports at Board meetings and tracking key school metrics over time. School-wide data is shared with parents through parent meetings (coffee with the principal, MLL parent meeting, Title I annual meeting), with staff at professional development sessions, and with staff/students at School Meetings and in signage posted on campus.

Grading, Progress Reporting and Promotion/Retention

Section 2.7a Grading

CNHS No 2. implements standards-based grading and as such, student assessment through the grading process is highly correlated to proficiency levels on the State Standards. At CNHS No. 2, students take a variety of courses that are attached to credits. To earn credit for a course, a student must earn a grade of “C” or higher unless the student has an IEP that states the student is on an alternate grading curriculum. This grading system uses a 4-point scale, a sample of which can be seen below.

4 Point Scale	Proficiency Level	Approximate Letter Grade Equivalency
4	Exceeds	A
3	Meets	B
2	Approaches	C
1	Does Not Meet	F
0	No Data	No Grade

Section 2.7b Progress Reporting

Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and ensure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored, as these are closely related to student success.

The following are the formal ways in which CNHS No. 2 communicates student progress.

- Progress Reports are distributed four times per year.
- Report Cards are issued at least twice a year.

Additionally, CNHS No. 2 holds two parent conferences annually to provide families with an update on their students’ progress toward graduation requirements. Families/Guardians receive access to CNHS No. 2’s Student Information System “SIS” and are able to review student grades and contact teachers at any time throughout the year.

Section 2.7c Promotion and Retention

Promotion

CNCA has developed a standards-based promotion policy consistent with Education Code 48070.5(d)(1), which is applicable to school districts. Students in grades 9-12 are required to meet minimum identified criteria in order to be promoted to the next grade.

Retention

Laws applicable to traditional public schools mandate retention for grades 9-12 students not meeting identified criteria unless the regular classroom teacher recommends promotion or the summer school teacher recommends promotion at the end of summer school/intersession.

Also included in CNCA's policy are the criteria for retention and mandatory summer school/intersession/intervention program. Multiple measures must be used to determine promotion in all grades. These multiple measures include i-Ready proficiency and growth, standards-based course grades, and teacher judgment. Teachers utilize Light's Retention Scale in order to assess the likely impact of student retention based on holistic measures, such as chronic absenteeism, social and physical development, and school engagement.

Camino Nuevo High School No. 2 tracks progress toward graduation requirements very carefully. If a student is not on track toward graduation at the end of a given year of high school, and it will not be mathematically possible for them to make up the credits required to graduate on time, they will be retained.

Element 4 - Governance

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

General Provisions

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

Legal and Policy Compliance

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by

LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

Notification of the District

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

Student Records

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

Parent Engagement

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

Federal Program Compliance

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

Governance Structure

Camino Nuevo High School No. 2 is a direct-funded, independent charter school operated by Camino Nuevo Charter Academy. The Charter School is governed by Camino Nuevo Charter Academy's Board of Directors ("Board") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the term of this charter and have been submitted with this charter petition.

The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School.

Section 4.1 Describe the Charter School's Governance Structure

ORGANIZATIONAL CHART

CAMINO NUEVO CHARTER ACADEMY

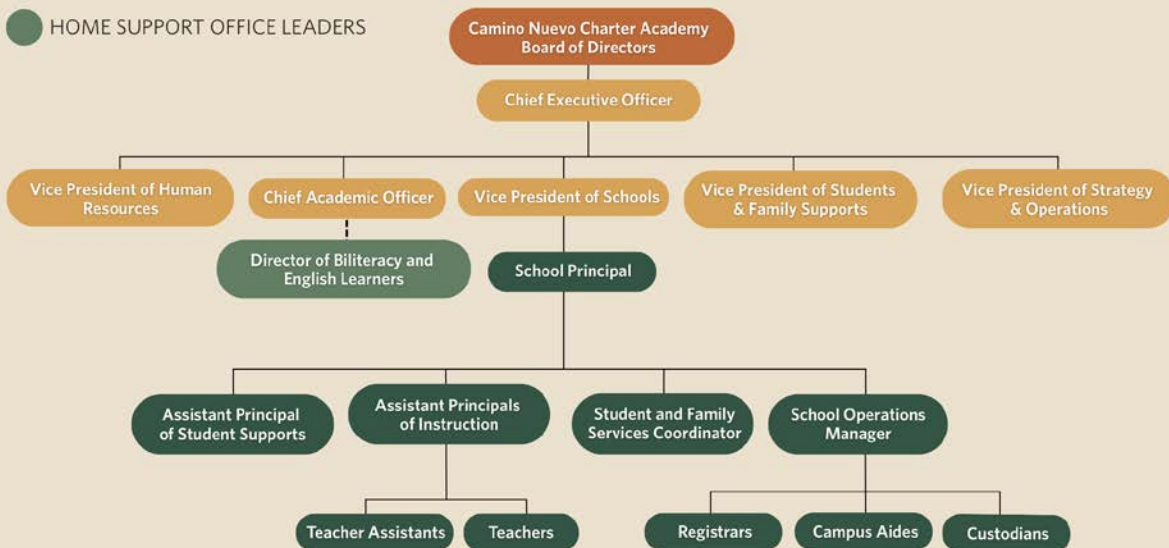
ORGANIZATIONAL CHART

Dalzell Lance High School Campus



Camino Nuevo Charter Academy
Dalzell Lance Campus

- SENIOR LEADERSHIP
- SITE STAFF
- HOME SUPPORT OFFICE LEADERS



MAJOR ROLES AND RESPONSIBILITIES

The CNCA Board is the sole controlling and governing body for CNHS No. 2 and accordingly holds fiduciary authority and responsibility for, among other things:

- The governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended;
- Charter School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students;
- The selection, hiring, compensation, supervision, evaluation, and termination of the CNCA Chief Executive Officer.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which Camino Nuevo Charter Academy is established.

The Camino Nuevo Charter Academy Board of Directors attends an annual or every-two-years in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, ethics (AB 1234/2158), conflicts of interest, and the Brown Act.

Chief Executive Officer (“CEO”): The CEO manages the day to day operations of the Charter School, acting as an agent of the Board. The CEO provides information and input to the Board and manages all Charter School business. The CEO manages the CNCA staff and several of its officers, oversees the charter schools within the CNCA network and works closely with the Board to execute the long-term, strategic growth of CNCA and its mission.

Chief Academic Officer: Under the direction of the CEO, the CAO oversees all academic functions of the CNCA organization. The CAO is responsible for the planning, development, implementation, assessment, and improvement of the instructional programs across the organization and its charter schools. They are also responsible for adult learning across the organization. They report directly to the CNCA CEO and oversee the Vice President of Schools (“VPS”) and the Vice President of Student and Family Supports (“VPSFS”), both of whom provide direct services to schools.

Vice President of Schools: The VPS is a member of both the Senior Leadership Team (“SLT”) and the Instructional team responsible for setting and overseeing the strategy for all leader development across the CNCA network of schools. The VPS manages school site principals and academic team leaders, including planning and implementing professional development for school principals and academic staff as well as conducting evaluations for all principals.

Vice President of Human Resources (“VPHR”): The VPHR is a member of the PN-EDG staff and their services are included in the CNCA / PN-EDG limited services agreement; the cost of services are covered in the indirect fees CNCA pays to PN-EDG for services.

Vice President of Student and Family Supports: The VPSFS is a member of the PN-EDG staff and their services are included in the CNCA / PN-EDG limited service agreement; the cost of services are covered in the indirect fees CNCA pays to PN-EDG for services.

Vice President of Strategy and Operations (“VPSO”): The VPSO is a member of the PN-EDG staff and their services are included in the CNCA / PN-EDG limited service agreement; the cost of services are covered in the indirect fees CNCA pays to PN-EDG for services.

Principal: The Principal serves as the educational leader, responsible for the development, implementation, and evaluation of a high quality, comprehensive educational program. They are responsible for administering the educational program in accordance with Camino Nuevo Charter Academy’s school board policies and administrative rules and regulations. (See full job description in Element 5, below).

Governing Board Composition and Member Selection

Section 4.2 Governing Board Composition and Member Bios

CNCA Board Members

David Gidlow, Board Chair began his work with Camino Nuevo Charter Academy in 2013 when he volunteered to work in the College Center at CNHS No. 2. David mentors seniors through the college application process. As a result of this work, he was invited to join the CNCA Board of Directors in 2016, became Secretary of the board in 2018 and Board Chair in 2023. In addition to his work our high school, in 2016 David began volunteering as a college counselor with the program College Match, which serves gifted high school students in underserved communities throughout Los Angeles. As the College Match counselor for Dalzell Lance, David has supported

students in their journey to colleges such as, Harvard, Brown, Stanford, Middlebury, Wellesley, Tufts, UCLA and Berkeley. Recognizing that the journey to college does not end with high school graduation, David maintains connections with former CNCA students and serves as an informal mentor during and after their college experience. David is also an active member of the CNCA Scholarship committee.

David is a retired executive in the apparel industry where he specialized in product development and supply chain management. He has worked for a mix of large corporations including Warner Bros. and Macy's as well as smaller, entrepreneurial companies such as BUM Equipment and Babystyle. He has traveled extensively in Asia, Latin America, and Europe. A native of St. Louis, David earned a B.A. in Political Science from Occidental College, and an MBA in Marketing from the Anderson Graduate School of Management at UCLA.

Gil Flores, Secretary is a Seasoned Finance professional with over 25 years of experience in Commercial Banking. Over the last two decades Gil has worked for some of the top financial institutions in Southern California, currently serving as a Senior Vice President for Western Alliance Bank in Southern California. Gil leads a team of financial specialists who deliver financial solutions for privately held companies with revenues ranging from \$20 million to \$300 million annually. Gil is an effective problem solver focused on delivering tailored financial solutions and guidance to help his clients navigate through prevailing economic trends.

Gil currently serves as Secretary of Camino Nuevo Charter Academy, a premier charter school near the same neighborhood where Gil grew up. Gil grew up in Los Angeles near the mid-Wilshire area after emigrating as a teenager from Nicaragua.

Gil holds a Bachelor's in Business-Accounting from the University of Phoenix, Los Angeles. He resides in Upland, CA with his wife and three sons and enjoys spending the weekends cheering on his youngest son as he competes with his High School in marching band competitions.

Celia Garcia Alvarado, Board Member Dr. Celia Garcia Alvarado is currently the Chief Operating Officer for the Cesar Chavez Foundation. Celia is an accomplished leader with 25 years of experience and strong expertise in strategic planning, leading teams, operations, and leadership development. She began her career as an educator in the Los Angeles Unified School District and in 2003 was named Teacher of the Year. Dr. Garcia Alvarado has worked with several non-profits including Teach For America and Education Pioneers. She is an adjunct faculty member at Loyola Marymount University's Graduate School of Education and earned a B.A. in Political Science and Chicana/o Studies from Stanford University, an Ed.M. from Harvard University, and an Ed.D. from UCLA in educational leadership.

Dr. Lida Jennings, Board Member joined Teach For America (TFA) in 2010 and held multiple roles prior to her appointment in 2014 as Executive Director of TFA Los Angeles, including Orange County. As of 2024, her role expanded across Southern California to include leadership of the San Diego region. Radically shifting the demographics of TFA's Los Angeles teaching corps, increasing staff diversity, reestablishing long-term financial health, and rebuilding a strong partnership with Los Angeles Unified School District are just a few hallmarks of her tenure to date. Before joining TFA, Lida held senior leadership roles at RAND, the University of Southern California (USC) Marshall School of Business, and both The Gap and Macy's in the Bay Area.

Lida has a BA in psychology from Smith College, an MBA from the USC Marshall School of Business, and a Doctorate in Education from the UCLA School of Education and Information Studies. Lida is also an alumna of both the USC Executive Leadership for Multicultural Women

and Coro Women in Leadership fellowships. She is very active across LA county with a focus on high-need community member access and opportunity, currently serving as a board member at Camino Nuevo Charter Academy, ExED, Inner Spark Learning Lab, and PACO Leadership Collective. Lida is also the board chair for Da Vinci RISE High School, which serves youth navigating foster care, housing instability, probation, and/or other circumstances.

While Lida was born in Houston, Texas, she has lived in California since the age of 9 other than her time at Smith and now calls Los Angeles home. She currently resides in Hawthorne with plenty of plants and pets, and travels near and far with friends and family as often as possible.

Tamra Powers, Board Member Since her retirement from work in marketing and market research to raise her kids more than 30 years ago, Ms. Powers has focused her nonparenting efforts on championing education and children's well-being. In addition to her work with Pueblo Nuevo EDG, Ms. Powers also serves on the Camino Nuevo Charter Academy Board and the El Camino College Foundation Board.

She was actively involved for over 30 years with The Children's Partnership, a children's advocacy and research organization, helping move the organization from a community foundation project to a stand-alone 501(c)3. She has also served on the Boards of Richstone Family Center, the Boys and Girls Clubs of the Los Angeles Harbor, Planned Parenthood Los Angeles, Stanford's Graduate School of Business Women's Circles, The Every child Foundation and The Wonder of Reading, a literacy organization that helped build over 200 libraries in local public elementary schools. In 2013, she chaired the Grant Screening Board for the Every child Foundation, a women's foundation that makes a \$1 million grant each year to a child-based organization in the Los Angeles area. Ms. Powers holds a bachelor's degree in economics from Stanford University and an MBA from Stanford's Graduate School of Business

Ronnie Arenas, Board Member is a Senior Associate Attorney in the Los Angeles Office of Hogan Lovells. He devotes his practice to defending complex wage and hour class actions and representative actions under California's Private Attorneys General Act (PAGA), which assert claims relating to overtime, meal and rest periods, time rounding, misclassification, and inaccurate wage statements. He also represents clients against claims of discrimination, harassment, retaliation, wrongful termination, and other employment-related torts and liabilities under the California Labor Code, Fair Labor Standards Act (FLSA), Fair Employment and Housing Act (FEHA), Title VII of the Civil Rights Act of 1964, Americans with Disabilities Act (ADA), Family Medical Leave Act (FMLA), California Family Rights Act (CFRA), and other state and federal employment laws. Ronnie also counsels employers regarding California and federal employment law and provides effective bilingual employment and safety training programs.

Ronnie is a child of Guatemalan immigrants, a first-generation attorney, and a first-generation college graduate. He holds a juris doctorate from Southwestern Law School and a bachelor's in political science and urban planning from the University of California, Irvine.

Frankie Jimenez, Board Member, is a Credit Analyst – Assistant Vice President in the Commercial Real Estate division of U.S. Bank at the Los Angeles Office for over 4 years. He previously worked as an analyst in the Commercial Mortgage Division of Union Bank for 7 months before making the transition to U.S. Bank. Currently, he is part of the underwriting team that focuses on evaluating creditworthiness and managing risk on existing and new clients by conducting credit reviews and analyzing the risk of lending money, assisting the Bank in deciding whether to approve or deny commercial real estate loans. Frankie has been passionate about community service since high school and continued his service throughout college where he was selected for the Bonner Community Fellowship, a community service program designed to serve

and improve academic support around the Providence community. Bonner Fellows committed between 8-10 hours of community service per week for a 4-year commitment.

Frankie is an alumnus of Camino Nuevo Charter Academy, where he spent all K-12th grades until graduating from the Dalzell Lance campus in 2016. He is also a first-generation college graduate and holds a Bachelor of Arts degree in Applied Mathematics – Advanced Economics from Brown University as a member of the graduating class of 2020.

Juan Hernandez, Board Member, is an attorney in the Investment Funds & Private Capital practice at Paul Hastings LLP. His practice focuses on structuring and organizing investment funds, including hedge funds, private equity funds, venture capital funds, registered funds, hybrid funds, and funds-of-funds. Mr. Hernandez advises clients on the establishment and operation of investment adviser businesses and provides ongoing regulatory advice related to these entities. He also advises a variety of institutional investors in connection with their investments into alternative investment funds.

Mr. Hernandez has practiced in the Real Estate department at Paul Hastings and at a top, publicly traded REIT. Mr. Hernandez has experience negotiating and advising on land sales and acquisitions, financings, developments, commercial leases and disputes, and other corporate related matters.

Mr. Hernandez is also actively engaged in his community. He serves as a mentor for the Los Angeles County Bar High School Outreach Program and is an active member of the Board of Directors of Proyecto Pastoral, a Los Angeles nonprofit, and an active member of the Board of Directors of Proyecto Pastoral, a Los Angeles charter school system.

Section 4.2b Governing Board Member Selection Process

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

The Board shall have at least five (5) and no more than eighteen (18) directors. All directors shall be elected through a selection process whereby the CEO and Board of Directors identify an organizational need; recruit, interview, and nominate candidates who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved; and, finally, voting upon and providing orientation and training to new directors. All directors are to be designated at a meeting of the Board of Directors. Governing Board Members have been selected for their wide array of expertise in fields such as accounting, law, education, and business. As the Governing Board continues to grow, they will recruit members who fill gaps left by previous board members. Ideally, on at least a yearly basis, the skills, experience, and other general and special strengths needed on the Board are identified and it is determined which particular individuals would bring these skills.

Directors shall hold office for an initial term of one (1) year and until a successor has been elected and qualified. Each director re-elected to the board shall hold office for a term of three (3) years and until a successor has been elected and qualified. Directors may succeed themselves in office.

The Board at its organizational meeting each year, or at such other times in its sole discretion, may elect a chair such vice chairs as it deems appropriate.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall include within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(2).

Governance Procedures and Operations

Section 4.3 Meeting Requirements and Procedures of the Governing Board and its committees

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

Minutes for regular and special meetings record all actions taken by the Board of Directors. Minutes of the previous meeting are included in the following month's agenda or as soon as practicable and all recorded minutes are archived and available to the public upon request, by contacting the Charter School's main office.

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

Governing Board Decision-Making Process and Procedures

Section 4.4 Governing Board's Decision Making Procedures and Brown Act Compliance

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum, the minimum number of Directors who must be present at a properly called meeting in the Board's name. A majority of Directors then in office (but no fewer than two Directors or one-fifth of the authorized number of directors, whichever is greater) shall constitute a quorum for the transaction of business. Directors may abstain from a vote.

Meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, et seq., as the same may be modified from time to time ("Brown Act")) and Education Code Section 47604.1(c), and shall occur within the jurisdictional boundaries of Los Angeles County. The Board shall meet annually for the purpose of organization; appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board, typically monthly. The Board of Directors establishes its year-long calendar of meetings at or before the first meeting held in the fiscal year.

Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such meetings will be publicly posted in Los Angeles County and made available on the Charter School's website, at least seventy-

two (72) hours prior to the meeting. Such notices will indicate the location, date and time of the meeting. A Board member may participate in a meeting by teleconference, if the following requirements are met: the Board holds a roll call vote for each action item; the agenda identifies the teleconference location(s); the agenda is posted at all teleconference locations; each teleconference location is accessible to the public; the public may address the Board directly at each teleconference location; and a quorum of the Board is physically present in Los Angeles County.

The Board currently has the following standing committees:

- Finance Committee
- Audit Committee
- Education Committee

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, and complies with Government Code Section 1090, *et. seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code is included with this submission.

Stakeholder Involvement

4.5 Charter School's Stakeholder Involvement Plan and Process

School Based Council: CNHS No. 2 has a School Based Council "SBC" that serves as an advisory council to the Principal. The SSC includes the Charter School Principal and parent representatives of the Charter School. Parents are elected through a ballot vote at the beginning of each school year by parents from each grade span. The SBC also includes teachers, who are elected by their peers for each grade span. The SBC may also include classified staff representation and the student body president at the high school level. The SBC provides suggestions and recommendations to the Principal and/or the CNCA Board on issues that include budgeting, curriculum, school policies, school/community participation, LCAP English Learners, and the general direction of the Charter School. The Charter School shall also present a report on the annual update to the LCAP and the local control and funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

English Learner Advisory Committee: Since CNHS No. 2 serves at least 21 or more English Learners, parents/guardians are encouraged to participate in the ELAC. Parents/guardians of EL students will elect the parent members of the ELAC annually. The ELAC will advise the Principal on English Learner programs and services.

Parents as Partners: CNHS No. 2's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop positive relationships, and when they work together to build strong partnerships. We actualize the "Parents as Partners" approach by offering various avenues for parents to become involved in school decision-making. Parents have the opportunity to participate in a robust series of workshops that promote authentic engagement, intended to support them with learning to navigate the school system for their students. At the completion of

the workshop series, parents craft suggestions for the Principal, and then meet with the Principal to discuss their recommendations.

Pueblo Nuevo Education and Development Group: CNHS No. 2 is and shall continue to be operated by CNCA, a California nonprofit public benefit corporation. CNCA acknowledges and agrees that CNCA's governing board is and shall be the sole controlling and governing body for Charter School, and holds responsibility for key operational matters including but not limited to: (1) the selection, hiring, compensation, supervision, evaluation, and termination of CNCA's chief administrator; (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and (3) Charter School's financial management, viability, and accountability, including but not limited to all expenditures and accounting of all public funds received by Charter School. As reflected in the Organization Chart herein, CNCA is related to its sole statutory corporate member (a nonprofit public benefit corporation) pursuant to California Corporations Code section 5056, called Pueblo Nuevo Education and Development Group. PN-EDG's role as statutory member in the organization is limited to the authority of a member under the California Corporations Code. CNCA shall hold PN-EDG accountable for exercising its statutory rights in a manner that is consistent with the best interests of CNCA and Charter School, including but not limited to the appointment and removal of directors of the CNCA governing board. Notwithstanding any other law or provision of this Charter, CNCA's governing board shall not be comprised of a majority of any combination of member(s) or member(s)'s directors, employees, or affiliates.

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

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

Any such transaction shall be and remain subject to District oversight. PN-EDG, including its employees and representatives, may make donations of funds, goods, and services to Charter School in accordance with applicable law. CNCA agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School, regardless of any transfer or assignment to PN-EDG, should any such transfer or assignment occur (payment for services or goods received pursuant to contract excepted). Such public funds shall remain subject to Education Code section 47633(c)

and shall be included within the scope of Charter School's annual audit per Education Code section 47605(m).

CNCA acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve CNCA's public funds shall remain within the scope of the annual audit required under Education Code section 47605(m) and subject to District oversight. CNCA shall inform all related parties with whom it transacts business, and require in all contracts with related parties, that such related parties shall respond promptly to and cooperate with all reasonable District inquiries related to such transactions and contracts. CNCA agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight, including but not limited to any investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

Element 5 – Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

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

Employee Positions and Qualifications

CNHS No. 2 will staff positions based on the needs of the Charter School. At a minimum, the Charter School will have a Site Principal and a School Site Leadership team who will guide the Charter School in realizing the CNCA mission and reaching its goals. CNHS No. 2 may modify employee job descriptions and work schedules as necessary to meet the needs of its students.

Section 5.1 Charter School Employee Positions and Section 5.2 Job Descriptions

Home Office Leadership

Chief Executive Officer

The Chief Executive Officer is a visionary and mission-driven leader with a unique opportunity to oversee five innovative, community-driven charter local educational agencies (“LEAs”) in collaboration with a passionate and dedicated team of faculty, staff, Board members, families, and students while building on CNCA’s 25 years of service to communities in the greater MacArthur Park/Pico Union area of Los Angeles.

The CEO is responsible for CNCA’s consistent achievement of its mission, academic outcomes, administration, and financial objectives. The CEO promotes a culture of accountability across all campuses to meet organizational goals of being a charter school system that equips all students with the skills, knowledge, and worldview necessary to be literate, critical thinkers, and independent problem solvers. The CEO shares responsibility for CNCA’s steadfast commitment to whole child education, SEL, and bilingual education.

As an accessible and inclusive leader, the CEO builds strong and lasting relationships with the families and communities CNCA serves and ensures the organization continually advances its mission of creating educational equity. The CEO will also support PN-EDG to provide high quality support to each school with a focus on capacity building in order to best serve the Pico Union Community. The CEO will also support GNLA in providing facilities that are safe, modern and positively impact the community where they are located.

Responsibilities

Strategy and Vision Setting Responsibilities:

Report to the Board of Directors and have oversight of a \$58.5M budget, 5 LEAs across 6 school sites with approximately 3,100 students, and 550 staff

- Provide leadership for all aspects of three (3) organizations (GNLA, PN-EDG & CNCA), including strategic planning, fundraising, operations, academic achievement, compliance, finance, fiscal stability, talent, and community engagement.
- Develop short- and long-range strategies to achieve organizational mission and goals, make consistent, realistic, and timely progress, and have a fiscally responsible business plan
- Inspire, motivate, develop, and lead a team of talented and passionate professionals, creating and maintain a high performing and cohesive team to work efficiently across the Home Support Office and school sites
- Cultivate a strong and transparent working relationship with three (3) Boards of Directors and ensure open communication about the measurements of financial, academic, programmatic, and impact performance against GNLA, PN-EDG, and CNCA milestones and goals
- In conjunction with the Board and staff, expand GNLA, PN-EDG and CNCA's existing funding with diversified support from foundation, corporate and individual funders, government, and other sources of income by developing partnerships throughout the community

Team Leadership and Performance Management Responsibilities

- Oversee, manage, and evaluate the Senior Leadership Team, in addition to, other Home Support Office staff as needed or required (i.e. Director of Development, Director of Facilities and Director of Finance & Business Services)
- Provide ongoing coaching and development to Senior Leadership Team, including annual goal setting processes, periodic step backs and retreats, and consistent coaching meeting
- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for faculty, staff, and Board members from all three (3) Board of Directors
- Sets ambitious personal and professional goals and model relentless effort toward these goals

Administrative Management and Compliance Responsibilities

- *Strategic and Visionary Leader:* Be a driven and innovative leader with the ability to see and communicate a vision for PN-EDG and Camino Nuevo's ongoing growth. Be future-oriented, promote innovation, and inspire others. Build consensus and create a culture where staff, students, and parents are invested in a cohesive vision for PN-EDG & CNCA. While embodying the qualities of a visionary leader, be grounded in strategic, results-driven work. Lead the organization in strategic planning and meeting clear

goals. Consistently demonstrate the ongoing ability to diagnose critical areas for attention, and implement clear, action-oriented strategies that address PN-EDG and CNCA's challenges.

- *Passion for the Mission and the Community:* Demonstrate passion for the mission of CNCA and be committed to an educational model that is place-based and responsive to the community. Believe in social-emotional learning, bilingual education, and a whole child approach to education. Establish strong connections to CNCA's families.
- *Fundraising Expertise:* Partner with PN-EDG's Board to ensure they are identifying and developing partnerships that can help sustain and enhance CNCA's schools and programs. Responsible for establishing a sustainable fundraising strategy for PN-EDG to support the vision and academic goals for the CNCA network of schools and programs.
- *Organizational Excellence and Collaboration:* Have a thorough understanding of best-in class management practices and excel at building the infrastructure and implementing the systems required to ensure consistency of high performance and stability throughout the CNCA school network. In partnership with the senior leadership team, continue to advance the existing academic alignment goals by implementing standardized practices and standards across all grades and all school sites. Promote a culture of collaboration across the organization and inspire trust and confidence between the campuses and the Home Support Office. Ensure clarity of roles, responsibilities, priorities, and goals for each school, as well as shared responsibilities across the Home Support Office and school system. Be outcome driven and demonstrate the ability to build, nurture, and retain a strong team of professionals focused on excellence, accountability, and efficiency. Be committed to enhancing professional development opportunities for faculty and staff across the PN-EDG and CNCA network.
- *External Relations, Political Savvy:* Be the outward-facing voice of PN-EDG and CNCA, helping to authentically communicate CNCA's message to all stakeholders and build CNCA's profile in the broader community. Speak fluidly and extensively about CNCA's history, impact, and future direction and will seek out opportunities to highlight PN-EDG and CNCA's innovative work such as, and not limited to, college and career success, Avanzando through College, and alumni support. Maintain a calm and poised demeanor and understand how to navigate the legal and political landscape of charter schools. Bring political savvy to the role. Be confident engaging with elected officials to advocate on behalf of PN-EDG and CNCA.

Qualifications

- Bachelor Degree necessary; master degree or higher preferred
- Valid Clear California Teaching Credential preferred
- At least 5-7 years of teaching experience preferred
- At least 5-7 years in education or other related leadership
- Expertise and track record of successfully building strong relationships with stakeholders, such as and not limited to current and potential donors and Board of Directors
- Experience working with diverse student populations and a deep understanding of issues of equity
- Experience being responsive to and advocating for the needs of students and families
- Demonstrated passion for social justice in education and experience working actively to eradicate

- structural and institutional racism, classism, linguisticism, ableism, ageism, heterosexism, religious bias and/or xenophobia.
- Proven success as a leader as evidenced by multiple proof points
- Experience building and developing teams as well as working across teams

Chief Academic Officer

Under the direction of the CEO, the CAO oversees all student learning across the organization. The CAO will lead the Content Team and Schools Team across the organization and will be a member of the Executive Team. The CAO provides leadership, vision, and strategic direction for CNCA's curriculum, instruction, assessment and school improvement initiatives, overseeing professional development for all school leaders and supervising academic management of the CNCA schools. Additionally, the CAO will set ambitious goals for school improvement and will work to build the capacity of all school and academic team leaders towards meeting these goals.

Responsibilities

Strategy and Vision Setting Responsibilities:

- Lead the Academic team and serve as a member of the Executive Leadership Team, contributing to the overall vision and strategy of the organization for the organization.
- Develop strategic plan, including annual goals and priority strategies for supporting the ongoing success of the Academic Team in collaboration with the Executive Team and Senior Leadership Team.
- Support, research and develop a cohesive plan for the Academic Teams including Content Team and Schools Team.
- Develop structures and processes to increase the level of excellence across the Academic Team in collaboration with the Executive Team and Senior Leadership team members.
- Monitor the effectiveness of the Academic Team goals and priorities through the use of key metrics to inform continuous improvement and strategic decision-making
- Elevate challenges that arise within scope of the Academic Team and the larger organization and work with Executive Team to inform and improve work
- Understand and navigate the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve
- Lead the planning of the annual Success Conference in collaboration with CEO, SLT and cross functional support teams.
- Lead the writing and re-writing of charter petitions during renewal periods.
- Collaborate with the CEO on developing charter advocacy strategy throughout charter petition cycles and beyond.

Team Leadership and Performance Management Responsibilities

- Oversee, manage, and evaluate the Senior Leaders of the Academic Team.
- Provide ongoing coaching to and developing of the Academic Senior Leadership Team including annual goal setting processes, periodic step backs and retreats, and consistent coaching meetings.
- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for the Academic Team.
- Sets ambitious personal and professional goals and model relentless effort toward these goals

Administrative Management and Compliance Responsibilities

- Ensure the Academic Team budget is managed effectively
- Support Senior Leaders to ensure coordination between Academic Team and Strategy & Operations Team and facilitate the effective operation of Cross-Functional teams, appointing members and leading when appropriate
- Ensures all Academic Team functions and projects are effectively managed and that team members are held accountable to high expectations
- Ensure compliance related to Academic Team Compliance.
- Prepare and present regular status reports for the Board of Directors related to academics and schools.
- Establish relationships with outside agencies to provide on-going support and gain new best practices that will serve CNCA students
- Communicate effectively orally and in writing
- Other duties as assigned.

Qualifications

- Bachelor Degree necessary; master degree or higher preferred
- Valid Clear California Teaching Credential
- At least 5-7 years of teaching experience preferred
- At least 5-7 years in education or other related leadership
- Proven success as a leader as evidenced by multiple proof points
- Experience building and developing teams as well as working across teams

Vice President of Schools

The VPS, in partnership with the Chief Academic Officer, drives the vision for selecting, recruiting, and retaining high-quality school leaders. The VPS manages school principals and supports the overall flow of information and work to schools from the HSO. The VPS leads the direction on best practices to ensure a strong principal leadership team and responsive approach to leader development. Additionally, the VPS maintains knowledge of current research, best practices, and trends on the national and state levels to provide direction and guidance to the CAO and to principals. Ultimately, the VPS works strategically at a systems level to implement structures and strategies to close the opportunity and achievement gap

Responsibilities

Strategy and Vision Setting Responsibilities

- Lead the Principal Team and serve as a member of the Senior Leadership Team, contributing to the overall vision and strategy of the organization as well as the Learning Group
- In collaboration with the CAO and Senior Leaders, develop a strategic plan, including annual goals and priority strategies for supporting the ongoing success of principals.
- Monitor effectiveness of principal school goals and priorities through the use of key metrics to inform continuous improvement and strategic decision-making.
- Research and develop a cohesive plan for implementing a sound assessment system related to literacy, language, and content standards.
- In collaboration with the CAO, Director of Knowledge Management, and CAO, research and develop a cohesive plan for implementing data-driven instruction through quarterly

data and strategy meetings with school leadership teams and the Content Team and support school leaders to do the same with their teams.

- Collaborate with site leaders, the Talent Team and the Content Team to develop and facilitate long-term, substantive, coherent professional development plans that support organization-wide adopted curricular frameworks across all CNCA schools.
- In collaboration with the CAO and the Content Team, develop structures and processes to increase the level of instructional excellence across all CNCA Schools.
- Use insights from student performance data across the CNCA network to inform continuous improvement of school leaders.
- Develop a strategic, comprehensive approach to supporting collaboration among schools including, but not limited to, the use of lab sites, PD days, and other innovative practices.
- Assess and monitor the quality of instruction across the organization and provide guidance related to strategic decisions to continuously grow the instructional program.
- Elevate challenges that arise within scope of the principal team and work with the CAO and colleagues to inform and improve work.
- Understand and navigate as well as advise team on the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve

Team Leadership and Performance Management Responsibilities

- Under the direction of the CAO, oversee, manage, and evaluate school principals.
- Provide ongoing coaching to and developing of school principals including annual goal setting processes, periodic step backs and retreats, and consistent coaching meetings.
- Set ambitious personal and professional goals and model relentless effort towards these goals.
- Evaluate, on at least a bi-annual basis, the performance of direct reports.
- Participate in Senior Leadership Team meetings both for the larger organization and with members of the Learning Group.
- Participate in a School Leader Development Cross-Functional team with other members of the HSO to develop a coherent, consistent approach to developing leaders across schools.
- Participate in other cross-functional teams as necessary.
- Provide strategic coaching and guidance to site leaders related to instructional priorities, goals, and organizational priorities.

Administrative Management and Compliance Responsibilities

- Ensure that school budgets are managed effectively.
- Ensure coordination between teams within the Learning Group and facilitates the effective operation of cross-functional teams, appointing members and leading when appropriate.
- Ensure that all school principal functions and projects are effectively managed and that team members are held accountable to high expectations
- Advise site leaders on budget expenditures related to Learning Group priorities.
- Support the CAO and Development Team with the management of grants related to leadership development.
- Assist with preparing and presenting regular status reports for the Executive Leadership Team or the Board of Directors
- Establish relationships with outside agencies to provide on-going support and gain new best practices that will serve CNCA students.
- Other duties as assigned.

Qualifications

- Bachelor Degree necessary; master degree or higher preferred
- At least 5-7 years in educational leadership and 5 years of teaching in urban education settings
- Proven success as a teacher and leader as evidenced by multiple proof points
- Knowledge of a range of PK-12 instructional frameworks and curriculum
- Experience building and developing teams as well as working across teams.

Vice President of Human Resources

The Vice President of Human Resources will direct all of the HR functions of the organization in accordance with CNCA policies and practices. They will envision, implement and manage a high-quality human resources program and services to ensure the growth of CNCA's capabilities and enable the attainment of organizational goals. The VP of HR will be responsible for strategic human resources planning to ensure quality programs in the following areas: wage and salary administration, benefits, employee relations, employee retention and legal compliance. The VP of HR will focus on bringing innovative approaches to HR to improve the employee experience at CNCA.

Responsibilities

Organizational Leadership

- Partner with Chief Executive Officer, contributing to overall vision and strategy of organization as well as the Human Assets Team
- Lead Human Assets Team within the Learning Group
- Serve on the Senior Leadership Team
- Develop a strategic plan, including annual goals and priority strategies for supporting the ongoing success of the HR & Talent Teams in collaboration with the CEO and Human Assets Team members.
- Research and develop a cohesive plan for the HR Team aligned to overall goals of the organization.
- Develop structures and processes to increase the level of excellence across the HR & Talent Teams in collaboration with the CEO and Human Assets members.
- Monitor the effectiveness of the HR & Talent Team goals and priorities through the use of key metrics to inform continuous improvement and strategic decision-making
- Elevate challenges that arise within scope of Human Assets as well as the larger organization and work with CEO and Human Assets Team members to inform and improve work
- Understand and navigate as well as advise Human Assets Team on the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve

Team Leadership and Performance Management Responsibilities

- Under the direction of the CEO, oversee, manage, and evaluate the HR and Talent Teams
- Provide ongoing coaching to and developing of Human Assets Team, including annual goal setting processes, periodic step backs and retreats, and consistent coaching meetings.
- Provide ongoing coaching to and support for school principals related to employee matters.
- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for HR and Talent Teams

- Set ambitious personal and professional goals and model relentless effort toward these goals

Administrative Management and Compliance Responsibilities

- Report to the CEO
- Ensure that the Human Assets Team budget is managed effectively
- Ensure coordination between Human Assets Team and other Teams and facilitate the effective operation of Cross-Functional teams, appointing members and leading when appropriate
- Ensure that all HR and Talent Teams function and projects are effectively managed and that team members are held accountable to high expectations
- Ensure compliance related to HR
- Prepare and present regular status reports for the Executive Leadership Team and/or the Board of Directors related to scope of responsibilities
- Establish relationships with outside agencies to provide on-going support and gain new best practices that will serve CNCA students
- Evaluate the HR Department structure and function and determine appropriate strategic approaches
- Develop a model for Human Assets that is aligned with our mission, eliminates redundancies and promotes workforce productivity and efficiency in HR Compliance
- Set a vision for strong staff culture and excellence within Human Assets through strategic planning and vision setting
- Oversee an approach to Human Assets that employs best practices and leads in innovation and equity
- Partner with CEO and SLT to envision employee experience starting with onboarding and all the way through year 20.
- In collaboration with the CEO, research and develop progressive and proactive compensation and benefits program to provide motivation, incentives and rewards for effective performance
- Provide guidance and support to site leaders on employee issues, legal issues and terminations
- Serve as the primary liaison for employee investigations
- Oversee payroll to ensure compliance with state and federal laws
- Provide final approval for all site level hiring
- Ensure compliance with all employment laws and federal regulations
- Oversee all labor and employment compliance issues, working close with legal counsel when necessary
- Oversee risk management and general liability to ensure compliance with state and federal laws
- Annually evaluate benefits package and make changes that will attract and retain top talent while staying within budgetary constraints
- Evaluate retirement options for all employees to ensure they remain competitive and are compliant with government regulations
- Manage all employee grievances for the organization
- Meet with the Union President monthly to proactively support a positive working relationship between CNCA and CNTA.
- Manage the Union Negotiations working closely with the CLO and CEO
- Communicate effectively orally and in writing
- Other duties as assigned

Qualifications

- Bachelor Degree necessary; master degree or higher preferred
- At least 5-7 years in an HR related leadership position
- Proven success as a leader as evidenced by multiple proof points
- Experience building, managing and developing teams as well as working across teams

Vice President of Strategy and Operations

The Vice President of Strategy and Operations, in partnership with the Chief Executive Officer, sets the vision for high quality, equity-focused and innovative operations across PN-EDG and the CNCA network. The VP of Strategy and Operations works strategically at a systems level to ensure that standards and systems are in place for operational excellence. The ideal candidate is adept at big picture thinking while simultaneously able to ensure the execution of critical details and establish a culture of information transparency. The VP of Strategy and Operations will have strategic and operations responsibility for all CNCA operational knowledge management and information technology and will manage department heads in these areas.

Responsibilities

Strategy and Vision Setting Responsibilities

- Collaborate with the CEO and leadership team to develop strategic goals and objectives to ensure systemic alignment of various functions and departments
- Support the development and alignment of detailed operating plans for departments based on the strategic plan and Board priorities
- Lead network data visualization strategy and employ tools that integrate core internal systems, increase analytical capacity, and improve data-driven decisions for HSO and site leaders
- Lead the Strategy & Operations Team, including Information Technology (IT), Knowledge Management (KM), and Operations (OPS) and serve as a member of the Senior Leadership Team, contributing to the overall vision and strategy of the organization as well as the Operations & Strategy Team
- Research and develop a cohesive plan for the Strategy & Operations Team to proactively establish organizational standards of excellence
- Develop strategic plan, including annual goals and priority strategies for supporting the ongoing success of the IT, KM, OPS teams
- In collaboration with the CEO and team members, develop structures and processes for the Strategy & Operations Team to increase the efficiency, effectiveness and level of expectation across the entire organization, including eight school sites and the home office
- Monitor the effectiveness of the Strategy & Operations Team goals and priorities through the use of key metrics to inform continuous improvement and strategic decision-making
- Elevate challenges that arise within scope of the Strategy & Operations Team and the larger organization and work with the CEO and team members to inform and improve work
- Understand current and ever changing legislative and technological changes affecting education and ensure PN-EDG and CNCA are abreast of the changes and pivoting accordingly
- Understand and navigate as well as advise team on the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve

Team Leadership and Performance Management Responsibilities

- In support of the CEO, provide programmatic leadership and input for all strategic planning implementation processes, coaching the *Strategy & Operations Team in order to align program operations with strategic direction*
- Under the direction of the CEO, oversee, manage, and evaluate the IT, KM, and OPS department heads as a part of the larger Strategy & Operations Team
- Develop and provide ongoing coaching to the Strategy & Operations Team including annual goal setting processes, periodic step backs and retreats, and consistent coaching meetings
- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans that support standards of excellence for organizational operations across schools and the CNCA Home Support Office
- Set ambitious personal and professional goals and model relentless effort toward these goals

Administrative Management and Compliance Responsibilities

- Perform analysis and strategic consultation on major issues impacting the organization, communicating findings through briefings, memos and/or presentations
- Ensure that the *IT, KM, and OPS* budgets are managed effectively
- Ensure coordination within the Strategy & Operations Team, ensuring consistent communication and alignment across IT, KM & OPS
- Facilitate the effective operation of cross-functional teams, appointing members and leading when appropriate
- Ensure that all Strategy & Operations Team functions and projects, including but not limited to information technology systems, data compliance and operational performance, contract management, government operational requirements and programs, are effectively managed and that team members are held accountable to high expectations
- Prepare and present regular status reports for the Executive Leadership Team and/or the Board of Directors related to technology and information systems distribution and utility, and compliance requirements
- Establish relationships with outside agencies to provide on-going support and gain new best practices that will serve all stakeholders
- Communicate effectively orally and in writing
- Other duties as assigned

Qualifications

- Bachelor Degree necessary; master degree or higher preferred
- Proven success in designing and implementing standard operating procedures (SOPs), processes, compliance and accountability structures at a systems level
- Experience building and developing teams as well as working across teams
- Experience building, managing, and developing teams as well as working across teams
- Proven managerial experience with the ability to connect with, grow and inspire leaders toward excellence

Vice President of Student and Family Supports

The Vice President of Student & Family Supports, reporting to the Chief Academic Officer, drives the vision for the Student & Family Supports team. The team is focused on ensuring the signature elements of our Camino Way are implemented strategically and efficiently while maintaining a socially just, equitable, and asset-based approach that provides maximum benefit for our TK-

alumni students. These programs are an essential part of Camino Nuevo's approach to building school cultures that serve the whole child, including social emotional learning, family engagement, experiential education, internships, alumni support, student services, and mental health services. In leading this team, the VP directly coaches and oversees the Director of Family Engagement & Advocacy, the Director of Mental Health, the Director of Student and Staff Support Services and the Scholarship Coordinator. The VP sets the vision for ensuring the implementation of research-based practices and innovating to explore new approaches in each programmatic area. Ultimately, the VP is responsible for cohesive and high impact implementation of a continuum of programs that are critical to Camino and PN-EDG's holistic approach to education.

Responsibilities

Strategy and Vision Setting Responsibilities

- Lead the Student & Family Supports Team and serve as a member of the Senior Leadership Team, contributing to the overall vision and strategy of the organization as well as the Academic Team
- Develop strategic plan, including annual goals and priority strategies for supporting the ongoing success of the Academic Team and the Student & Family Supports Team in collaboration with the Senior Leadership Team
- Develop structures and processes to increase the level of excellence across the teams
- Monitor the effectiveness of Student & Family Supports Team's goals and priorities through the use of key metrics to inform continuous improvement and strategic decision-making
- Elevate challenges that arise within scope of the Student & Family Supports Team and the larger organization and work with Academic Team and team members to inform and improve work (teams included are Mental Health, Student Support Services, Family Support Services, and College Success)
- Understand and navigate as well as advise team on the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve

Team Leadership and Performance Management Responsibilities

- Under the direction of the Chief Academic Officer, oversee, manage, and evaluate the Student & Family Supports Team as a part of the larger Academic Team.
- Provide ongoing coaching to and developing of the Student & Family Supports Team including annual goal setting processes, periodic step backs and retreats, and consistent coaching meetings.
- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for the Learning Group and Student & Family Supports Team including but not limited to role team professional development which includes college counselors across the organization
- Set ambitious personal and professional goals and model relentless effort toward these goals

Administrative Management and Compliance Responsibilities

- Ensure that Student & Family Supports Team budget is managed effectively
- Work with the VP of Schools and ensure coordination between Content Team and other teams within PN-EDG and CNCA and facilitate the effective operation of Cross-Functional teams, appointing members and leading when appropriate

- Ensure that all Student & Family Supports Team functions and projects are effectively managed and that team members are held accountable to high expectations
- Ensure compliance related to program management and implementation included but not limited to afterschool programs, mental health services and grant-related compliance requirements.
- Prepare and present regular status reports for the Executive Leadership Team and/or the Board of Directors related to programmatic goals, challenge, successes, and opportunities
- Establish relationships with outside agencies to provide ongoing support and gain new best practices that will serve CNCA students
- Communicate effectively orally and in writing
- Other duties as assigned.

Qualifications

- Bachelor Degree necessary; master degree or higher preferred
- At least 5-7 years in education leadership required
- Proven success as a leader as evidenced by multiple proof points
- Experience building, managing, and developing teams as well as working across teams

Director of Biliteracy and English Learners

The Director of Biliteracy and English Learners (DBEL), in collaboration with the Chief Academic Officer (CAO), supports the implementation of a socially-just, research-based, innovative instructional and assessment approach across the domains of designated and integrated English Language Development, the dual language program, and literacy education to ensure success in CNCA's mission. The DBEL works collaboratively with the CAO to support the overall development and implementation of a coherent horizontally and vertically aligned instructional program. The DBEL maintains knowledge of current research, best practices and trends on a national and state level to provide direction and guidance to the CAO. Ultimately, the DBEL works strategically at a systems level to implement structures and strategies to close the opportunity and achievement gap.

Responsibilities

Strategy and Vision Setting Responsibilities

- Serve as a member of the Content Team, contributing expertise on language and biliteracy development to inform the overall vision and strategy of the Content Team and the Learning Group
- Support the development of strategic plan for the ongoing success of the Content Team
- Support the research and development of a cohesive plan for integrated and designated English Language Development curriculum, instruction, and assessment in grades pre-K through 12
- Support the research and development of a cohesive plan for the dual language program in grades pre-K through 8
- Support the research and development of a cohesive plan for literacy instruction in grades pre-K through 12
- Contribute to the development of structures and processes to increase the level of excellence across all CNCA schools, and specifically as they relate to language and biliteracy development
- Monitor the effectiveness of language and biliteracy development through the use of key metrics to inform continuous improvement and strategic decision-making

- Elevate challenges that arise in the context of English Learner and biliteracy programming, instruction and assessment, and work with the SDTL to inform and improve work
- Understand and navigate the political, social, economic, legal, and cultural context facing urban charter schools and the students they serve

Teams and Performance Management Responsibilities

- Collaborate to develop and facilitate long-term, substantive, coherent professional development plans for the Content Team
- Set ambitious personal and professional goals and model relentless effort toward these goals

Compliance and Management Responsibilities

- Collaborate with the SDTL to ensure that expenditures for language and literacy development are in line with budget and priorities
- Ensure that all language and literacy development functions and projects are effectively managed
- Collaborate with the Knowledge Management team to ensure compliance related to district, state and federal reporting of English Language Learner progress
- Collaborate with the Knowledge Management team to ensure compliance of procedures for the reclassification of English Language Learners
- Contribute to preparation and presentation of regular status reports for the Executive Leadership Team and/or the Board of Directors related to CNCA's English Learners and literacy development
- Establish relationships with outside agencies related to English Language Learners and literacy development
- Communicate effectively orally and in writing
- Other duties as assigned

Qualifications

- Bachelor Degree required; will consider Associate's Degree/two years of college + two (2) years of related work experience OR four (4) years of related work experience (plus any additional required experience)
- At least 3-5 years in urban education
- Bilingual (oral & written) Spanish/English
- Proven success as a teacher and leader as evidenced by multiple proof points
- Knowledge of a range of PK-12 instructional frameworks and curriculum as related to language and literacy development, the CCSS for ELA and SLA, and bilingual education

School Site Staff

Principal

Under the supervision of the Vice President of Schools, the Principal serves as the educational leader. They are responsible for the development, implementation, and evaluation of a high quality, comprehensive educational program and must administer the program in accordance with school board policies and administrative rules and regulations. The Principal is expected to embody, promote and lead CNCA's and the Charter School's mission, vision and policies. Achieving academic excellence requires that the Principal work collaboratively to direct and

nurture all members of the Charter School staff and to communicate effectively with all stakeholders. Inherent to the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations

Responsibilities

Strategy and Vision Setting

- Facilitate the development of a school-wide vision, with measurable goals and a positive school culture.
- Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Define and articulate a school philosophy aligned with the CNCA vision.
- Support public relations efforts by attending to visiting guests and donors, forwarding information about the Charter School for use in promotional literature and representing the Charter School at off-site fund-raising events, conferences and symposiums.

Team Leadership and Performance Management

- Recruit, evaluate, and manage school certificated and classified staff.
- Foster collegiality and team building among staff members. Encourage their active involvement in decision-making.
- Maintain high standards for student performance.
- Enable the Charter School to meet improvement standards, goals and other obligations established in the Charter.
- Develop and maintain positive relationships with parents, families and students; including monitoring student progress and ensuring that students are aware of academic expectations.
- Manage staff and employees at the assigned school site. Managing staff includes utilizing each employee in an effective manner as well as evaluating and responding to professional development needs. The
- Principal must also conduct periodic evaluations on performance, providing relevant and timely feedback.
- Confer with teachers regarding their professional growth and work with them to develop and accomplish improvement goals.
- Oversee and support all parent participation programs including volunteer programs and family evaluations.
- Meet with the Charter School's and CNCA leadership (including the other Principals) on a regular basis for planning and training purposes.
- In conjunction with your team, develop and maintain a positive school culture.
- Exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community.
- Nurture a high performing team by demonstrating effective and dynamic leadership.
- Promote effective communication and interpersonal skills among staff, parents, students and community members.

Administrative Management and Compliance Responsibilities

- Develop and manage the school budget.
- Ensure the smooth running of daily school operations, including but not limited to managing crises effectively, maintaining discipline, and ensuring the overall safety and security of the Charter School.

- Oversee and support all compliance related reporting including categorical programs (Title I, Bilingual), Civil Rights Compliance, Federal Meal Program, etc.
- Ensure the Charter School is fully enrolled and supervise enrollment, admission, attendance procedures and records.
- Cooperate with outside evaluators in their efforts to assess the Charter School's performance by establishing strong systems for data management and analysis and making the same available to the evaluators.
- Assist the HSO in developing and implementing a school accountability plan.
- Attend and prepare information needed for scheduled CNCA Board meetings.
- Compile and maintain reports, records and other documents required including WAS and Charter renewal.
- Assist with Development needs by helping to edit and/or assigning site-based staff to write portions of grants or other documents.
- Serve on school site and charter governance bodies including Site Based Council and others as appropriate.

Instructional Leadership

- Develop master schedule in alignment with instructional program needs and supervise implementation of schedule.
- Develop, coordinate, and assess instructional programs including standards-based core curriculum, intervention programs, special education program, and master plan for English Learner students
- Develop and implement a professional development plan that is relevant and meaningful for instructional personnel.
- Provide Instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Supervise school-wide curriculum and assessment mapping including regular student achievement data analysis
- Refine and implement an aggressive college access program for all students.
- Cultivate strong partnerships with local community-based organizations, local colleges and universities and the greater Los Angeles educational community.
- Oversee and support all student programs, including but not limited to, after school program, mental health program, visual and performing arts program, etc.
- Maintain an effective discipline program that fosters a safe learning environment.
- Motivate and engage with students to influence them in a positive way.
- Other duties as assigned

Qualifications

- Bachelor's degree required; Master's degree in education administration or education leadership preferred
- Valid administrative credential desired
- Valid California teaching credential required
- Three to five (3-5) years leadership experience in urban education required
- Three to five (3-5) years of successful teaching or pupil personnel services experience required
- Knowledge of research findings and recent trends in the education
- Proven results using restorative practices with students
- Ability to lead and develop teams as well as work across teams
- Ability to understand and navigate the political, social, economic, legal and cultural context facing urban charter schools and the students they serve

Assistant Principal - Instruction

The Assistant Principal of Instruction must believe deeply in the mission of CNCA, have a vision for how they will lead the Charter School to reach the academic goals outlined in the site dashboard and must embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed. The Assistant Principal of Instruction will assist the site principal with Instruction and professional development for teachers. The Assistant Principal of Instruction will use leadership, coaching, and administrative skills to promote the growth of a professional learning community that fosters teacher leadership and increased academic achievement. The Assistant Principal of Instruction is responsible for teacher coaching, data-driven progress monitoring, intervention case management and instructional materials management.

Responsibilities

Strategy and Vision Setting

- Support teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing).
- Create detailed coaching plans, which include focused goals and measures of success, to drive learning cycles.
- Support the implementation of a school vision, goal setting and positive school culture

Team Leadership and Performance Management

- Provide individualized, classroom-based coaching to support teachers in strengthening instructional practices.
- Provide clear and direct feedback to teachers based on analysis of practice.
- Track student and teacher progress to assess the effectiveness of coaching.
- Complete classroom walkthroughs to evaluate teachers use of student engagement strategies
 - effective teaching practices
 - higher-level skills from Blooms Taxonomy
 - standards/objectives to guide instruction
 - differentiated instruction based on data
 - best practices associated with modeling, higher-level questioning, blended learning, and cooperative learning strategies of varied assessments to monitor student learning
 - formative assessment data to guide instruction and group students
 - the implementation of Common Core State Standards
- Have reflective conversations with teachers related to observations made during walkthroughs
- Maintain curriculum knowledge and train school staff as revisions are made to align to Common Core State Standards
- Plan and facilitate professional development activities focused on Common Core State Standards
- Develop and facilitate training for school staff to prepare them and ensure high quality instructional services under the Common Core State Standards
- Work with intervention teachers to ensure lesson plans, assessments and overall instruction is aligned with the Common Core State Standards
- Secure external resources, professional development and materials to support teachers

- Serve as a resource on national trends and best practices on Common Core curriculum development and instructional strategy for historically underachieved students
- Model respectful, professional relationships and promote a collegial school climate
- Attend and actively participate in CNCA and site leadership meetings and special events
- Exemplify the respect and humility required to work effectively with all stakeholders, including families and members of the community
- Communicate effectively with students, parents, and all staff members
- Engage with students and staff in a manner in which to influence them positively
- Demonstrate leadership and project management skills needed to facilitate a group or project

Administrative Management and Compliance Responsibilities

- Formally evaluate teachers twice annually
- Work with CNCA's Content Team to create and align State Standards curriculum resources
- Work with CNCA's Content Team on the design and implementation of school wide assessments
- Work with CNCA's Content Team and Site Leadership Team for the development and selection of curriculum to be used by the program that is aligned to school site academic requirements and State Standards
- Prioritize mission critical tasks based on school performance goals
- Serve as an administrative designee as needed
- Other duties as assigned

Instructional Leadership

- Develop a record of accomplishment of instructional leadership and academic excellence, including English Learners and those with special needs
- Consistently analyze teacher practice through ongoing classroom observations, data analysis, and examination of student work
- Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning
- Ensure teachers are creating pacing plans and designing effective lesson plans that are aligned to Common Core State Standards
- Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments
- Support the development of high-quality standards maps and benchmarks
- Support the cycle of continuous improvement by providing instructional support to teachers in analyzing key data indicators including benchmark data, report cards, ELD progress reports and literacy assessment data
- Serve as a coach to teachers by providing them with feedback on improving and enhancing individual lessons and units based on ongoing analysis. This includes but is not limited to:
 - reviewing lesson plans, unit plans and assessments
 - understanding scope and sequence models
 - observing classroom instruction and offering comprehensive analysis and feedback
 - providing training on instructional strategies and best practices when needed
 - supporting the development of curriculum by using the backward design model and advising on scope and sequence based on essential content knowledge on Common Core State Standards
- Facilitate professional learning communities among teachers in which issues related to implementing effective content instruction is considered, current research and writing on

effective practices is read and discussed, engaging lessons are planned, and student work and data are reviewed to inform instruction.

Qualifications

- Bachelor's degree required; Master's degree in education administration or education leadership preferred
- Valid clear California teaching credential required
- Admin credential preferred
- Three to five (3-5) years instructional leadership/coaching experience in urban education required
- Proven results using restorative practices with staff & students
- Spanish and English fluency preferred
- Experience leading and developing teams as well as working across teams
- Ability to understand and navigate the political, social, economic, legal and cultural context facing urban charter schools and the students they serve

Assistant Principal - Student Supports

Under the supervision of the Principal, the Assistant Principal of Student Supports will oversee a comprehensive approach to working with students and families. The AP of Student Support will act as a member of the School Leadership Team and is responsible for the development and execution of a robust plan to align instructional practices and school programs to a “whole child” approach that builds a strong foundation for student achievement. The School Leadership Team is made up of the Teaching & Learning, Programs and Operations teams. The AP of Student Support is responsible for leading the Programs Team to support the School’s holistic approach to teaching & learning, oversee school-wide alignment to CNCA practices such as implementing a robust socioemotional learning curriculum, case management for students, and interventions. In addition, this position will oversee special education and a tiered approach to responding to students.

Responsibilities

Strategy and Vision Setting

- Contribute expertise on socioemotional learning, restorative justice and wraparound student & family support services to inform the overall vision and strategy of the Principal, Programs Team, Teaching & Learning Team, and School Leadership Team.
- Co-create vision and strategic plan for school in collaboration with all stakeholders including Principal, School Leadership Team, Home Support Office, staff, families and students.
- Collaborate in the development of structures and processes to support the Charter School’s holistic approach to teaching & learning.
- Support the development of a strategic plan for the integration of academics and socioemotional learning as implemented by the School Leadership Team.
- Create systems to monitor and analyze school-wide "culture metrics" around student attendance, behavior, agency and engagement in alignment with restorative practices.

Team Leadership and Performance Management

- Under the direction of Principal, oversee, develop and evaluate direct reports for the Charter School-based Programs Team including but not limited to: Mental Health Counselor(s), Student & Family Services Coordinator, Lead Campus Aide.

- Provide ongoing coaching to and developing of direct reports on Programs Team including annual goal setting processes, consistent coaching meetings, period step backs and retreats with School Leadership Team and Home Support Office.
- Develop and train classified staff as part of a school-wide “Student Support Team.”
- Participate in recruiting, selecting and hiring high-quality staff.
- With the leadership team, share out weekly culture data at Instructional Leadership Team meetings and create plans for follow-up with students, teachers, coaches and Programs Team.
- Lead regular Programs Team meetings with ample time for team development as well as logistics.
- Monitor the effectiveness of Programs Team goals and priorities through the use of key metrics to inform continuous improvement and strategic decision-making.
- Set ambitious personal and professional goals and model relentless effort toward these goals.

Administrative Management and Compliance Responsibilities

- With the LT, support the development of clear data tracking systems for documentation of student incidents, counseling referrals and behavior support interventions aligned to restorative practices, lead staff training in documentation procedures and monitor consistency in staff usage.
- With the LT, support the use of management tools, create and communicate MOCHA charts for a tiered approach to student behavior with systems & processes that are in alignment with restorative practices.
- In collaboration with Principal, ensure compliance with student discipline processes and procedures.
- Support the facilitation of SST meetings that concern behavior, socio-emotional, academic, and/or attendance concerns.
- Own SART and SARB process with support from Registrar and Operations Team.
- Prepare and present regular status reports related to school site restorative practices systems for School Leadership Team meetings, all staff meetings and CNCA-wide meetings as needed.
- Participate in selected meetings and mandated school teams as a designated administrator.
- Other duties as assigned.

Instructional Leadership

- Own school-wide implementation of socioemotional learning curriculum including robust professional development plan for teachers.
- Co-develop year-long professional development plans with Principal and Assistant Principal(s) on: Danielson socioemotional needs of students, approach to restorative practices and positive behavioral supports.
- Partner with instructional coaches to serve as a consultant on strategies and interventions for Tier 1 and Tier 2 student behavior, socioemotional learning, overall classroom management skills, student engagement and parent involvement as part of a coaching cycle that is informed by frequent classroom observations and the regular analysis of student achievement outcomes.
- Collaborate with Instructional Leadership Team to provide high quality professional development throughout the year on trauma-informed instruction, socio-emotional needs of students, restorative practices, and positive behavioral supports.
- Respond to trends in school-wide data and collaborate on implementing systems that support student achievement and socioemotional learning.

School Culture

- In collaboration with the Principal and Home Support Office, create a robust school-wide approach to restorative practices and student discipline at all levels of school and coordinate staff training in restorative practices.
- Contribute to positive school culture by developing strong relationships with CNCA students, families and staff.
- Conduct regular school culture walkthroughs and observations and elevate findings and action steps to Instructional Leadership Team and instructional coaches.
- Manage systems to support students who exhibit significant behavioral challenges, partnering with teachers, families, and community resources to create individualized plans and provide additional supports and effective interventions.
- Co-plan and lead school-wide community meetings, recognition, and celebration events in collaboration with teachers, students, families and School Leadership Team to foster positive school culture.
- Lead and support the use of regular culture-building, restorative, harm and conflict circles across the Charter School.
- Assist with supervision and school events as assigned.
- Lead small groups of students in building socioemotional learning skills.
- Manage Programs Team support for student leadership programs such as task forces, anti-bullying programs, service learning, student government, etc.
- Embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed.

Programs & Community Partnerships

- Manage partnerships with external service providers.
- Design and facilitate family workshops on expectations for student behavior and school discipline policies to promote parent engagement in school-wide restorative practices.
- Coordinate experiential and service learning opportunities with School Leadership Team and teacher leaders.

Qualifications

- Bachelor's degree required; Master's degree in education administration or education leadership preferred
- Valid clear California Teaching or Pupil Personnel Services credential required
- Valid clear California Administrative credential preferred
- Three to five (3-5) years instructional leadership/coaching experience in urban education required
- Proven results using restorative practices with staff & students
- Spanish and English fluency preferred
- Experience leading and developing teams as well as working across teams
- Ability to understand and navigate the political, social, economic, legal and cultural context facing urban charter schools and the students they serve

Student and Family Services Coordinator

Under the supervision of the Principal, the Student & Family Services Coordinator will provide an essential role of building a “parents as partners” culture. This role will involve coordination and facilitation of the parent program as well as a comprehensive student support program. Through these elements, this role will provide additional support for academic achievement and help build a positive school culture while incorporating the necessary elements of parent involvement and

engagement. The role of this coordinator is to work with organization leaders, site administration, teachers, and parents to do what is necessary for every student to experience success at school.

Responsibilities

- Contribute to positive school culture by developing strong relationships with CNCA students, families and staff
- Create a welcoming school environment for all visitors, students, families and staff
- Build relationships with the community and motivate families to engage with and/or join CNCA
- Serve as a liaison to community organizations and outside partnerships
- Coordinate and facilitate a parent program, as well as, a comprehensive student support program at one or more locations as required
- Plan and implement a comprehensive new student-training program for new students and families
- Cultivate and oversee school's parent volunteer program, tracking hours, events, and participation in school
- Achieve dashboard goals for parent engagement in the school by working closely with all school and community partnership organizations
- Coordinate and facilitate, when appropriate, a comprehensive parent education program that includes opportunities to engage in workshops on college knowledge, academics, physical health, mental health, and personal issues such as finances, immigration, and housing
- Coordinate a comprehensive student support infrastructure in conjunction with the coordinated support team
- Coordinate outside partnerships for families and students with community partnerships, including but not limited to: Didi Hirsch, LACDC, NCLR, Baja Medical Clinic, Big Brothers/Big Sisters, SPARK, Children's Institute, ABL, Natural History Museum, YOLA and others
- Plan and implement ongoing engagement meetings for parents and site leadership, including monthly parent coffees, weekly parent forums, and other opportunities
- Support planning and implementation of opportunities for parent participation in events on campus including Open House, Back to School Night, parent conferences, and other site-specific events
- Coordinate all communication with families including publishing a weekly bilingual newsletter, sending robo-calls, and other forms of communication
- Serve as a facilitator for parent and school community concerns and issues and report these back to site leadership in a timely, problem-solving manner
- Conduct outreach to engage parents in their child's education • Develop, implement and monitor programs related to student achievement and school culture including the instructional program (i.e. manage family contracts, coordinate parent workshops, coordinate summer school, participate in CST meetings, etc.)
- Embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed
- Participate in the Site Based Council
- Travel to multiple locations as needed in support of the role or on behalf of the school
- Provide translation as needed
- Other duties as assigned.

Qualifications

- Bachelor Degree required; will consider Associate's Degree/two years of college + two (2) years of related work experience OR four (4) years of related work experience (plus any additional required experience)
- 1-2 years' experience working in urban schools or in organizational operations
- Spanish and English fluency required
- Possession of a valid and appropriate California driver's license 3
- Possession of the minimum required insurance coverage as mandated by the state of California for operation of a vehicle
- Ability to work independently and with a team in a fast-paced environment required
- Prior experience working with students in an academic or recreational setting preferred
- Knowledge of online data systems such as PowerSchool, SpendBridge, Excel preferred
- Excellent organizational, planning and implementation skills
- Strong interpersonal skills
- Positive energy and the ability to be a strong role model for students

Teacher

Teachers are employed for a work day consisting academic instruction and other program activities such as but not limited to assemblies, reading block, advisory, iConnect, iRead, team and staff planning meetings, and Community Dialogue. They are entitled to planning time as defined in Article 6 of the agreement, but they may occasionally be required to attend meetings essential to the needs of individual students during that time (e.g. IEP meetings) without further compensation.

Responsibilities

- Teachers are expected to work collaboratively in teams, grade-levels, and at times in whole-staff configurations.
- Teachers are expected to 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.
- Teachers will regularly provide written documentation of professional lesson planning in line with the Charter School's rubric of expectations, including a year-long pacing plan that will be submitted by October 1.
- Teachers will 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.
- Teachers will 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.
- Teachers are expected to 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.
- Teachers are expected to have 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.
- Teachers are expected to maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time.

- Teachers are expected to take responsibility for their own Professional Growth and evidence of growth will be a required part of the teacher evaluation process in the framework of year-long goals.
- Teachers are expected to 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.
- Teachers will create and maintain a nurturing and engaging classroom environment.
- Teachers are expected to support the Charter School's mission, vision and policies and to promote and enforce the same.
- Teachers are responsible for all other tasks related to improving student achievement and offering powerful learning opportunities.
- Teachers are expected to effectively implement department, school or organization wide initiatives.

Qualifications

- Possession of a bachelor's degree from a four-year college or university
- Valid California Single Subject Teaching Credential in the appropriate content/subject matter. Candidates who possess equivalent certification and/or license from another state must be in the process of transferring to CTC or have all necessary paperwork to do so within 14 calendar days.
- Appropriate CLAD/English Language Learner Authorization. Candidates who do not possess this must do so within one year.
- Demonstrated track record with English language learners
- Demonstrated ability to implement varied classroom instructional strategies
- Educational vision for and experience with low-income and /or minority students
- Passion for working with children and their families

Teacher Assistant

Under the supervision of School Leadership and a classroom teacher, the Teacher Assistant supports CNCA students by supporting instruction and performing supplemental activities which encourage students to meet their educational goals.

Responsibilities

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude the duties from the position if the work is similar, related, or a logical assignment to this class.

- Serve as in-class support for students
- In collaboration with the classroom teacher, assist in executing lesson plans for students
- Assist the classroom teacher with co-planning and co-teaching for students
- Regularly report on student progress, identifying strengths and needs to assist the team in making program modifications for students
- Assume responsibility for small learning groups of students
- Carry out tasks assigned by the teacher for students (including filing, paperwork, photocopying, working with small groups of students, and one-on-one tutoring)
- Assist in maintenance of student records of attendance and achievement
- Collaborate with other teachers to meet the needs of individual students
- Integrate educational technology into the curricula and education program to strengthen the teaching/learning process for students

- Support classroom teacher in developing long and short-term academic goals that scaffolds learning from students' current performance levels to grade level
- Support in creating a classroom environment that is conducive to learning and appropriate to the physical, social, and emotional development of students
- Work closely with students and their families to promote personal growth and success
- Participate in regularly scheduled meetings with grade level team, administrators, and service providers as necessary
- Supervise students during recess and lunch time
- Other duties as assigned

Qualifications

- Associate's degree or a minimum of 48 semester units of college coursework (and/or have passed the CBEST)
- Bachelor's degree preferred
- Bilingual (oral & written) Spanish/English
- Demonstrated successful experience working with students
- Demonstrated ability to positively work with students, staff & parents

Campus Aides

Under the direction of an assigned supervisor, the Campus Aide will coordinate and help supervise students in non-classroom activities before, during, and after school hours. This position requires working both indoors and outdoors in all types of weather conditions. The Campus Aide ensures student safety and compliance with school and CNCA policies and regulations.

Responsibilities

- Monitor and supervise student activities both indoors and outdoors in all types of weather conditions, ensuring a safe and secure environment at all times by following established safety protocols and using appropriate judgment
- Monitor and supervise student behavior during non-classroom activities before, during and after school hours to maintain safe campus environment
- Monitor restrooms, buildings, halls, walkways, eating areas, and parking lots for unauthorized activities
- Monitor student behavior, address and redirect inappropriate student conduct and report more serious infractions to school administrators for possible disciplinary action
- Direct and accompany students and visitors around campus
- Effectively respond to Tier I & Tier II behavior issues by utilizing CNCA-adopted behavior management structures and protocols such as No Bully, Restorative Justice practices, etc...
- Escort ill students to office
- Operate a two-way radio to communicate with school personnel
- Report unusual activities on campus to appropriate personnel including the Lead Campus Aide, Assistant Principal, or Principal
- Investigate and report incidents of persons loitering on or near the campus and students leaving or congregating off school grounds without permission
- Identify and report damage to school property and safety hazards that may compromise student or staff safety
- Observe and check students who appear to be loitering and are out of class and determine appropriate action

- Check for visitors' passes and direct or escort general public to the administration office, in accordance with campus sign-in procedures
- Monitor parking lots for proper parking procedures and traffic flow as requested
- Assist with crowd control at school events
- May assist in campus emergency situations to ensure the safety and security of students and staff as directed by appropriate personnel
- May prepare routine statements related to incidents occurring on school campus
- Support school with translation services during peak hours or as requested
- Support school office staff as back up clerical support during peak hours as requested
- Attend training and participate in professional development as requested
- Other duties as assigned

Qualifications

- High School Diploma, General Education Development (GED) Certificate, or California High School Proficiency Examination (CHSPE) Certificate is required
- Associates degree or a minimum of at least 48 semester units (60 quarter units) preferred
- Spanish and English fluency required
- 1-2 years' experience working in urban schools or in organizational operations
- Prior experience working with students in an academic or recreational setting preferred
- Ability to work independently and with a team in a fast-paced environment required
- Excellent organizational, planning and implementation skills

Registrar

Under the supervision of the School Operations Manager, the Registrar will oversee systems for excellent school operations on matters of student enrollment, attendance & student demographic compliance data. The Registrar will act as member of the School Operations Team and is responsible for the execution of a robust plan to maintain high quality of student information systems in the back office.

Responsibilities

Student Information and Data

- In collaboration with School Operations Manager and Home Support Office (HSO) oversee student information systems, manage the data collection process of student enrollment demographic, program participation, course enrollment and completion, discipline and statewide assessment data.
- Manage and maintain student data systems and ensure integrity of data at all times.
- Work with HSO team to validate data and run discrepancy reports.
- Fulfill state and federal reporting requirements.
- Manage the following compliance reports, including but not limited to: report cards, Spring Lottery process, cumulative folders, ELD progress reports, attendance, failure notices, etc. in compliance with applicable laws and policies and regularly analyze key data indicators.
- Collaborate with HSO team to execute and disseminate regular and standardized reports on student achievement data for teachers, administrators and HSO.
- Create ad hoc student data reports as needed.
- Elevate challenges that arise within process and data integrity compliance; work with School Operations Manager to inform and improve work.

- Streamline processes and customize features within student data and testing in order to improve user experience, operational efficiency and yield better data management practices.
- Work with the School Operations Manager to prepare and disseminate report cards.
- Work with the School Operations Manager to maintain accurate student records including emergency contacts, attendance and enrollment updates.
- Assist with proper implementation of school-wide knowledge management systems such as Powerschool, DataDirector, Illuminate, SchoolMint and Welligent.
- Ensure confidentiality and security of files and all information pertaining to students, parents, staff and community.
- Ensure the accuracy of students' daily attendance including tardy, truancy and early leave logs.
- Support with student information-specific data requests relating to compliance and reporting requirements for CNCA (internal stakeholders, grant reports, research requests, etc).
- Coordinate and schedule IEP meetings in conjunction with designated Special Education administrator (schedule with parents, teachers & service providers, coordinate class coverage as necessary, coordinate logistics regarding location & required attendees, and send materials home).
- Maintain state reporting demographic data.
- Audit student data to ensure state data submissions are 100% accurate.

Enrollment

- Manage enrollment process and ensure that student information is entered into enrollment management system.
- Prepare withdrawal forms for transferring students and processes student withdrawals student information databases.
- Track enrollment status across grades and elevate to School Operations Manager and Principal.
- Facilitate new student enrollment in collaboration with Administrative designee.
- Assist in Spring Lottery process.

Attendance

- Manage audits and revise daily, weekly, and monthly attendance reports.
- Prepare monthly attendance reports; weekly attendance verifications and support with regular attendance submissions.
- In collaboration with APSS monitor attendance
- Train and work with teachers to complete timely and accurate attendance data each day.
- Support the goal of achieving a high ADA by communicating expectations of attendance to families, managing letters and communication to repeatedly truant students and supporting attendance-related incentives and activities.
- Assist APSS with attendance and discipline reports as needed.

Communications

- Assist School Operations Manager with web-based updates as needed such as internal professional development calendar, external website and social media.

Office Functions

- Serve as office support during peak hours.
- Other duties as assigned.

School Culture

- Model respectful, professional relationships and promote collegial school climate.
- Contribute to positive school culture by developing strong relationships with CNHS No. 2 students, families and staff.
- Communicate effectively orally and in writing.
- Embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed.

Programs & Community Partnerships

- Attend and actively participate in school site meetings and special events.
- Welcome prospective families.
- Build relationships with the community and motivate families to engage with and/or join CNCA.

Qualifications

- Bachelor Degree required; will consider Associate's Degree/two years of college + two (2) years of related work experience OR four (4) years of related work experience (plus any additional required experience)
- 2-4 years' experience working in urban schools or in organizational operations
- Manage and manipulate large amounts of data in Excel and databases
- Strong analytical and quantitative abilities
- Ability to work independently and in a team in a fast-paced environment required
- Spanish and English fluency preferred
- Highly organized, detail-oriented and able to produce error-free work
- Ability to synthesize data and desire to analyze and improve systems. Our data systems include: PowerSchool, SpendBridge, DataDirector, Illuminate, Welligent, Excel and mail merge.
- Ability to understand and navigate the political, social, economic, legal and cultural context facing urban charter schools and the students they serve

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

Health, Safety and Emergency Preparedness Plan

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- § Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Athletic Programs

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk

assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Safe Place to Learn Act

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

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California

Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

Court-ordered Integration

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

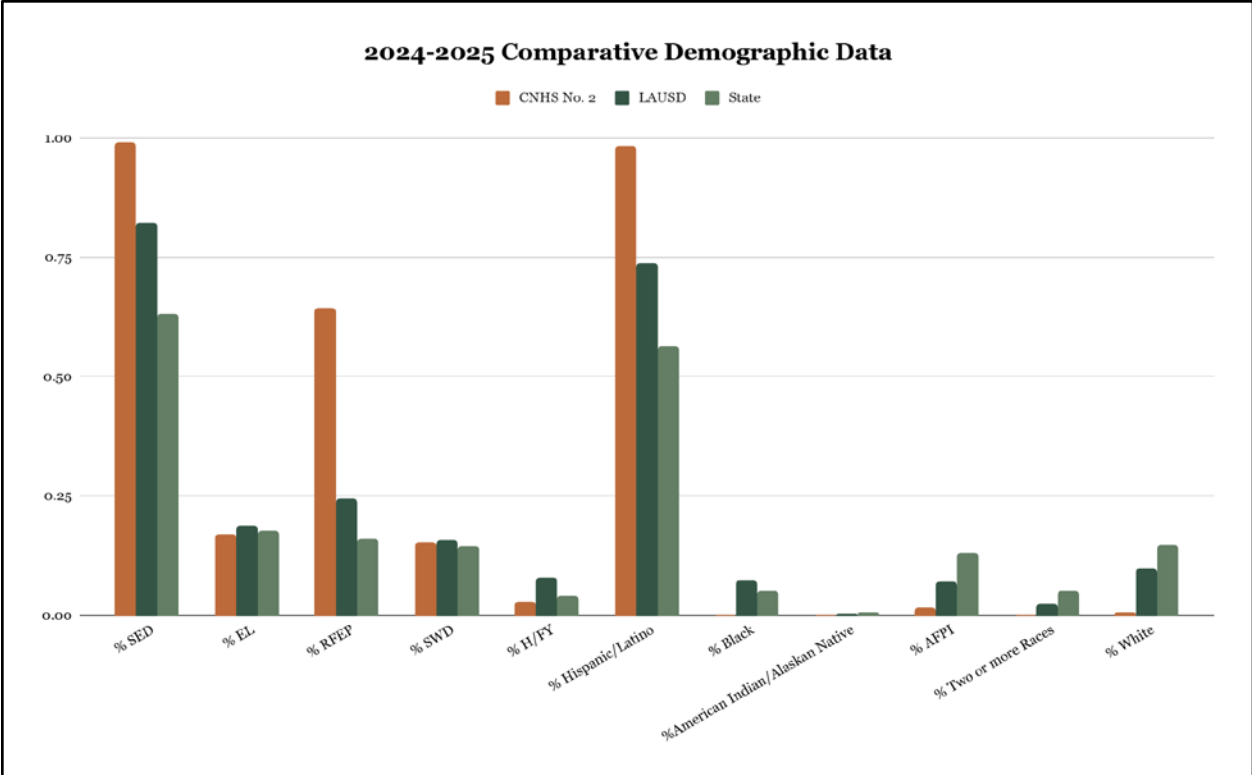
Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates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

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

Court-Ordered Integration

Section 7.1 CNHS No. 2’s Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance Goal of a 70:30 or 60:40 Ratio

Camino Nuevo High School No. 2 will make diligent efforts to recruit students of various racial and ethnic, special education, and English learner backgrounds so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the LAUSD.



Source: DataQuest, CDE

Recruitment efforts target Greater MacArthur Park, Mid-Wilshire, Echo Park, Pico Union and outside communities. At times, we have translated materials into English, Spanish, and Korean. Per Education Code Section 48985, CNHS No. 2 will provide all outreach materials in the primary language spoken by 15% or more of the student population, which is currently English and Spanish. CNHS No. 2 will continue to revisit enrollment and census data annually to ensure materials are provided in any other relevant language.

Camino Nuevo High School No. 2 makes diligent efforts to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the LAUSD. Recruitment includes publicizing our instructional program through fliers, door hangers, mailings, banners, school websites, light pole banners, virtual information sessions, community events, Open House events, tours, and building partnerships with local community partners. Digital outreach is also conducted, targeting families in the neighborhoods listed below, and leveraging the support of SchoolMint, an online tool intended to streamline the application and enrollment process for families.

Following the conclusion of the open enrollment/application period each year (see Element 8), CNHS No. 2 will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic, SWD, EL and RFEP balance of students that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

SPECIFIC ANNUAL OUTREACH, RECRUITMENT ACTIVITIES, MATERIALS, METHODS AND LANGUAGE(S) FOR ACHIEVING AND MAINTAINING LAUSD'S RACIAL AND ETHNIC BALANCE GOAL

Outreach Campaign

1. Internal and External Communication

In recognition of the fact that students, parents, and faculty are the best ambassadors for our program, we establish opportunities for parents, students, and faculty to engage with student recruitment and outreach efforts.

Parent Community Leader Program

- The Parent Community Leader Program will provide opportunities for dedicated parents to participate in the positive promotion of our school. The parents student as liaisons between the current Camino community and prospective families by attending outreach events, both on and off campus, including community presentations, feeder-school visits, campus tours, and information sessions. The Parent Community Leaders reflect our diverse student population, including multilingual representatives.

Student Leadership

- Student Leaders regularly participate in school events, tours, open houses, and high school fairs. The student leaders exercise their leadership through authentic ways of sharing their experiences with prospective students and families. The Student Leaders reflect our student population, including multilingual representatives.

Faculty as Brand Ambassadors

- Student recruitment is a whole-school initiative. School Leadership engage with faculty members on a regular basis to discuss the enrollment process, outreach events, messaging, and their role as the Brand Ambassador. In addition, our Advancement team regularly trains school staff on serving as an ambassador and presenting our mission, vision, brand, and core values.

Communication Plan

We communicate with purpose by creating a two-way communication stream highlighting the benefits and features of our school. Communication aligns with the audience. Internal communication aligns as a retention strategy. External communication aligns with the stages in the enrollment process. Core messaging is sent using multiple different platforms: ParentSquare (internal family communication platform), Constant Contact (external applicant newsletter), SchoolMint (application platform), RingCentral (two-way text and call communication), and social media channels. All communication aligns with the stages of the enrollment cycle and highlights key aspects of our program, curriculum developments, student spotlights, success stories, celebratory accomplishments, and items to support our education model.

We survey families on how they best receive communication, which language is preferred, and the overall effectiveness of our communication. The team meets to evaluate the overall effectiveness of the internal and external communication with the outreach goals in mind.

Digital Marketing

Camino Nuevo High School No. 2 implements marketing goals, tools, and channels with enrollment objectives. Our marketing strategy includes the following steps: research, plan, execute, measure, and optimize. Our top digital marketing channels are first, our school website, second, our social media channels (Facebook, Instagram, and TikTok, and educational review channels, Google, Yelp, Niche, and GreatSchools).

- Website- The Charter School website engages prospective families with key differentiating school details while also being a hub for admission – completing an application, scheduling a virtual information session, signing up for an open house, and checking on pertinent enrollment dates.
 - Website content can be translated into multiple languages and has mobile capabilities.
 - Website tactics include conversion tracking with Google Analytics, Google optimization, and fast page load time.
- Social Channels: Camino Nuevo High School No. 2 continues to develop social media marketing campaigns to engage current and prospective families through visual and written communication, copy, and video in at least English and Spanish. We share program highlights, school highlights, and admission dates and events. The posts extend to community partnerships.

Print Marketing

Camino Nuevo High School No. 2 will continue to develop postcards, flyers, door hangers, tear-offs, and one-pagers, all in English and Spanish. Materials will be times with core outreach events and be shared widely with community partners with students between the ages of 12 to 16 years old and who live within 2 miles of the Charter School.

Student Recruitment and Outreach Campaign

Camino Nuevo High School No. 2 strategically plans an array of student recruitment efforts to achieve LAUSD's Racial and Ethnic Balance goal. These efforts include but are not limited to:

- Feeder School Partnerships and Matriculation
 - Build relationships with counselors and administrators through community outreach, events, and personal emails introducing them to Camino Nuevo High School No. 2 with details on the Charter School, application process, and dates.
 - Conducting presentations at feeder schools and potential feeder schools.
 - Schedule times to meet with feeder school contacts at their school.
- Camino Matriculation - We employ student-facing and parent-facing tactics for them to get to know the Charter School and for us to get to know them.
 - Camino Nuevo mails a letter to all 8th-grade students and families during the initial stages of the application window. School Leadership attends either an 8th-grade meeting or school Cafecito to build a rapport with families.
 - All Camino 8th-grade students engage in an Advisory where they learn about Camino Nuevo High School No. 2.
 - All Camino 8th grade students visit Camino Nuevo High School No. 2 during the day to see what classrooms look like, meet faculty, and ask questions.
 - All 8th-grade families review curated messaging on upcoming admission events, Open House dates, and lottery details.
- Outreach Events

- Virtual Information Sessions are available after the application launch and throughout the school year. They are offered in the morning and evening in both English and Spanish.
- Open House and informational meetings happen at least three separate nights per year during the recruitment window.
- Various high school presentations or tabling events happen at feeder schools during the recruitment cycle.

Community Partnerships and Presentation

The Enrollment Manager cultivates a diverse collection of community partnerships to encourage community support, reach enrollment goals, and reinforce messages to the larger Camino Nuevo community. The Enrollment Manager meets with leaders and coordinates everyone to participate in events to inform the community about the Charter School. The community partnerships will see the Charter School as a positive resource for the community and the mutually-beneficial relationship leads to the referral of potential families.

Month Timeline

- Fall Semester (ongoing) – Implement strategic marketing efforts such as fliers, mailings, community meetings, distribute school information at various community agencies, notify school community of waiting list interest forms and post waiting list interest form on website.
- October – Display lottery information banner in prominent location at the Charter School site.
- November-January – Hold open house and informational meetings on at least three separate nights to inform parents of the academic and extracurricular activities at Camino Nuevo High School No. 2.

Section 7.2 How this Plan will Achieve and Maintain the LAUSD’s Racial/Ethnic, EL and SWD Balance Goals

In order for the Charter School’s plan for achieving balance to be successful, the Charter School will track the efficacy of its methods. This may be done through the annual Healthy Kids Survey for Parents, school created surveys, individual feedback, exit interviews/disenrollment forms, and enrollment documents indicating how families learned about our school. By tracking changes in racial, ethnic, special education, English learner, and socioeconomic population composition of our student population over time (e.g. as cohorts of students advance in grade level), the Charter School can identify if recruitment or retention is an issue for certain student subgroups. If these trends are discovered, the Charter School will seek to identify causes for lower retention rates and to address them.

According to the CDE’s DataQuest website¹⁴ for the 2024-2025 school year, CNHS No. 2 and LAUSD showed comparable numbers with regard to student demographics. That chart is below.

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<https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330127910&aggllevel=school&year=2024-25>

Demographics	CNHS No. 2	LAUSD
Hispanic/Latino	98.2%	73.6%
African America	0%	7.1%
Asian	.2%	3.3%
Filipino	1.0%	1.6%
Pacific Islander	.2%	.2%
Caucasian/White	.4%	9.7%
Two or More Races	0%	2.1%
Subgroup	CNHS No. 2	LAUSD
English Learner	16.8%	19.5%
Students with Disabilities	15%	16.3%
Socioeconomically Disadvantaged	98.6%	86.1%

While we cannot control the balance of our population due to the lottery for enrollment, we do seek to enroll a diverse population through our outreach efforts, detailed above.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

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

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

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student’s records to be submitted before enrollment.

The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. CNHS No. 2 is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Admission to the Charter School shall be open to any resident of the State of California. CNHS No. 2 will admit all pupils who wish to attend CNHS No. 2 to the extent that space allows. Education Code Section 47605(e)(2)(A). When students with IEPs enroll, it is the Charter School's policy to collect any and all information pertaining to the student's IEP following enrollment.

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Student Recruitment

CNHS No. 2 will continue to recruit students from all backgrounds. Major outreach efforts target a two-mile radius of the Charter School. Recruitment efforts target the Greater MacArthur Park, Mid-Wilshire, Echo Park, and Pico-Union communities. These efforts will also include information on services the Charter School offers for students with English learners, low academic performance, socioeconomically disadvantaged students, and students with disabilities. This information is included in the outreach efforts outlined in Element 7.

Lottery Preferences and Procedures

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

1. Preference shall be extended first to students residing within the boundaries of LAUSD.
2. Preference shall then be extended to siblings of attending or admitted students (to help families and build community)
3. Preference shall then be extended to students currently attending CNCA schools.
4. Preference shall then be extended to children of CNHS No. 2 employees, not to exceed 10% of Charter School population.
5. All other applicants.

Students who are currently enrolled and siblings of enrolled students will be exempted from the lottery. No other exemptions or preferences shall be given.

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

In order to participate in the lottery, a family must fill out the enrollment interest form and have the ability to access a copy or receipt with a timestamp before the state deadline. It is the families' responsibility to contact us if any information on their enrollment interest form changes.

Enrollment interest forms are made available in the Charter School office, online, and at recruitment events and accepted after September 1 of each year.

- The lottery will be held on a designated date each year for CNCA schools.
- The lottery will be held annually on a Friday between December and mid- February, and no later than February 15. The specific date will be confirmed and communicated broadly to our schools, families, board, and the community by mid-September each school year. All admission timelines are subject to annual review and adjustments by the Board of Directors to meet the needs of the CNHS No. 2 while providing ample time for applicants.
- The date and location(s) will be advertised in advance at all CNCA schools and on the CNCA website.
- Families may attend the lottery in person, but do not need to be present in order to participate.
- Only open seats will be filled.
- Names of students who filled out enrollment interest forms by the Charter School's designated deadline will be entered into the lottery.
- All students entered into the lottery will be assigned a lottery number.
- Families selected in the lottery will be notified by phone call and/or letter, email or text. Notified families must confirm verbally intent to enroll by the campus deadline and then submit enrollment paperwork. Families that do not respond will be withdrawn from the list.
- CNHS No. 2 will utilize SchoolMint, or a similar platform, to perform the lottery drawing to ensure fair execution of the lottery procedures.

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Public random drawing rules, deadlines, dates and times are communicated on the Charter School's website. Public notice for the date and time of the public random drawing is also posted at Charter School entrances and by the Charter School office once the application deadline has passed.

Waitlist Procedures

SchoolMint is an application that automates and streamlines the lottery interest forms and waitlist (generated through the admission preferences listed above) for CNHS No. 2. School staff are able to manage all lottery forms and view analytics online. Lotteries are run by a secure computer algorithm, it runs rules and priorities as set forth in the charter and ensures they are followed every time. This will assure families of an equitable, tamper-proof process. Site staff will enter the data manually for any paper enrollment interest forms received. In addition, SchoolMint will automate the waitlist and track open seats in real time.

In the lottery, all names in the first preference group will be drawn by SchoolMint and listed in order for each grade level. Names from the second and third preferences will be drawn in the same way according to preference order if space remains available. Once the grade level capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waitlist. The students who do not apply in the open enrollment period are added to the end of the waitlist in the order they applied. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Following the lottery, families have five (5) business days to accept the offer of enrollment. If families do not accept the offer of enrollment, their application will be rescinded or withdrawn. At that time, a student may be called off the waitlist. Families being called off the waitlist have

three (3) business days to respond to the offer. If families do not accept their offer of enrollment, their application will be rescinded or withdrawn and offered to the next student on the waitlist.

Method for Documenting Fair Execution of Procedures

The public lottery will be recorded via video or audio or both each year. This recording, along with copies of all applicable forms, lottery lists and results, and waiting lists, will be available for inspection upon request from the school office. These records will be maintained by the School Operations Manager or designee. The School Operations Manager or designee will implement procedures to ensure that accurate recordkeeping is observed at all times in connection with applications and waiting lists via the SchoolMint portal.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
 - i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Each fiscal year, an independent auditor certified by the State of California conducts an audit of the financial affairs of CNHS No. 2 and CNCA to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The books and records of CNHS No. 2 will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Audit Committee, made up of members of the Board of Directors, will annually recommend to the Board of Directors selection of an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars. The CEO and representatives of ExED, CNHS No. 2’s back office provider, will provide the auditors with all required documentation prior to execution of the audit. The CEO will ensure the completed audit is sent to

the District, the County Superintendent of Schools, the State Controller, and the CDE, as required, by the statutory deadline.

At the conclusion of the audit, the CEO, along with the Audit Committee, will review any deficiencies, findings, material weaknesses, or audit exceptions and report them to the Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the charter granting agency describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the charter granting agency along with an anticipated timeline.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures

to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

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

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

CNHS No. 2's ultimate priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach using school-wide PBIS including: setting clear expectations, reinforcing positive behavior, redirecting misbehavior, and teaching conflict resolution skills. In response to misbehavior that infringes on the safety of our community, we aim to have a discipline system focused on being restorative rather than one with punitive consequences. CNHS No. 2 will provide professional development to staff on the Charter School's discipline policy and progressive discipline practices at the beginning of each year and throughout the year as necessary

School responses to misbehavior may include but are not limited to: loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, in/out of school suspension, intervention service referrals, and/or a Student Success Team meeting. CNHS No. 2 may also hold restorative circles and use restorative justice practices to resolve discipline concerns. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the Charter School.

Egregious misbehavior is met with consequences such as in-school or out-of-school suspension and/or expulsion. Parents/guardians shall be notified prior to suspensions and are asked to come to school for an informal suspension conference, which may include the Principal or designee, teacher and/or student. At the suspension conference, an individual behavior plan may be developed for the student.

CNHS No. 2's student discipline policy is included in the student/family handbook. Charter School staff review the discipline policy with students and families at the beginning of the school year and/or upon admission to CNHS No. 2. By enrolling in the Charter School, the students and families acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy includes student rights and responsibilities and the Charter School's suspension and expulsion policies. The discipline policy will not be implemented in a way that is discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

Tiered Behavior Intervention

At CNHS No. 2, we believe that all students have the right to learn in a safe, respectful, and supportive environment. We also recognize the essential partnership between families and schools in guiding student behavior. Our discipline system is designed to be restorative, supportive, and instructional rather than punitive, ensuring that students learn from missteps, repair harm when it occurs, and continue on a path toward academic and personal success.

CNCA implements its discipline policy through a Multi-Tiered System of Supports (MTSS) that includes universal, targeted, and intensive interventions. Within this framework, CNHS No. 2 emphasizes restorative justice practices, progressive discipline, family engagement, and due process to ensure equitable and transparent application of all discipline procedures.

Tier 1: Universal (Schoolwide) Supports

- All students and families are oriented to CNHS No. 2's discipline policy at the beginning of the year and/or upon admission, with policies outlined in the Student/Family Handbook.
- Teachers and staff explicitly teach, model, and reinforce schoolwide behavior expectations.
- Community-building strategies, such as restorative circles, are integrated into daily practice to foster relationships and prevent misbehavior.
- Universal supports include social-emotional learning, positive behavior interventions, and consistent classroom management practices.

Tier 2: Targeted Interventions

- When misbehavior occurs, CNHS No. 2 staff implement progressive, supportive responses designed to help students reflect and improve. These may include:
 - Loss of privileges
 - One-on-one student conferences with staff or administrators
 - Parent/guardian contact or conference
 - Behavior incident reports and documentation
 - Referral to counseling, mentoring, or other intervention services
 - Student Success Team (SST) meetings to create collaborative action plans
- Restorative practices, including small group or targeted restorative circles, are used to identify harms, needs, and obligations, and to guide students in repairing relationships.

Tier 3: Intensive Interventions

- For egregious or repeated misbehavior, CNHS No. 2 may implement intensive disciplinary actions, including in-school or out-of-school suspension and/or expulsion, in accordance with applicable law and CNHS No. 2 's board-approved policies.
- Parents/guardians are notified prior to any suspension and invited to attend an informal suspension conference, which may include the Principal or designee, teacher, and/or student.
- During suspension conferences, staff may develop an individual behavior plan to provide ongoing support and ensure a smooth reintegration to the school community.

CNHS No. 2 follows a progressive discipline approach, ensuring that consequences for misbehavior escalate in seriousness only when necessary and are always paired with support. The intent is not punishment, but rather teaching, accountability, and restoration.

Through its MTSS-aligned discipline system, CNHS No. 2 ensures that student behavior is addressed with fairness, care, and accountability. By integrating universal preventive practices, targeted interventions, restorative justice approaches, and progressive discipline measures, CNHS No. 2 maintains a safe and inclusive learning environment while promoting student growth and community well-being.

Alternatives to Suspension and Expulsion

CNHS No. 2 prioritizes alternatives to suspension and expulsion whenever possible and practicable. The Charter School emphasizes proactive, research-based, age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting specific misbehavior. Suspension is reserved for the most serious or egregious offenses, and only after other interventions have been attempted.

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are tardy or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports.

Alternatives to suspension may include but are not limited to:

Restorative Practices

- **Restorative Circles and Conferences:** Students who cause harm may participate in restorative circles or conferences with peers, staff, and parents/guardians to reflect on their actions, acknowledge the harm caused, and develop commitments to repair the harm.

- **Restorative Justice Integration:** These practices are both proactive (community-building circles) and responsive (harm-repair circles), ensuring that relationships are strengthened and accountability is reinforced.

In-School Interventions and Supports

- **Reflection Spaces and One-on-One Support:** Students may be provided structured time in an alternative environment, with access to staff support, reflection tools, and behavior planning.
- **Individual Behavior Plans:** Developed collaboratively at conferences with students, staff, and parents/guardians, behavior plans identify root causes of behavior and outline supports for improvement.

Targeted Guidance and Family Partnership

- **Parent/Guardian Conferences:** Teachers and administrators engage families as active partners to develop strategies that support positive behavior both at school and at home.
- **Student Success Team (SST) Meetings:** For repeated or concerning behaviors, an SST may convene to analyze challenges and recommend interventions such as counseling, mentoring, or academic support.
- **Intervention Service Referrals:** Students may be referred to counseling, social-emotional programs, or community-based resources to address underlying needs.

Corrective and Educational Responses

- **Loss of Privileges:** Temporary restriction of privileges such as extracurricular participation to reinforce accountability.
- **Behavior Incident Reports:** Documenting behaviors and interventions to ensure accountability, consistency, and data-driven decision-making.

CNHS No. 2’s alternatives to suspension are grounded in restorative practices, MTSS-aligned supports, and family engagement. These approaches ensure that discipline remains corrective, instructional, and community-centered while reserving exclusionary practices only for the most severe cases. By prioritizing alternatives, CNHS No. 2 is fostering a safe, inclusive school culture that supports both accountability and student success.

Grounds for Suspension and Expulsion

The Suspension and Expulsion Policy and Procedures (“Policy”) have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating these procedures, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal. All suspension and expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to charter school students and inclusive of foster youth and their representatives. Additionally, the Charter School’s process for investigating incidents and collecting evidence will be fair and thorough.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This Element 10 shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements and the District's Policies and Procedures for Charter Schools. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed annually as part of the Parent/Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians¹⁵ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom CNHS No. 2 has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. CNHS No. 2 will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CNHS No. 2 has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

PROCEDURES

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct, as described immediately below, if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses: Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights, as it may be amended from time to time by either

¹⁵The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

The Los Angeles Unified School District or the governing board of Camino Nuevo Charter Academy. Enumerated offenses for suspension and expulsion are intended to align with those applicable to and applied by LAUSD.

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus . [E.C. 48915(c)]	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]	Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity . [E.C. 48915(b) and (e)]
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1 st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

Suspension Procedures

Using their discretion, the Principal or designee may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff. Students who are suspended in-school will be provided with work for all courses in which they are enrolled and will be provided with assistance in order to complete their academic assignments. A student may be suspended in-school for a maximum of five (5) school days and a maximum of twenty (20) school days per academic year. Students will not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition.

If deemed necessary, CNHS No. 2 may assign in-school suspension, following the procedures for in-school and out-of-school suspensions outlined in the provisions here in Element 10, which constitute CNHS No. 2's Suspension and Expulsion policy.

In-school suspension will be served in either the Charter School's main office or an open classroom and will be supervised by the Assistant Principal of Student Supports or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year. An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

Suspensions shall be initiated according to the following procedures:

Conference

The CNHS No. 2 Principal or designee has the authority to suspend students. Every effort will be made to hold a conference prior to suspension with the student and their parent or guardian; however, a suspension may proceed without a conference if the Principal or their designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the student’s right to return to school for the purpose of a conference, which will be requested as soon as possible.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against them and shall be given an opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reasoning, including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference, unless the student or parent/guardian waives their right to this conference, or the conference is held telephonically, virtually, or similar. The conference may be held in-person, telephonically, or via other electronic means.

Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with school administration. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Expulsion

The Principal has authority to suspend students. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days

for which the student may be suspended shall not exceed thirty (30) school days in any school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights, and a hearing adjudicated by a neutral officer within a reasonable number of days. At which the student has the right to bring legal counsel or an advocate. The team would consider a manifestation determination or IEP/504 meeting to review needs.

Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian may be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period will be extended, such extension shall be made only after a conference is or is attempted to be held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. The student shall be provided with assignments for all courses for which they are enrolled during the term of the student suspension. The student's parent/guardian may pick-up assignments for the student daily in the CNHS No. 2 main office.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Appeals

The student may appeal a Principal suspension to the CAO, by submitting a written request to the Principal within three (3) calendar days of a suspension determination. The CAO may conduct a conference with the parent or guardian, or may make a determination solely based upon the suspension documentation. The CAO should issue a determination within ten (10) calendar days of the written appeal.

Expulsion Procedures

Pre-Expulsion Conference

A decision to recommend expulsion may not be made until after the Principal or designee has concluded or attempted to conclude a pre-expulsion conference with the parent/guardian. At the

Principal or designee's discretion, the suspension and pre-expulsion conferences may be combined and held as one. At the conclusion of the conference, if the Principal or designee determines to not recommend expulsion, appropriate alternative intervention should be implemented.

The Principal or designee shall make reasonable efforts to contact the family, including by phone and by email, to schedule the pre-expulsion or suspension conference. The Principal or designee shall conduct the conference and arrange for a second school official to be present as a witness. During the conference, the Principal or designee shall:

- a. Inform the student and the parent of each applicable charge.
- b. Provide the student and the parent with the opportunity to discuss the allegation.
- c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student the opportunity to admit, deny, or qualify their participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
- d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent.
- e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
- f. Explain the expulsion procedure and the process of an interim placement should the Principal or designee recommend expulsion. CNHS No. 2 has signed LAUSD's Interim Placement MOU.

Expulsion Procedures

Only the Principal or designee is authorized to recommend a student's expulsion. The following are steps the Charter School Principal or designee should take whenever a student is accused of an act for which expulsion may or must be recommended.

Incident Investigation

When an alleged incident occurs, the Principal or designee will investigate the matter prior to issuing a suspension, except when the Principal has determined that an "emergency situation" exists. The Charter School Principal or designee will be responsible for each of the following responsibilities:

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

Authority to Expel

A student may be expelled either by a neutral Hearing Officer or hearing panel ("Administrative Panel") each appointed by the Principal. An Administrative Panel appointed by the Principal shall consist of at least three (3) members who do not personally know or have an instructional or

supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense after conducting a hearing.

The Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. A hearing will be held within thirty (30) days after the date that the Charter School Principal or designee has made the determination that an act subject to expulsion has occurred and has evidence supporting the reason for expulsion.

The Principal or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”).)

If the Hearing Officer or Administrative Panel makes a determination for expulsion, the Principal may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the Principal. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Principal may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the Principal revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

Written notice of the expulsion hearing will be forwarded to the student and the student’s parent/guardian at least five (5) school days before the date of the hearing via email and overnight delivery to the parent/guardian’s email address and student’s home address on record. Upon mailing the notice, it shall be deemed served.

This Hearing Notice will include:

- a. The date and place of the hearing;
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- c. A copy of CNHS No. 2’s disciplinary rules that relate to the alleged violation;
- d. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
- e. An explanation of the opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- g. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- h. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;
- i. Notification of reasonable accommodations or language support, as needed.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. The Hearing Officer or Administrative Panel presiding over the hearing may remove a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay

unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion, which may be reviewed by the Board of Directors or Committee as an appeal if requested by the parent/guardian within five (5) calendar days of issuance of the notice of expulsion.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors or Committee on appeal decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Principal or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The parent/guardian shall have five (5) calendar days to appeal by requesting review by the Board of Directors or Committee. If no appeal is requested, the expulsion becomes final on the sixth(6th) day after notice was issued.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (A) the student's name; and (b) the specific expellable offense committed by the student.

A copy of the written notice of the decision to expel a student will be sent by the Charter School Principal or designee to the parent/guardian of any student who is expelled via certified mail to the student's home address on record. This notice will include the following:

- a. The specific offense(s) committed by the student for any of the acts listed under “Grounds for Suspension and Expulsion.”
- b. Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CNHS No. 2;
- c. The reinstatement eligibility review date;
- d. Copy of the rehabilitation plan;
- e. The type of educational placement options during the period of expulsion;
- f. Appeal procedures.

Record of Hearing

A record of the hearing will be created and maintained by any means including electronic recording, as long as a reasonably accurate and complete written transcription of the hearing can be made. A Fact and Findings document will be prepared in order to summarize the evidence presented at the hearing and, to substantiate the expulsion decision by the Hearing Officer or Administrative Panel. The Facts and Findings documents will be included with the expulsion order and any other recommendations that the Hearing Officer or Administrative Panel deems appropriate.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. If a student is expelled, CNCA shall work cooperatively with the parent/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion by advising the parent to call the local district Student Discipline Proceedings Office if they would like for the student to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeal of Expulsion

If parent/guardian requests an appeal in writing delivered to the Principal within five (5) calendar days, the Board of Directors, or a committee thereof, shall review the expulsion within twenty(20) calendar days, or as soon thereafter as practicable. The appeal is not a second hearing. Rather, the appeal is a review for procedural error, and whether the evidence supports the expulsion.

- The Principal will notify the parent/guardian in writing of the decision of the appeal within three (3) working days of the Board or committee's decision. The decision is final.

Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Principal, or Principal’s designee, 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11 - Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated and Classified Staff Retirement Allocations

All full-time certificated CNHS No. 2 employees who are eligible participate in the State Teachers’ Retirement System (“STRS”) and eligible classified employees participate in the Public Employees’ Retirement System (“PERS”) and/or another retirement plan. Employees contribute the required percentage and CNHS No. 2 contributes the employer’s required portion. All withholdings from employees and the Charter School are forwarded to the STRS/PERS Fund and/or private retirement programs as selected by employees. CNHS No. 2 shall continue participation in STRS and PERS for the duration of the Charter School’s existence under the same CDS code, or as otherwise required by law.

Other Staff Members

Contributions to federal social security are made on behalf of all employees who are not STRS eligible.

STRS/PERS Reporting

CNHS No. 2 submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS/PERS.

The CNCA Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student may be required to attend the Charter School. As a school of choice, CNHS No. 2 does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process through the provision of the following resources:

- LAUSD Resident School Identifier site
- Greatschools.org School and Districts Boundaries Map
- California Charter Schools Association Find a School site.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

CNHS No. 2 does not require any individual to work for the Charter School.

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(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

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

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
5. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCACTION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets

remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:**

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

(i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the

operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)